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CASE STUDIES OF STUDENT PERSONNEL PROGRAMS IN

THREE LIBERAL ARTS COLLEGES IN MICHIGAN:

CHANGES AND TRENDS 1963-64--1973-74

By

Richard Roland Warmbold

### A DISSERTATION

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#### ABSTRACT

CASE STUDIES OF STUDENT PERSONNEL PROGRAMS IN THREE LIBERAL ARTS COLLEGES IN MICHIGAN: CHANGES AND TRENDS 1963-64--1973-74

Ву

### Richard Roland Warmbold

The investigator's central purpose in this study was to identify the changes and trends in the administrative behaviors and practices of staff members of the student personnel offices in the smaller liberal arts colleges in Michigan during the period 1963-64--1973-74. A descriptive approach was used through the presentation of case studies.

Three colleges; Alma, Hope and Kalamazoc were chosen for the study. The colleges were selected from the private institutions in Michigan which met the established criteria. The criteria were: (1) private liberal arts college granting at least a baccalaureate degree; (2) enrollment below 2,000 students with peak enrollment not more than 2,400 full-time students; (3) basically a residential campus, (4) affiliation of the colleges involved to form a range from strong to weak; (5) academic calendars of the colleges involved to be heterogeneous; (6) academic program areas to include traditional and progressive approaches and (7) the institutional philosophy for student life of the colleges involved to form a range from conservative to moderáte.

A descriptive methodology was used. The principal methods were "the collection and review of: (a) published and written materials from

each institution and (b) personal interviews with student personnel staff members to obtain a deeper understanding of information received from published and written materials. Twenty-one specific questions covered the following areas: changes in the student personnel staff and why; the different management styles employed by the institution, the student personnel office, and by individual student personnel staff members; the changes in the level of student participation in specific programs and activities; institutional future plans; training programs in the area of student personnel; changes in rules and regulations and the reasons why; changes in the area of responsibility of the student personnel office; educational costs; changes in the budget of the student personnel office; voluntary financial support of the institution; student unrest during the period 1963-64--1973-74 and challenges facing the institution and the student personnel office.

Information from each college was compiled into individual case studies. Comparisons were not made between the colleges. The findings from each college were combined into principal findings.

The principal findings were: (1) All three colleges established some form of community government during the period.(2) Danforth studies were conducted at Alma and Kalamazoo Colleges in 1966-67 which lead to changes in the student personnel and student life areas.(3) All three colleges experienced racial problems in the late 1960's and early 1970's which were characteristic of colleges and universities across the country during this period.(4) As was the case with other colleges and universities all three colleges experienced a decline in Greek social organizations and student participation in these organizations. (5) All three

colleges developed and clarified rules and regulations concerning student behavior more in keeping with human rights. (6) All three colleges developed more formal and legal student handbooks in the late 1960's but the language was more informal in the student handbooks prepared for 1973-74. (7) All three colleges experienced budget difficulties in the latter part of the period under study, thus the student personnel programs suffered accordingly. (8) In 1973-74 the student personnel programs at Alma and Kalamazoo Colleges were reorganized and reported to the academic administrative officer, reasons given were cost savings and concern that the reorganization would more effectively integrate the academic programs and student development areas. (9) In all three colleges the student financial assistance programs were moved from the student personnel area to the business office. (10) During the period of study (1963-1973) there were a number of title changes for administrators in the student personnel program. (11) The ' management style for the three colleges was typically that which was pursued by the president. (12) The respondents indicated that the greatest challenge was to establish the student personnel programs and staff as an integral part of the college. (13) At the same time it was indicated that the overriding challenge facing all three colleges was to obtain financial support, maintain a qualified faculty and staff, and a student body which was adequate for the college to persist as a private liberal arts college.

The key findings which were regarded as particularly worthy by the investigator were discussed in terms of their implications for the future of the profession.

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#### CHAPTER I

#### THE PROBLEM

## Introduction

The eleven-year period from 1964 to 1974 was a period of change and challenge on the campuses of most American colleges and universities. The period contains great enrollment increases, enrollment decreases and/or stabilization, increases in monies from many sources, decreases in monies causing financial troubles, student unrest, lowering of the legal age to eighteen (18), affirmative action programs and unionism of faculties. The issues that caused student unrest included civil rights, the Viet Nam War, the draft, freedom of speech, restrictive rules and regulations, and academic governance. Some issues were national, others were regional while others were local in scope. The key to unrest was the student support and participation of an issue received. The student unrest took both the nonviolent and violent approach and was brought to the attention of all Americans by the mass media.

As the drama of the sixties unfolded, student affairs found itself an unwilling character on center stage. Probably no other sector in higher education was more deeply affected by the events that unfolded. To student affairs, the most critical of these developments was the demise of in loco parentis, the time honored collegial function of acting "in the place of the parent," which yielded to a frontal assault by students of a new age to court decisions, and, more recently, to the enfranchisement of students at eighteen. (Crookston, 53:43)

Among the results have been the recognition of student rights and freedoms as citizens; the necessity of the college to observe certain amenities

of procedural due process in matters of student discipline and greater, involvement of students in institutional governance and policy making.

The effect of these changes on student personnel has been most pronounced in methodology.

Under the old student personnel (in loco parentis) approach staff would wait passively until a problem developed, then react by applying counseling, mental health, or advising skills as needed to correct or ameliorate the situation. Staff set rules and expectations, then reacted to offenders by punishing, imposing conditions, paternalistic counseling, or rehabilitation. By the mid-sixties, this method had demonstrated inadequacies, critical among which was role conflict among staff, which resulted in experimentation with other approaches. (Crookston, 53:44)

The conflict in role and function is even more pronounced in the case of the principal student personnel administrator. As dean of stude ts (or vice president) he was at once a boundary sitter, attempting to mitigate conflict between student, faculty, and administration while attempting to explain and interpret one to the other; an administration control agent; disciplinarian; counselor and administrator of an often large university division; and a facilitator of student growth and development. (Crookston, 53:45) Student activists held that the dean of students should represent their interests, not those of the establishment. But as more deans became vice presidents the greater was the predictable tendency of the president to assume that the vice president for student affairs was a member of his "team," and not the students' advocate. Needless to say, as the tempo of activism increased, so also did the turnover in the office of the student personnel administrator. (Crookston, 53:46).

There are several variables involved in the academic community determining whether student unrest will appear on campus. The variables are: private or public institution, primarily undergraduate or graduate,

composition of the student body, rural or urban, residential or commuter, and anticipated amount of participation by the academic community. The academic community is defined as students, faculty, and staff. The smaller liberal arts colleges in Michigan did not experience the amount of campus unrest which many other colleges and universities experienced. However, they were affected by what was happening on other campuses, especially on larger campuses in Michigan, during the period 1964 to 1974, a period of great change and challenge for college and university administrators.

## Purpose

The investigator's purpose in this study was to identify the chang s and trends in the administrative behaviors and practices of staff members of the student personnel office in the smaller liberal arts colleges in Michigan during the period 1963-64--1973-74. Furthermore, it was the researcher's intent in the study to examine these changes and trends to determine how and why they came about. A descriptive approach was used. Questions for investigation, rather than hypothesis, were explored.

### Need

The need for the study was to determine whether: (1) student behavior has been influenced by administrative behaviors and practices of the student personnel office and by an individual student personnel staff

The usual procedure in a dissertation is to have a chapter on the study and a chapter on methodology; however, this has been modified and is incorporated in Chapter One since the population sample, data collection and treatment techniques are relatively narrow in scope.

member; and (2) to determine whether student behavior has influenced the administrative behaviors and practices of the staff members of the student personnel office. To make student personnel staff aware of why change comes about and how their behavior and practices could affect student behavior during the process of change. Student personnel staff must be aware that influence for change does not go in only one direction (administration-to-student) but is a two-way process. Moreover, the student personnel staff is involved in communicating in both directions to help both parties understand and bring about positive change.

If student personnel staff members are to be effective with students, faculty, and staff, they must be aware of as many factors for change as possible and how these factors might interact with the different groups which make up the academic community. Being able to interpret what is happening in the academic community, being able to anticipate forecoming events and actions, and being able to plan in advance the best administrative behaviors and practices to be taken by the student personnel office and staff is a must. The use of a management approach to higher education has been very popular during the period 1964-1974, but most of the information on management techniques is aimed at the total institution or the larger student personnel operation which are not usually found in institutions of 2,000 students or less.

It is important that student personnel staff in the smaller institutions be able to learn, understand, relate and incorporate a management style which is based on administrative behaviors and practices using the knowledge of the two-way process of change.

## Scope

The scope of the study was to conduct an in-depth case study of three student personnel offices and staffs during the period 1964-1974 to determine the changes in organization, staff, procedures, rules and regulations and, moreover, what brought about these changes and what effect did administrative behaviors and practices have on the change process. The institutions in general will be investigated as to how the changes in different areas not directly related to the student personnel office or on an institutional basis affected the student personnel office during the period.

The three institutions were selected to meet the following estab\_ished criteria:

- Private liberal arts college granting at least a baccalaureate degree.
- 2. Enrollment below 2,000 peak enrollment and not more than 2,400 full-time equivalents.
- 3. Basically a residential campus,
- Affiliation -- a range from strong to weak.
- 5. Academic calendar -- a range of different calendars.
- 6. Academic program areas—to include traditional to progressive approaches.
- 7. Institutional philosophy on student life-conservative to moderate.

The segment of higher education to be studied was the private segment. The liberal arts criterion allowed for a relatively heterogeneous student body concerning academic programs. The granting of at least

a baccalaureate degree would normally mean that the student would have spent 4-5 years in post high school education.

The enrollment criterion was established since the vast majority of private institutions have below 2,000 students. Data from the Education Director 1973-74, (183), support the above statement.

Table 1. Public and Private Institutions by Highest
Offering Beyond 4-5 Years (183:7)

	Baccalaureate	Professional	Masters	Not Ph.D.	Ph.D.	<u>Total</u>
Public	73	6	138	73	151	441
Private	690	73	295	36	183	1277

Of the total 1,277 private, 1,112 have enrollments of 2,000 or less. The break lown by enrollment is in Table 2.

Table 2. Private Institutions by Enrollment (183:10-347)

			***	
1-1000	Enrollment	of	FTES	761
1000€2000	Enrollment	of	FTES	351
2001-3000	Enrollment	of	FTES	57
3001-Above	Enrollment	of	FTES	108

Full-Time Equivalent Students

The residential campus is one of the fundamental building blocks of the liberal arts education philosophy. In addition many of the changes which occurred on campuses across the U.S. involved the residential as ect of the institution. Students who attend commuter campuses have found it difficult to organize, get student interest and participation, and bring about change. (Ward, 50:6-8)

The majority of private institutions have an affiliation with a sponsoring organization. In some cases the affiliation is very strong and dictates how the institution is run. While in others it is much

weaker and has little effect on how the institution is run. Affiliation ties can become stronger or weaker over time. A knowledge of the range of strength of affiliation was desired to see what effect affiliation played in the change process during 1964-1974.

The academic calendar of an institution may include quarters, semesters, terms, trimesters, and some specially designed calendars to meet special institutional needs. The type of academic calendar could play a part in administrative behaviors and practices, academic community participation in outside classroom activities and the change process; therefore, a variety of calendar plans was desired.

The academic program area concerning the traditional approach to education compared to a more progressive approach may influence the type of student attracted to the institution, the administrative behaviors and practices, and the change process; therefore, a range from traditional to progressive approaches was desired.

The institutional philosophy toward student life was very important during the period 1964-1974. The range ran from conservative to progressive; however, there were very few liberal arts institutions where this philosophy fell into the category of progressive. None of the liberal arts institutions in Michigan would be called progressive for the entire period. Therefore, the range is conservative to moderate. The institutional philosophy regarding student life may influence the type of student who would attend, the administrative behaviors and practices and the process of change.

The selection of the institutions was made@from private institutions in Michigan which granted at least baccalaureate degrees. The
information was taken from Enrollments in Michigan Colleges and Universities,

Fall 1973 (184:20-26), prepared by the Michigan Association of Collegiate Registrars and Admissions Officers. The institutions were: Adrian College, Albion College, Alma College, Andrews University, Aquinas College, Art School Society of Arts and Crafts, Calvin College, Calvin Theological Seminary, Cleary College, Cranbrook Academy of Art, Detroit Bible College, Detroit College of Business, Detroit College of Law, Detroit Institute of Technology, Duns Scotus College, General Motors Institute, Grace Bible College, Grand Rapids Baptist College and Seminary, Hillsdale College, Hope College, John Wesley College, Kalamazoo College, Lawrence Institute of Technology, Madonna College, Maryglade College, Marygrove College, Mercy College of Detroit, Michigan College of Osteopathic Medicine, Midrasha College of Jewish Studies, Nazareth College, Northwood Institute, Olivet College, Reformed Bible Institute, Sacred Heart Seminary, St. John's Provincial Seminary, St. Mary's College, Shaw College at Detroit, Sienna Heights College, Spring Arbor College, University of Detroit, Walsh College of Accountancy and Business Administration and Western Theological Seminary.

The three selected were Alma College, Hope College, and Kalamazoo College. These institutions were selected because they met the established criteria.

### Alma College

- 1. Private liberal arts college granting the baccalaureate degree.
- 2. Enrollment averaged 1,000 with a 1,350 peak.
- 3. Residential campus with only married students and students living with parents allowed to live off campus.
- 4. Affiliated with Presbyterian Church—at the start of the period a moderate influence which weakened by the end of the period.

- 5. Academic calendar changed several times during the period.

  Calendars used were semesters, terms, and 4-1-4 program.
- 6. Academic programs—a mixture of traditional and progressive.

  The progressive programs were semester or year overseas and the use of self teaching and audio visual methods in the science area.
- 7. The institutional philosophy toward student life was moderate in most areas. However, the attitude toward alcoholic beverages on campus and male-female room visitation was conservative.

## Hope College ♥

- 1. Private liberal arts college granting the baccalaureate degree.
- 2. Enrollment averaged approximately 1,900 with the peak just under 2,100.
- Residential campus with only a few students allowed to live off campus.
- 4. Affiliated with the Reformed Church. The affiliation during most of the period was very strong. Late in the period a change in the board of trustees weakened the affiliation; however, the Reformed Church is still a strong influence.
- 5. Academic calendar has been semesters during the period.
- Academic program areas are basically traditional in approach.
- 7. Institutional philosophy toward student life was conservative.

## Kalamazoo College

- 1. Private liberal arts college granting the baccalaureate degree.
- 2. Enrollment average approximately 1,300 students, with the peak below 1,400.

- 3. Residential campus with only a few students living off campus.
- 4. Affiliated with the Baptist Church. The affiliation was weak during the period.
- 5. Academic calendar is known as the Kalamazoo Plan which is built on quarters.
- 6. Academic programs areas are generally considered progressive mainly because of the Kalamazoo Plan.
- 7. The institutional philosophy toward student life went from very conservative to something approaching progressive.

The history, philosophy, and purpose for the chosen colleges are found in the appendices.

#### Focus

The focus of the study was put on the changes in the student personnel office and staff during the period 1964-1974. These changes include changes in administrative organization, rules and regulations regarding student life, and institutional decisions which affected the student personnel office. Realizing that forces and conditions for change can come from many places, attention was paid to which forces and conditions brought about change, which forces and conditions were present but did not bring about change, which forces and conditions overcame institutional desires and brought about change and what changes the institutions initiated on their own.

## Terms

The Office of the Chief Student Personnel Administrator as used here includes, but is not limited to, the historical definition of student personnel work, i.e., those programs, functions and services that bear

upon the lives of the students outside the classroom, laboratory and library. The student personnel office may include other functions that contribute to the growth and development of students, including in the classroom and off-campus as the case may be.

The Chief Student Personnel Administrator (CSPA) is the highest ranking administrator who reports administratively to the president or executive officer and whose administrative and program responsibilities are solely or largely devoted to student personnel. The title of the area and the title of the Chief Administrator varies by institution. The area may be called: Student Personnel, Student Affairs, Student Services, Student Development, Student Relations, or Student Life. The Chief Administrator may be called: Vice President, Dean or Director.

A Study of Student Affairs: The Principal Student Affairs Officer,

The Functions, The Organization at American Colleges and Universities

1967-1972 by Crookston and Atkyns (53:7-8) reports that:

. . . the data indicate a decisive trend away from nomenclature for the area administered by the Chief Administrator described as "student personnel services" and toward the use of "student affairs." Over half the institutions surveyed (52.3 percent) reported that the sector is called student, college, university or community affairs. Nearly all of this group (50.9 percent) called the sector the division, department, or office of student affairs. "Student Personnel" was the title at 12.1 percent, "Student Services" at 12.6 percent, and the office of "Dean of Students" at 11.5 percent of the institutions.

In this study the term faculty means academic teaching and administrative personnel. The term staff means all other college personnel.

The abbreviation CSPA will be substituted for Chief Student Personnel Administrator in sections where the terminology is used frequently.

#### Methodology

A descriptive methodology was used. The principal methods were the collection and review of: (1) published and written materials from each institution; (2) personal interviews with student personnel staff members to obtain deeper understanding of information received from published and written material.

The published and written materials reviewed were: annual reports, student newspapers, catalogs, student handbooks, future plans (5-yr, 10-yr projections as examples), studies on student life, enrollment figures, institution self studies, agenda and minutes of Board of Trustees meetings pertinent to the area of student personnel and whatever else the student personnel staff felt might aid in the study. The appropriate and available materials for each year of the period 1964–1974, were reviewed. In cases where the material was not written or published on a yearly basis, the information was noted by date of report and time span the report covered.

It was recognized that not all institutions had all of this information, that some might consider part of the information confidential and not wish to release it. This minor limitation of the study had to be accepted.

Questions for investigation were used to ascertain information pertaining to the student personnel office rather than hypothesis.

Questions for investigation do not meet the requirements for testable hypothesis. The information received did not fall within an analytical framework. Permission was sought from each interviewee to tape record the interview. All information received in the interview was used without

reference to the person's name. In advance of the campus visit and interview, the interviewee received an information sheet which included the purpose of the study and topics that would be covered during the interview.

The persons interviewed were: President; Chief Student Personnel Administrator; Student Personnel Office Staff, who had been on campus for more than five years; Student Personnel Staff who are relatively new to campus; and past Student Personnel Staff who are still on campus but no longer in the student personnel office.

The following rationale was used to determine persons to be interviewed. The president was assumed to be able to give the broad picture for the total institution and his views of the happenings of the period with regard to the student personnel office. The CSPA gave a perspective of the total student personnel office for the period and insights as to what, how, and why situations were handled the way they were. The staff member who has been on campus for half of the period has important information about this time period. In addition he is considered not as a new staff member and his involvement in the student personnel area has had an effect on the direction of the student personnel office.

The staff member who is relatively new to the campus does not have firsthand information on the majority of the period, but rather hearsay which might not match with others interviewed. In addition when a new person is hired he comes to the institution with preconceptions as to how it will be to work there and in particular with the student personnel staff. These preconceptions might not match the actual situation. The differences may help to understand the administrative behaviors and practices of the

total institutions and of the student personnel office.

The former staff member who is still on campus can provide information as to how the student personnel office is viewed by personnel not in the student personnel office; the person might provide more critical information as to how situations were handled by the institution and the student personnel office. In addition the person might provide some insights into student personnel office staff turnover.

Questions for investigation were:

- 1. What changes were there in the student personnel staff size with regard to enrollment, financial conditions of the college, areas of responsibility, and philosophy of the president and/or board of trustees related to the student personnel area?
- Why did student personnel staff members change positions or leave the college?
- 3. What style or styles of management were used by the whole institution, the student personnel office and the individual student personnel staff member?
- 4. What changes had occurred regarding the level of student participation in student government, intramural athletics, intercollegiate athletics, Greek life, clubs and organizations, faculty committees and community services?
- 5. What institutional future plans were developed during the period 1964 to 1974?
- 6. What consideration was given to the type of student who would be on campus in the future plans?
- 7. What training programs had been sponsored by the college for the student personnel staff, student leaders, resident

advisors, and paraprofessionals?

- 8. What changes of rules and regulations there had been and what brought these about?
- 9. What effect changes had in tuition and fees, enrollment, size of faculty, size of support staff and changes in administrative personnel had on the student personnel office and staff?
- 10. What changes in physical facilities had been made for the student personnel functions?
- 11. Had the student personnel office been organized on a centralized or decentralized concept during the period 1963-64--1973-74?
- 12. What changes in tuition and fees there had been and why?
- 13. What portion did the student pay of the total educational cost?
- 14. What if any student unrest had there been on campus during the period 1963-64--1973-74?
- 15. What percentage of the total college budget went to the student personnel office?
- 16. What services had been added or dropped by the student personnel office during the period 1964-1974?
- 17. What were the future plans of the student personnel office?
- 18. What usage did the student personnel office make of the computer?
- 19. What changes were made in the voluntary financial support of the college during 1963-64--1973-74?
- 20. What the biggest challenges were facing the college?
- 21. What the biggest challenges were facing the student personnel office?

The methodology was in accordance with the methods of a descriptive study. Questions for investigation were explored to obtain

information. Questions for investigation did not meet the requirements for testable hyphothesis; however, conclusions and trends will be drawn from the study.

The sequence of events was:

- 1. Selected the institutions that were asked to participate.
- 2. Wrote the CSPA of each institution explaining the study and asking for his assistance, (included in the explanation was a list of desired materials, category of persons and positions to be interviewed, and topics to be covered in the interview.
- 3. Contacted an alternate institution if an institution did not wish to assist. If permission to cooperate in the study was needed, then it was the responsibility of the CSPA to obtain this permission.
- 4. If an institution agreed to assist, called the CSPA, worked out a time frame and got the names of the persons to be interviewed. The time frame included what materials if any would be sent before the campus visit, and time of the two-day campus visit. The CSPA acted as a central contact for each institution. The contact person was used by the members of the institution as the central clearing house for material, communication and questions for the researchers.
- 5. Sent follow-up letter to the contact person at each institution restating the time frame for materials, campus visit, and interview information sheets for those who were to be interviewed.

  The interview information sheets stated the purpose of the study and topics to be covered in the interview. (See Appendix A, page 261.)

- 6. Reviewed materials received in advance of the campus visit to provide background information for the two-day campus visit.
- 7. Divided the two-day campus visit; spent the first day going over published and written materials; spent the second day with personnel interviews.

(A)

- 8. Compiled information from each institution interviews, and written and published materials. The interview tapes were transcribed and then answers from each interview were combined with those from other interviews to produce the similarity or dissimilarity of responses. The written and published material was compiled to show changes in administrative behaviors and practices and information about change which affected the student personnel office or student life.
- 9. Returned information compiled from interviews to the institution to clarify differing information, to fill in missing pieces, to receive any additional information, check acceptance, and get approval to use the institution's name with information.
- 10. Made necessary changes in first draft after receiving it from each institution.
- 11. Combined interview information and information from written and published materials from each institution in a case study forms., organized on the questions of investigation.
- 12. Returned case study to institution to get final approval on information from the institution.



#### Limitations

The methodology used was in accordance with accepted rules for a descriptive study; therefore, there are inherent limitations. The institutions were not random nor were they large, but rather selected and small, lessening the possibility of valid generalization. The individual interviewees could withhold valuable information which would affect the study. The change in personnel during the period 1964-1974 and not interviewing those who left reduced input information and sources. The information received was basically from an administrative viewpoint with the student viewpoint coming from student newspapers and reports of student committees. The completeness of the material received for the period 1964-1974 depended almost entirely on the degree of cooperation from institutions and the individuals. The material base was not the same for all the institutions in the study.

#### Overview

In Chapter I a frame of reference and methodology for the entire study is developed. A description of the background, purpose and need of the study is presented along with statements on scope and focus, and important terms are defined. The methodology and sequence of events along with the limitations of the study are presented. In Chapter II the related pertinent literature is reviewed. The topic areas are: the role of the student personnel administrator in higher education, student behavior, rights and freedoms; and management styles, approaches and systems in decision-making.

Chapter III presents the case study of Alma College, Chapter IV the case study of Hope College and Chapter V the case study of Kalamazoo

College. Chapter VI presents the findings and recommendation for further research,

#### CHAPTER II

#### REVIEW OF RELATED LITERATURE

The investigator's purpose in this chapter was to review the literature that had relevance to this study. There is a wealth of a material dealing with key areas of the study; therefore, only pertinent literature is reviewed. Consequently, this chapter is not an in-depth and complete review of all literature in the areas of study. The first section of the chapter will be devoted to literature on the role of the student personnel administrator in higher education. The second major section will be devoted to literature on student behavior, rights and freedoms. The third major section will be devoted to literature on management styles, approaches and systems in decision making.

# The Role of the Student Personnel Administrator in Higher Education

The role of the student personnel administrator in American higher education has been determined largely by changing societal demands on the institution and by the expression of new and diverse student needs and interests. Historically, it was not until the 19th century that specialized personnel (usually faculty) were deemed necessary in classroom, dormitory and dining hall surveillance. This need was expanded around the turn of the century with the creation of the first full-time position in student personnel administration. (DeFarrari, 8:76) Blaesser (3) notes that the increased demand for student personnel services was created

following the 19th century essentially by four groups: (1) humanitarians who tried to promote mental hygiene and vocation counseling, (2) administrators such as Gilman of Johns Hopkins and Harper of Chicago who emphasized programs of faculty advising and residential housing, (3) applied psychologists who began to identify and measure individual differences and, (4) students who demanded an extra-curriculum.

However, the development of an actual office headed by a chief student personnel administrator to coordinate and direct student personnel services did not occur until after World War II. The functions and consequently the role of the chief student personnel administrator in higher education has continued to change since the post-World War II origins of the position. The <u>Dictionary of Occupational Titles</u> (1955) first noted the distinctiveness of the chief student personnel administrator by differentiating his role from that of the academic dean. The 1974-75 edition of the <u>Occupational Outlook Handbook</u> (188:134) describes the student personnel administrator in the following manner.

The Dean of Students, or Vice-President for Student Affairs, heads the Student Personnel Program at a school. Among his duties, he evaluates the changing needs of the student and helps the President of the college develop institutional policies. The Dean of Students generally coordinates a staff of Associate or Assistant Deans; these are in charge of the specific programs that deal directly with the students.

While the position description for the chief student personnel administrator seems to have been narrowed over the years to a fairly concise group of expectations, it is not clear that chief student personnel administrators in fact function in a manner consistent with these expectations. The perceptions by others within the academic community of the student personnel administrators' functions and beliefs leads to a questioning of the clarity of communication between chief student personnel

administrators and others within the academic community, all of which points to a need for role clarification. Dutton (54:2) notes in a NASPA position paper titled Research Needs and Priorities in Student Personnel Work that: "The dean is confronted with the prodigious task of clarifying and redefining his role and objectives in the face of increasing diffusion of institutional goals and programs, growing depersonalization and fragmentation of the academic community." Dutton also indicates that the perceptions others have of the chief student personnel administrator's role is not always consistent with the functions that are normally attributed to this position. Greenleaf (20:231) in assessing the role of the chief student personnel administrator from the view of others within the academic community notes that, "Students see student personnel administrators as members of the establishment, pretended baby sitters and obstacles to student power. Faculty members regard administrators as alien to the educational process and view the dean's role as a bank for red tape. " Kirk (55) feels that while student personnel administrators need to clarify their role, this should be accomplished by examining personal values and beliefs.

Although the present investigation is not specifically concerned with definition of the role of the student personnel administrator, research literature pertaining to role relates to the nature of the study. The investigation is designed, in part, to help the chief student personnel administrator clarify his role on the basis of his response to selected issues which serve to reveal his personal assumptions and beliefs.

A survey of literature reveals few studies in which the role of the chief student personnel administrator is defined empirically.

Reynolds (57), Rogers (58), Upcraft (59), and Crookston and Atkyns (53)

surveyed the role of the chief student personnel administrator in various size institutions. All of these studies contribute to a more complete understanding of the chief student personnel administrator's functions and his role. Reynolds (57), surveyed all liberal arts colleges below 2,000 students in enrollment in an effort to determine current practices of chief student personnel officers and to ascertain the degree of relationship of student personnel administrators to various student personnel functions. The following conclusions were stated (Reynolds, 57:V)

- 1. Each of the 19 student personnel functions studied is performed by some of the respondents. Functions most often performed are personal counseling, discipline and student personnel records.
- 2. The student recruiting function is the only one not supervised by some of the respondents. The respondents generally consider most appropriate their relationship to the functions to the degree that they perform or supervise the functions.
- Policy relationship to student personnel functions as well as final administrative authority for functions follow closely the pattern of performance and supervision.
- 4. Personal and institutional characteristics studied seem to be somewhat related to the degree of performance, supervision and policy relationships of the respondents to the student and personnel functions . . .
- 5. The expectation that the role of the chief student personnel officer in the size group studied would be different from that of such officers in larger institutions seems to have been justified.
- 6. In the size and type of group of institutions studied, there has been a steady growth in the establishment of offices headed by chief student personnel officers since World War KI. There has been some tendency for the establishment of these offices to be associated with size.
- 7. Most of the respondents are male and married. They have a median of twenty semester hours of graduate student personnel work. The median of the reported amount of time devoted to student personnel work is seventy-five

per cent. Most of the chief student personnel officers report to the president of the institution.

8. It would seem important to be concerned with experience and training for such officers in the student personnel area where they personally perform or supervise to a high degree.

Rogers (58) also in a study concerned with role, investigated effective and ineffective behavior of the chief student personnel administrator in institutions of 2,000 to 10,000 students. A critical incident technique was used to identify specific behaviors which were critical to the work of the dean of students. The investigation revealed the following results: (Rogers, 58:ii)

- Student Personnel Deans in smaller institutions do more counseling with students than their counterparts in larger institutions.
- 2. Student Personnel Deans in smaller institutions are comparatively ineffective in developing cooperative relationships.
- 3. Student Personnel Deans in larger institutions are more ineffective in conducting investigations of reports of student misconduct than their counterparts in smaller institutions.
- 4. Student Personnel Deans do not consistently take the initiative to provide leadership and information, particularly to students and student groups.
- 5. Student Personnel Deans do not consistently take the initiative in communicating the reasons for their decisions to all parties concerned.
- Student Personnel Deans are consistently successful when working with individual st\_dents in disciplinary situations.
- 7. A majority of the Student Personnel Deans' contacts are with individual male students and he is generally successful with these individuals.
- 8. The wider the range of activities the Student Personnel Dean uses to resolve a problem, the more likely he is to be considered effective by his professional peers.

9. Public relations is the category in which the Student Personnel Dean is involved with a wide variety of people, particularly the press. Therefore, every contact he makes has implications for his effectiveness in public relations.

Upcraft (59) in a study similar to the investigation conducted by Reynolds, proposed to describe and analyze the role expectations of chief student personnel administrators in institutions of higher education with more than 10,000 students. A questionnaire was administered to ninety-three chief student personnel administrators. The results were analyzed according to type and size of institution, degree held, type of training, recency of training, previous experience, and the person to whom the administrator reports. The study concluded that there is a consensus of expectations concerning the role of the chief student personnel administrator in the large university.

A study conducted by Zook (1968) as reviewed by Edward E. Birch (52:15) compared the chief student personnel administrator in four-year colleges and in two-year colleges. The study disagreed with Reynolds' findings that size of institution is an important factor in the functions of the chief student personnel administrator. The study also concluded that chief student personnel administrators spent comparatively little time with students and that they saw their function as one of coordinating, planning and administering the student personnel program.

Crookston and Atkyns (53) used a questionnaire to collect data from a selected sample of 798 institutions, approximately two-thirds of 1269 American colleges and universities (1971) which were regionally accredited and offered the baccalaureate or higher degrees. A multiple mailing procedure was utilized which resulted in a 90 percent return.

The following are the pertinent findings:

- The data indicate a decisive trend away from nomenclautre for the area administered by the Chief Student Personnel Administrator described historically as "student personnel services" and toward the use of "student affairs." Over half the institutions surveyed (52.3 percent) reported the sector to be-called student, college, university or community affairs. Nearly all of this group (50.9 percent) called the sector, the division, department or office of student affairs. "Student Personnel" was the title at 12.1 percent, "student services" at 12.6 percent, the office of "dean of students" at 11.5 percent of the institutions. "Student Life" was found at only 2.6 percent of the schools and "student relations" less than one percent. "Student development," non-existent as a title a decade ago, was the title of the area of 1.8 percent, while other titles reflecting the educational orientation of the sector were noted in a few places: academic services, university community, curricular services, co-curricular services.
- 2. The trend toward centralization of student affairs under a staff officer has shown a steady increase. From data collected in 1960, Ayers and Russell (1962) indicate about 60 percent of the institutions they studied had student services as a separately administered sub-division, but usually with a much narrower span of control than reported in 1972. In the present study, if those CSPA's who report directly to the president are added to those who report, along with other principal staff officers, to the president through an executive officer, we find 74 percent in 1967 and 86 percent in 1972.
- 3. While the prevailing organization continues to be a single direct line from the several sub-units to the Chief Student Personnel Administrator (about seven in ten), there appears to be something of a trend toward arranging the student affairs division into two programmatic clusters such as "programs and service" or three or more clusters, such as "student development," "student relations," "student activities," or "student services" as illustrative of areas under each of which several offices, programs or functions might be groups. Currently, many Chief Student Personnel Administrators have between eight and twelve or more departments reporting directly to them, a state of affairs of which organizational experts are highly critical as being too many units to administer effectively, even with the insertion of an executive officer. The decementalized structure, common before 1960, in which the several student affairs organizations often reported to different officers including the president at many institutions, has all but ceased to exist.

- 4. Eighty-two programs, services activities and other functions were identified within the administrative or program responsibility of the Chief Student Personnel Administrator at one institution or another.
- 5. The period 1967-72 was one in which considerable changes in organization took place, a reflection no doubt of both growth of institutions and campus turmoil. The net result was a gain in functions accuring to student affairs. There was, however, a substantial loss to other areas of administration. The greatest loss to student affairs was financial aid. Although still a principal student affairs function, there may be a trend toward placing financial aid in a different administrative sector. Registration, which has never been a student affairs function at very many institutions, appears less so in this study.

In summary, studies investigating role seem to point to the fact that the role of the chief student personnel administrator has changed and is continuing to change. Moreover, chief student personnel administrators tend to be involved in typical administrative tasks at the expense of close interaction with students. There seems to be disagreement about the importance of the size of the institution to the functions of the chief student personnel administrator. There is general consensus as to the role expectations of chief student personnel administrators, although research tends to reveal that these attitudes, beliefs, and values are not being communicated effectively to others within the university community.

# Student Behavior, Rights and Freedoms

# Student Behavior--Activism

In the student world today there are many forces in operation:
the radical left wing students, the student middle—the silent majority—
and the right wing. The groups may have similar goals, but their methods
are different. In addition, various racial groups have their own demands
and desire for leadership positions in the college community.

The first group to be considered is the radical left wing. The students for a Democratic Society will be observed as a representative group of the left. The movement's first statement was made in Port Huron in 1962 when Thomas Hayden stated, "Each person should share in those social decisions determining the quality and the direction of his life."

(Port Huron Statement, 189:2)

From Fire Next Time (191:12) some of the basic concerns of SDS can be noted: "There is a monster in this world. A monster whose wealth has been built by systematically gaining control over nearly every country, raping their resources, enslaving their peoples, and extracting their wealth for the profit of a few rich Americans . . . . We call this monster imperialism and we say it must be destroyed." Other statements (191:12) include "The imperialist ruling class maintains its power by a network of miseducation and lies, the biggest of which is racism. We are taught in a thousand ways to be racist." The author (191:12) continues, "In SDS we believe that the only solution to the problems of imperialism is a socialist revolution. Liberal reforms which do not change the basic structure of society will not end the exploitation of working people by the rich. If we are to be free, the imperialist monster which totally controls our economic and social lives must be totally destroyed and replaced with socialism." He (191:12) explains that "by a socialist revolution we mean the complete reorganization of America. Workers will control the goods and wealth they produce."

The SDS has sworn "its support for the Black Panther Party and their essentially correct program for the liberation of the black colony. Its commitment to defend the Black Panther Party and the black colony

against the vicious attacks of the racist pig power structure. Its commitment is to join with the Black Panther Party and other black revolutionary groups in the fight against white national chauvinism and white supremacy. Its total commitment is to the fight for liberation in the colony and revolution in the mother country." (New Left Notes, 182:3)

SDS and other campus groups have led in the fight for students' rights in the decision-making process of the college and the university. The first struggle came at Berkely in the form of the Free Speech Movement. Other struggles took place at many campuses throughout the country. Some campuses, including Columbia, Cornell, San Francisco State, University of Michigan, and Kent State, received national publicity.

Various campus groups have led teach-ins on the Vietnam War and on social and campus issues. They have initiated marches on Washington. They have aligned themselves with black students for greater black enrollment, black studies programs, and financial aid for non-whites. Curriculum reform has been demanded as one of the overdue changes. ROTC, recruiters and research related to what they call the military-industrial complex have all been attacked on many campuses.

Harold Taylor (49:25) summarizes the situation under the following three points:

- 1. "A refusal to accept any longer the social and intellectual control of those in the society who find them no part in making decisions about what society should be."
- 2. "A demand that the obsolete university curriculum, controlled by the academic faculty and made in the interests of the faculty be subject to drastic reform."
- 3. "An assertion that freedom to think, to speak, to act, to learn, to invest oneself in a new kind of life which opens up the future, is the right of youth and the central values which must animate social and political change."

Edward Salowitz (43:8) divides the demands of the activist into three areas with more specific definitions.

"The activist students are demanding that the corporate structure of institutions of higher education take positions on such subjects as relate to the war in Vietnam. Included in the question of the war is the concern with conscription, classified research, Dow Chemical recruiting, class rankings and the morality of war itself.

"The second set of issues deals with the question of academic reform. Included under this heading are <u>In Loco Parentis</u>, drugs, living arrangements, impersonality of education, decision making, lack of attention from instructional staff, grades, evaluation of faculty including hiring, promoting and firing. Also included in this area of demands are concerns for relevancy in the curriculum.

"The last set of issues dealing with race relations provided the mechanisms and the current tempo of activism. Here one finds such issues as aid to the culturally and racially disadvantaged, discrimination in hiring, housing and social activities and the ne ! to provide relevant course material for the black man so that he can learn about his cultural heritage in order to develop his own sense of cultural pride."

To Salowitz's last set of issues the consideration of social problems in general should be added, not just those which are related to race. This would include environmental control, land usage, abortion and others.

The students were asking the university to take a stand: "They seek to draw the university as such officially into the endorsement, the teaching and organization of programs for social reform and/or revolution of the society on whose largesse and support the university ultimately depends. (Hook, 186:11) The university has a tradition of discussing the issues in a free manner. All points of view have been accepted and either reinforced or rejected. However, the students "are proposing that universities cease making a fetish of objectivity and neutrality and become declogical institutions." (Hook, 186:12)

The student middle is a vital group in the college and the university. Often, however, it seems that this group is the silent majority.

They are the students who wish to pursue their education; they seem to have vocational goals. This is the group of students which has traditionally been in student government and student activities. These students were also searching for a new kind of university. Their methods, however, were different. They we e the students who have been the leaders in giving students membership on faculty committees. As the students took their positions on faculty committees, they found that the only result was boredom. Through the committee the students had hoped to form stronger relationships with faculty members. Students "are demanding of administrators, and particularly of teachers, that they join with students to establish that 'community of scholars' one hears so much about and so seldom sees." (Freedman, 17:239) They want to feel that they are part of the community, but they found and are finding it difficult when the faculty members have many other interests, most of which are more important than students.

The Yale News (185:2) had articles on the student position in the university which reflects the student middle: "While we should rightly participate in decision-making in our community; neither by background, nor expertise, nor interest are we equipped to oversee its day-to-day governance." He (185:2) continues, "Yale offers us an opportunity to reflect, to chamine ourselves, to ask ourselves what we can do to overcome the wrongs we see around us. That is our obligation and privilege here—to pursue truth where we are now most free so that tomorrow we can work to liberate ourselves and our society where we are not." (185:2)

The student middle is not satisfied with the society as it stands.

The student from the middle society wants to have a place in society and change it through the position he will eventually hold. Thus, in the

college and the university setting, he is striving to develop the skills which will make him able to bring the change about when he has the opportunity. The altruistic soul of the student reflects a need for all men to participate in the wealth of the society. This same desire shows up in his own world where he wants to participate in the academic community which seems to have so much control over his life. The student is at the bottom of the hierarchy in the academic world with multitudinous regulations over his life and the possibility of failure ahead in the test he is to take. Therefore, he can feel for the oppressed, for he sees himself as one of them even if only temporarily.

The student world is given its "challenge to duplicity; to their often intensely idealistic call for integrity; to their obvious distress at the dissonance that they hear and encounter in their lives at universities." (Yale Daily News, 102:2) What the students hear ideologically and what they have experienced does not fit with what they see in the real world. They cannot help but question the adult world which has not been able to cope with the problems. "There is no question that students resent being treated as adolescents when adults have not demonstrated their ability to resolve community and world problems." (Yale Daily News, 185:2) The desire for freedom rises strongly within the college student. He wishes to be able to say what he feels is right, to do those things which meet his needs and to participate in issues which affect his life.

K. E. White (60:1-22) briefly reviews the major events of student activism across the United States and notes the following for the period 1963-64 to 1969-70:

### <u>1963-64</u>

November: President Kennedy assassinated in Dallas.

Summer: "War on Poverty," hundreds of Northern white students worked in the South. Mississippi Freedom Democratic party begins to build. Civil Rights Bill passed.

#### 1964-65

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October: Berkeley Free Speech Movement.

March: University of Michigan teach-in about the Vietnam War. SDS March on Washington to protest U.S. Vietnam policies. SDS gains national prominency.

July: Watts riot in Los Angeles. Chicago riots protesting de facto segregation. Vietnam Day committee in the San Francisco area organizes to block troop trains in Oakland, California.

### 1965-66

White student involvement in the Civil Rights movement begins to wane. SANE march against the Vietnam war in Washington, D.C.

February: Black Panther Party formed in Oakland.

May: "Anti-ranking" protests; sit-ins and seizures at the Univer-sity of Wisconsin and the University of Chicago.

June: SDS emergence of "Student Syndicalism." Civil rights loses appeal for most activists.

#### 1966-67

SDS anti-recruiter demonstrations begin.

<u>December</u>: Mass sit-ins at the University of Michigan administration building to protest proposal to expel participants who disrupt operation of the University in future demonstrations.

<u>January</u>: CIA involvement in the National Students Association revealed; NSA severs all ties with the CIA.

<u>July</u>: Detroit racial disturbances; nation given first-hand account of a city in agony.

# 1967-68

SDS anti-Dow and anti-military connections on campus demonstrations.

October: Mass anti-draft demonstrations at the Pentagon.

February: Student uprising at South Carolina State College; 3 students killed and 27 wounded.

March: Howard University, 900 students occupy administration building for five days.

April: First Columbia University student revolt; most successful even staged by an SDS chapter; 400 occupy administration building; 720 students arrested. Martin Luther King assassinated in Memphis; touches off wave of national unrest and shame. Beginning of a year of student protest at San Francisco State College; violence includes fires, bombs, occupation of buildings.

June: Robert Kennedy assassinated in Los Angeles.

<u>August</u>: Democratic National Convention in Chicago; student activist groups demonstrate in masses; much violence, pany arrests and injuries; nomination of Humphrey causes bitterness among many youths in the party.

### 1968-69

In general, this year known as the year of "Black Student Protest." At the University of Michigan a bomb outside Institute of Science and Technology damages 12 windows and a door.

January: Western Michigan University, firebomb thrown into ROTC building, minor damage.

A il: Western Michigan University, 2,000 students occupy student center; student rights and power issues involved; University housing office bombed. Cornell University, black student protest; hold building for 19 hours; armed with rifles and shotguns; demand amnesty for students who had previously demonstrated for Black Studies program, plus other demands. Harvard University confrontation; SDS organized; evict deans and seize Administration Building; rifle confidential files; three-day boycott of classes.

May: Western Michigan University, arsonists break into ROTC building. City College of New York, arsonists set fire to the student center; black students, supported by SDS, clash with white students; president resigns. University of Wisconsin, violence with police; 110 arrested; 22 police injured.

June: Berkeley, police use shotguns to disperse students and others who take over University property for a "People's Park;" 1 killed, many arrested and injured.

# 1969-70

Michigan Legislature passes legislation forfeiting state financial aid of students convicted for participating in campus disorders. University of Michigan has debates on the value of ROTC programs and their contribution to the community of scholars. Nation-wide moratorium against the war in Vietnam, sponsored by the New Mobilization Committee.

<u>April</u>: People's Park established at the University of Denver; subsequently closed.

President Nixon announces incursion into Cambodia by U.S. troops.

May: Students killed and injured at Kent State University and Jackson State University. Subsequent nation-wide student strike; many colleges and universities affected by violence and disorders. Many schools closed before the end of the academic year.

The students have challenged the society, the adult world, the faculty and the university. The power struggle, whether it is student versus administration, or generation versus generation, continues and will continue as new student demands are placed upon the university.

# Student Conduct--Rights and Freedoms

been involved in the moral supervision of their students, and many of the rules and regulations used to control student life in earlier years would not be tolerated today. Brubacher and Rudy (6:51) in <a href="Higher Education in Transition">Higher Education in Transition</a>, said that American college "government" in the early beginnings of American higher education meant rigorous control of student conduct both in and out of the classroom. They indicate that, "The atmosphere resembled that of a low-grade boys' boarding school straight out of the pages of Dickens. It was adapted more to restless and unruly boys than to responsible young college men, and, indeed, most of the students of this time resembled the former far more than they did the latter." Lee (30:35) lists in his book the Massachusetts laws of 1956 which spelled out the legal limits within which Harvard could administer her corporal punishment:

It is hereby ordered that the President and Fellows are empowered, according to their best discretion, to punish all misdemeanors of the youth in their society either by fine, or whipping in the Hall openly, as the nature of the offenses shall require, not exceeding ten shillings or tenestripes for one offense; and this law to continue in force until this Court or the Overseers of the College provide some other order to punish such offenses.

The president and faculty, as disciplinarians, took upon themselves the responsibility to enforce the rules with the same vigor that characterized their teaching assignments. Brubacher and Rudy (6: 51) express no surprise that the students came to regard faculty members as their natural enemies, and expressed their frustration in periodic riots:

Anyone who studies the history of American undergraduate life from the first colonial colleges to the Civil War will find ample evidence to justify Hall's generalizations. This was a period when constant warfare raged between faculty and students, when college government at best was nothing but a paternal despotism, when the most outrageous pranks and disturbances were provoked by undisciplined and incredibly bold young men. It was pre-eminently a period of rowdies, riots, and rebellions.

The authors (6:53) continue their discussion and indicate the studer response to the disciplinary system:

The most dramatic response of the pre-Civil War college student to the disciplinary system which ruled him was violent and open rebellion. Nearly every college experiences student rebellions or riots, some more serious than others. In certain cases, they eventuated in broken windows or cracked furniture; in others, they resulted in death. All involved some kind of collective action, either of a class or of a whole student body. These outbursts could be found in all sections of the country, at state universities and denominational colleges, at "godless" Harvard and Virginia and at pious Yale and Princeton. Everywhere the atmosphere was like that of a revolutionary brawl, or a violent modern strike.

An example of the type of rules that were listed as temptation for the students to break is mentioned by Goldbold: (18:188-189)

Students were forbidden to drink, buy, or keep spirituous liquors; they were not to frequent taverns, bar rooms, or tippling houses. Gambling was prohibited. Lieing, cursing, swearing, profane and obscene language, and theft were forbidden. Fighting, striking, and quarreling were not permitted. Students were not to accept a challenge or in any way aid, abet, or promote a duel. Cardplaying, billiards, dice, backgammon, and other games considered immoral were prohibited. Dancing and attendance at theaters, horse races, or other places of "fashionable amusement" were taboo. Late suppers and convivial reunions were frowned upon. Fornication, visiting places of ill fame, and association with

persons of known bad character were forbidden. Students were not to combine for riot or disturbance, nor were they to carry or keep in their rooms firearms, gunpowder, dirks, swords, canes, or other deadly weapons. At Mercer University smoking but not chewing was prohibited. The young men were not to be guilty of "any grossly immoral conduct whatever."

Detailed disciplinary rules and regulations were listed in the college catalogs. Students were required to read these rules, and in some instances, in the presence of their faculty and the student body. They were required to affirm their obedience to them.

As the nineteenth century wore on, a strong move developed to move the college into the country where, as Rudolph (42:27) states it, "life was sounder, more moral, more character-building." This required the building of dormitories to house the young men. At the beginning this move we sthought to be worthwhile as young men lived like a large family, sleeping, eating, studying, and worshiping together under one roof. Later, though, the dormitory was thought to be a breeding place for crime, where plots were hatched and where what may have begun in innocence often ended in tragedy and misfortune.

The period beteen 1800 and the Civil War was replete with student rebellions, including severe ones at such colleges as Virginia, Princeton, Harvard, Yale, Dartmouth, and Brown.

Brubacher and Rudy (6:55) offer this explanation for student discontent:

The phenomenon of student rebelliousness reflected, at least in part, the whole social fabric of America at this time. In this exuberant young nation, there was an inner conflict between an overrepressive, Calvinistic morality and a frontier pattern of heavy drinking and brutal fighting. Violence was general throughout nineteenth-century American society. These conditions found their counterpart on the campus in student revolutions . . . . Tact and thoughful guidance by the administrative authorities, together with more student self-government, would have avoided the worst of the trouble.

After the Civil War there were no more student rebellions.

Brubacher and Rudy (6:56) suggest that peace finally came to the campus when curriculum changes created a new attitude. There was also a relaxation of rigorous systems of college discipline and students began to be treated as young adults. The addition of women to many campuses added also a moderating and pacifying influence on the conduct of male students. The rise of intercollegiate athletic sports and the fraternity system tended to absorb much of the uncontrollable youthful energies, and finally, many institutions had ceased to require police duties of tutors, and began to hire men to police their grounds and buildings.

By 1870 Rochester, Michigan, Columbia, Cornell and Harvard were all leaders in establishing policies which gave students a wide lattitude of freedom as the means toward developing character and becoming self-controlled individuals. In President Charles Eliot's words, "It is a distinct advantage of the genuine university method that it does not pretend to maintain any parental or monastic discipline over its students, but frankly tells them that they must govern themselves. The moral purpose of a university's policy should be to train young men to self-control and self-reliance through liberty." (Kuehnemann, 25:51)

This attitude is somewhat different from those expressed by the early American educators. Eliot reflects a changing philosophy that has continued to develop in higher education since the turn of the century.

In the late 1960's, more than ever before in the history of American higher education, educators view discipline and codes of conduct as integral parts of the educational process. They stress that discipline is a necessary part of character development and conclude that a university's discipline policies and procedures are essentially

justification for the exercise of student discipline is that this is a part of the educational process and cannot be considered aside from the aims and goals of the institution." He lists the following basic characteristics of student discipline: (4:14-15)

- 1. Student discipline is always exercised with the primary aim of promoting the welfare of the person who is the subject of it. The main aim is not the reform of the person or the redemption of the person but of his welfare—specifically his education, his tutelage, his progress in maturity, in rationality, in capacity for intellectual and moral achievement.
- 2. It is a characteristic of discipline that it must always be exercised in person by those who have the welfare of those subject to discipline as their primary aim.
- 3. The exercise of discipline requires that those who administer it never, or in almost no case, despair of the eventual possibility that the subject may conform to what is expected of him. Only very rarely—almost never—do we discard a student and say that we will never be able to make anything of him.
- 4. The penalties used in disciplinary procedures must be chosen primarily with the aim that the penalty itself will assist in the rehabilitation of the student. The faculty assumes that breaches of discipline, if serious enough, are substantial obstacles to the education of the student. Hence, the penalties are designed to assist in the removal of this obstacle.

It seems obvious that this concept of student discipline and conduct departs rather clearly from rules and punishments of the early American colleges. The rules of those early years were difficult, if not impossible, to enforce and became outmoded in the first quarter of the twentieth century. Snoxel (4:29) states that the traditional negative codes of the early colleges have been replaced with more positive formulations that describe in general terms the kinds of conduct expected of students.

A number of studies have been conducted to assess the scope and effectiveness of student conduct codes. One of the most complete research reports was by the National Association of Student Personnel Administrators. (Dutton, 12)

£ ...

This 1967 study surveyed approximately 457 NASPA institutions on eighteen areas of student behavior. It attempted to determine the extent to which colleges and universities have formulated institutional policies on the eighteen topics, the purposes and rationale for these policies, the methods by which the policies were formulated, the nature of their implementation, and the extent to which the eighteen issues were considered significant. These were the eighteen selected topics: controversial speakers, deviant sexual behavior, drugs, dress and appearance, entertainment of members of the opposite sex in residence hall bedrooms, excessive use of alcohol, faculty-student drinking, financial irresponsibility, off-campus misconduct, premarital pregnancy, provision of contraceptives, recognition of student organizations, required on-campus living, student demonstrations, student publications, student records, use of students as research subjects, and women's hours.

A large number of conclusions could be drawn from the findings of this study. Among them are: (1) relatively small numbers of institutions have policies in relation to deviant sexual behavior and premarital pregnancy as well as student demonstrations, student publications and drug usage. (2) Such variables as dress, financial irresponsibility, off-campus misconduct, recognition of student organizations, women's hours, entertainment in residence hall bedrooms, and excessive use of alcohol are more often controlled with policies. (3) It would appear that there is a relationship between whether an institution had a policy on a

certain issue, on the one hand, and how important the institution viewed that issue, on the other. (4) On most of the issues, the content and purposes of the policies were related to the maintenance of control, order, standards and institutional image. (5) On most issues, the personnel dean or his staff played a prominent role in the processing of violations. (6) Generally, when violations of the policies occurred, the penalties imposed were less severe than suspension. (7) The issues that were ranked in the upper one-third in order of importance were excessive use of alcohol, off-campus misconduct, women's hours, student dress and appearance, and financial irresponsibility. (8) Issues with low rankings were student demonstrations, controversial speakers, student records, faculty-student drinking, provision of contraceptives and use of students as research subjects.

The policies and practices governing the standards of conduct at church-related colleges were reviewed by Henry Nelson. (56) He attempted to determine if student regulations were effective in influencing students toward the immediate goals of church colleges. The schools were grouped into "primarily religious" and "permissive" colleges. He found that in the "primarily religious" schools there is too great a dependence upon the legalistic approach to controlling behavior, and not enough recognition of the developmental aspect of a student's character. On the other hand, in the "permissive" schools the administrative officials, in their desire to be permissive and to allow maximum freedom of inquiry on the part of the students, often fail to help the students recognize and explore the realm of spiritual values.

The National Association of Student Personnel Administrators
(Dutton, 13) conducted a study to identify the procedures used to

adjudicate student misconduct. The research found that there is strong support for procedures designed to protect the rights of the accused and to assure his fair treatment in the resolution of a case. Most institutions incorporate these features in their procedures: (1) attempt to inform the student of the charges against him, his rights, and the judicial process that will be followed; (2) permit some type of hearing; (3) allow the student to be represented by some type of counsel, to call witnesses, to ask questions; (4) base decisions only on the evidence presented at the hearing; (5) give the student written notification of the decision and an explanation of the reasons for any action; and (6) grant the right of appeal.

The only items related to investigatory and hearing procedures on which substantial differences appeared among institutions were granting of the option of administrative or committee review, permitting legal counsel, allowing the student not to appear, informing parents of the action, circumventing established procedures when circumstances merit it, permitting case investigators to serve as voting members of the conduct committee, and processing academic and nonacademic violations in the same way.

The changing of the legal age to eighteen (18) in January 1972, has caused colleges and universities to view students as adults in all areas.

A major effort to provide broad guidelines for the development of student codes is the "Joint Statement on the Rights and Freedoms of Students." This statement (187) drafted and approved by representatives of ten national educational associations such as the American Association

of University Professors, the National Association of Student Personnel Administrators, The National Student Association, and the American Council on Education, has had an unusual impact on current university student rules and regulations. The statement attempts to establish some concensus in very general terms for student freedoms and rights in such areas as access to higher education, student records, student rights in the classroom, student publication, off-campus behavior, student affairs, and procedures for disciplinary proceedings.

It is well to close this discussion of the current concepts in student code development with a reference to the "Joint Statement" for it provides the educational as well as the legal basis for code development and enforcement.

# Student Participation in Institutional Decision Making

As students have become more involved in academic concerns, they have become more interested in meaningful involvement in institutional governance and decision making. Considerable literature has been written on the pros and cons of student participation in the decision-making process in higher education.

Taylor (48) sees student participation in decision making as a means of facilitating communication and thus reducing the probability of violence on campus. He believes that when students are in a position to see their ideas taken with the same degree of seriousness as those of the administration and faculty, strong-arm tactics become both unnecessary and undesirable because they interfere with the decisions and policies of students themselves.

Henderson (28) claims that group participative theory seems to answer certain psychological and sociological needs. People like to have a feeling of belonging and to see themselves as important members of a group. He believes that the morale of the total institution is affected by participation and that good morale is essential for securing the optimal results in education.

Katz and Sanford (21) suggest several points to be considered in students' involvement in institutional decision making. Colleges and universities should overhaul their decision-making machinery so the students can see the effects of their recommendations. Presidents need to be more sensitive to students and become more aware of student attitudes. Drucker (10) also postulates the need for presidential sensitivity and argues that perhaps the greatest shortcoming of the present generation of presidents is the alienation of students.

McGrath (34) who has done considerable study on student participation in academic governance, summarizes the arguments developed for giving students a formal role in institutional decision making. First, since education is essential to individual and societal well-being, higher education should reflect the social and political practices of the larger society where people involved help make decisions. Second, expanded social consciousness—a more serious and informed interest in societal problems—of contemporary students qualifies them for participation in the reform of higher education. Third, the declared objective of colleges and universities to prepare students for responsible participation in a democratic society requires that the academy open its own deliberative bodies to students as a means of preparing them for citizenship. Fourth, students are as well qualified as faculty to correct deficiencies in

current curriculum offerings by helping bring instruction closer to student interests and needs and the conditions of modern life. Fifth, decision making with respect to academic policies as well as personal conduct is an essential aspect of education. And last, McGrath states that students are uniquely qualified to render certain judgments about the teaching-learning process, particularly the quality of faculty classroom instruction.

President Kingman Brewster, Jr. (52:12) of Yale University stated - his feelings about student participation:

I do not think that the great majority of students want to spend very much of their time or energy in the guidance and governance of their university. They want to live and learn up to the hilt, and make the most of what they know to be a very unusual and remarkably short opportunity to develop their capacities by tries and error in the pursuit of personal enthusiasms. Over and over again this has been demonstrated even in times of crises which shook and threatened the existence of the institution . . .

So assumption number one which led me to the conviction that broader sharing of responsibility for ultimate academic decisions is not the primary thrust of useful university reform is: The majority is not sufficiently interested in devoting their time and attention to the running of the university to make it likely that "participatory democracy" will be truly democratic.

Assumption number two is that most students would rather have the policies of the university directed by the faculty and administration than by their classmates.

Brewster (52:12) recommends that the answer to "unresponsive administration" is not formal representation in all matters, but rather "administrative accountability." He recommends full disclosure and public access to the records on which decisions are made. There would also be a "right of petition" for those affected by decisions. Additionally, periodic reappraisal of the competence of administration, to include all top administrative officials including the president, should be conducted.

Not all of the literature, of course, has been in support of student participation in decision making. Stroup (47) lists several reasons why it may not be desirable to involve students in decision making. Included are: (1) student populations are continually changing; (2) the incompetence and lack of expertise of students; (3) the immaturity of students; (4) the limited free time of students; (5) the law often requires the trustees, administration, and faculty to take the responsibility for the operations of the institution; and (6) the student being a client not an employee. Foster (16) found in a survey of college and university trustees that the concept of student power was generally disagreeable to them. Wicke (51) purports that until there is more evidence regarding the nature of the student movement, it would be unwise to include students on the boards of trustees.

One of the most vociferous opponents of student participation in the decision-making process has been Kerlinger. He states his views in very precise terms: (22:51)

The answer is clear, simple, and direct: Students should be given no university or college decision-making power on educational matters . . . The final large consequence of student participation in educational decision-making is the most obvious: weakening of curriculum, programs, and courses of study and instruction . . . The university is not a political institution. To make it a political institution will deflect it from its basic goals and values. The inevitable result will be to undermine the integrity and professional competence of faculty, to create a dispiriting mediocrity, and to damage students and their education.

As Mayhew (32:52) notes, "Student participation is not an 'intrinsic right.' Students must be willing to work and become actively involved in the decision-making process." Eble (14) observes, however, that some colleges and universities have experienced a lack of student interest and involvement in the decision-making process after they have won committee

assignments and representation.

The area of student participation in decision making and university governance has generated considerable interest in the last ten years. Although there is a body of literature presenting arguments opposing student involvement, the majority of the arguments published are in support of a broader role of student participation in institutional decision making. Probably as a result of arguments for involvement, students in recent years are participating more in institutional decision making.

# Management Styles, Approaches and Systems in Decision Making

Colleges and universities in the United States have been experiencing a cal revolution. Internally, a new pattern of decision-making procedure has emerged. Externally, more and more authority affecting the operations and administration of colleges and universities has been exercised by agencies of state and federal government.

Historically, the patterns of decision making in most American colleges and universities from the time of the Civil War until World War II were very similar and conventional. Millett (36:3-4) depicts decision making during this period:

The prevailing pattern of authority emphasized the special role of the president. To be sure, legally, the authority to make final decisions about matters of educational policy, financial management, appointments and other personnel actions, and physical facilities was vested in the board of trustees . . . . Faculty members for the most part in these years had only modest influence upon the operations of the institution. Only gradually, as the concept of academic freedom developed, did some standards of conduct and procedure in these instances emerge. In this period before World War II, students were generally expected to abide by the rules of conduct imposed by their elders . . . . Ideas about student government were limited, student publications were bothersome but carefully scrutinized, and student

social organizations were mostly individualistic in orientation. Student "power" was impossible to imagine under these circumstances.

However, patterns of decision making in institutions of higher education have changed drastically since World War II. Institutional growth, student dissent, and the innovation of management information systems have been contributing factors toward an emphasis upon the decision-making process in higher education. Many colleges and universities have staggered through this period of transition. Moran (38:8) made the following observation concerning the short-term ineffectiveness of many of our universities in dealing with change:

The difficulty in campus decision-making is simply that on one occasion the university is obliged to respond with the precision of a Panzer division while on another appropriate decision process may be a meeting of faculty and students not unlike a New England town meeting. It is possible for organizations to shift from one structure to another. In a modern university it is not essential for one of the structures ultimately to dominate the other. What is crucial is that the decision rules by which a university shifts from one decision structure to another—say, from hierarchy to faculty senate—should be well understood and agreed upon by most members of the organization. This is very close to the heart of the matter, and it is not simple to arrange.

The role of the college and university president has undergone considerable transition in the last decade. In the early twentieth century, the president was largely involved in academic concerns; the post-World War II president found himself engulfed in institutional growth and expansion; however, the present-day president has become a "crisis manager" and may often be struggling with survival. (McNett, 35: 1-2) Stoke (46:3) notes the change in the president's role:

The transformation of colleges and universities reflects itself in the position of their presidents, and has brought to that position men whose training, interests, and skills are far different from those of their predecessors. The college president

as the Man of Learning has given way to the Man of Management, although the change has not taken place without strain and conflict.

Kerr (23:137) while affirming the transitory state of the presidency, still refers to the president as "the most important single figure in the life of the campus." Demerath, Stephens, and Taylor (9:41) made the following reference concerning the president:

In the most bureaucratic dimension of university organization, the presidency is the pivotal office, . . . and is the university's principal link with the ultimate powers and resources of the larger society.

The events of the last decade have had significant impact on the role of the president. Some writers express their concern and reservation regarding the state of the presidency.

McGrath (33:189) expresses his view on the loss of presidential power as follows:

Under existing circumstances the office of the president is the weakest element in the complex of organizational controls. The current status of the chief executive is an almost complete reversal of the position of his predecessors.

The power and authority of the American college and university president have received considerable attention which is evident by the quantity of literature published on the subject. However, one finding in Hodgkinson's (29:3) study on the college president is rather conclusive. Changes in the internal governance and authority structure of the institution were found to be the most important changes in American higher education in recent years.

Rourke and Brooks (41:1) identify the changes that have taken place in the administration of college and universities as a result of a "managerial revolution." These changes have brought basic modifications in the administrative structure of institutions of higher education. It

is difficult to assess the long-range influence of management on higher education, but Rourke and Brooks indicate the changes may eventually be as significant for education as they have been in the past for industry and government.

In their study, Rourke and Brooks (41) isolated several areas of change in university administration. The first is the shift from secrecy to publicity in the general conduct of administrative and academic affairs—a shift which has greatly altered the relationship between institutions of higher education and their environment.

A second major shift has been the development of a cabinet style of governance system in place of the presidential system of executive leadership that has traditionally characterized higher education administration. Rourke and Brooks (41:109) explain:

More and more the task of managing internal university affairs has been delegated to an assortment of vice-presidents in charge of such matters as business, student, or academic affairs. As a result a new layer of top-level officials has become firmly fixed at the summit of the administrative hierarchy. Where once he reigned in solitary splendor, the university president has now come to share responsibility for governing his institution with a variety of other executive colleagues.

A third significant charge in administration in higher education has been the introduction of new forms of decision making which are considerably less subjective than the intuitive styles of the past.

Many presidents, according to Mayhew (31:361) have become more politically active in their personal styles.

. . . they take pains to visit powerful professors in their offices, conduct many social events to build up rapport, cultivate previously underrecognized groups in the campus community such as clinical and other non-professional workers, and of course, strengthen contacts with board members, alumni groups, and others who can become a governing majority.

The increased emphasis upon the decision-making process in higher education has produced considerable literature on the topic.

Gore (19:174) sees decision making as a tool to accommodate change. He writes that administrative decision making becomes a strategy for:

- 1. Accommodating change within the limits of mission conception and instrumental goals.
- Accommodating change beyond the limits of mission conception and instrumental goals by:
  - a. Diverting or dissipating the pressures for change through reinterpretations, aggressive attack upon sources, or waiting until conditions evolve.
  - Inducing changes, basic or otherwise, in structure as a strategy for attaining goals.

The advent of management information systems has had a profound effect upon decision making in higher education. The goal of the new techniques of management has been to enable colleges and universities to make more rational decisions about the use of their own resources and the direction of the institution's development. Since this process of implementing the systems approach to the academic environment is still in its infancy, it has been difficult to appraise its effectiveness. However, several authors have voiced their opinions.

Hammelman (26:10-11) notes that the application of the systems approach to higher education and its usefulness as an administrative tool requires cooperation. He suggests:

A systems approach to planning the campus takes legislative and alumni bodies, and even townspeople, seriously. It means keeping them reasonably informed about campus plans and operations and even sharing the planning process.

There are many positive benefits of the management systems approach.

Rourke (41) points out that the new methods generate a good deal more information on university operations than was previously available, thus

alerting administrators to critical situations where decisions may have to be made. Another advantage of using the quantitative methods is that administrators will have more time to devote to priority items. One interesting by-product of the changes in administrative operations has been the top-level administrators themselves have become more quantitative-ly oriented and knowledgeable in the area of management information systems.

There are, however, a number of factors which have adversely affected the decision-making process in many institutions of higher education. Kronovet (24:173) purports four factors which have had an impact upon decision making:

- 1. Sudden expansion without adequate planning. Short-term plans continue to evolve without sufficient reference to guidelines for long-range goals and planning.
- 2. Long continued practices of smaller institutions continue to dominate procedures and frequently become "tradition" when expansion takes place. There should be periodic analysis of office responsibilities and job specifications in relation to administrators and sub-administrators. Otherwise, patterns of decision-making and job-related behavior are perpetrated without reference to productivity and efficiency.
- 3. Many institutions in rapid change from college to university continue to apply unchange approaches to job responsibilities, problem-solving activity, and decision-making adequate for a smaller institution but out-moded in university functioning.
- 4. As new individuals with identical titles are brought into a rapidly changing scene at the same administrative level competition rises for authority and final decision-making power.

If colleges and universities are to rescue themselves from such self-defeating practices, Kronovet views that it is imperative that academic priorities, management practices, and decision-making processes be examined. Such self-evaluation is difficult because of the need for objectivity, but due to the complexities of institutions of higher education today the need to assess administrative procedures is even more

critical.

Administrative practices have a profound effect upon the learning environment of a college or university. If the environment is fragmented, characterized by suspicion and dissension, it is difficult for any part of the institution to function well.

In considering decision making as an administrative tool, there are guidelines which can facilitate communication and decision making. Pullias (40:95-97) recommends several principles which if consistently applied can improve administrative operations and morale. First, in any decision-making process, those who will be affected by the decision should be informed, and if possible, consulted. Second, the faculty, the student body, and the staff--the campus community--should be the first to hear about important decisions and developments.

Pullias suggests a third principle in making decisions. The people who are consulted when a decision is being sought should be helped to understand the way in which their advice will be used. A failure to understand how the decision-making process works, who is involved, and who makes the final decision is a source of much misunderstanding.

Models of organization outside the field of education are multitudinous; therefore, only a few pertinent models will be examined.

One of the early theories of bureaucracy is Weber's. His theory seems to be the basis of many later models of bureaucracy. Weber's theory is considered to be the classic theory of organization and can be generalized to church, military, business and industry, government, party, college and university and other structures having administrative organization. Weber sees that there is a common bond in all organizations and he is trying to define this. "An . . . aspect of Weber's theory of

bureaucracy is its emphasis on the universality of the phenomenon. (Pfiffner, 39:57)

A summary of the basic theory is given in Pfiffner and Sherwood. (39:56-57)

Emphasis on form. Its first, most cited, and most general feature has to do with its emphasis on form of organization. In a sense the rest are examples of this.

The concept of hierarchy. The organization follows the principle of hierarchy, with each lower office under the control and supervision on a higher one.

Specialization of task. Incumbents are chosen on the basis of merit and ability to perform specialized aspects of a total operation.

A specified sphere of competence. This flows from the previous point. It suggests that the relationships between the various specializations should be clearly known and observed in practice. In a sense the use of job descriptions in American organizations is a practical application of this requirement.

Established norms of conduct. There should be as little as possible in the organization that is unpredictable. Policies should be enunciated and the individual actors within the organization should see that these policies are implemented.

Records. Administrative acts, decisions and rules should be recorded as a means of insuring predictability of performance within the bureaucracy. (39:56-57)

The Weber theory is important to this study, for this theory is the basis for many of the educational models. First, the hierarchical pattern can also be observed in education with the lower and upper levels of "power." Also, one can note that many educational models use the job description approach to the organization and the administration of the structure. Each job has certain defined expectations. The individual institutions have some differences in organization but much of the core is the same from one institution to another. There are presidents, vice presidents, deans, professors, associate professors, assistant professors and instructors.

The decision-making model was developed by Herbert Simon. The purpose of the model is to identify the decision centers and then to

identify the channels of the communication. Each member of the structure is seen as a psychological and sociological entity with the "capacity to learn and to solve problems." (Simon, 45:1134)

In the decision-making model certain assumptions are made. These assumptions include: (1) knowledge must be available to make the decision, (2) channels of communication are needed to make this decision known, (3) there is power and influence in the decision-making process. "The central notion," according to Simon, (45:1134) "is that a decision can be regarded as a conclusion drawn from premises; and that influence is exercised by transmitting decisions, which are then taken as premises for subsequent decisions."

A summary of this theory is, "the decision model is based on the idea that human beings, with all their failings, are continually being cast into problem-solving situations where choices are made. Thus, we need to know who makes decisions and the base of information from which decision premises are drawn. (Pfiffner, 39:401)

Several people are associated with the fusion model but the most well known individuals are E. Wight, Bakke and Chris Argyris. Bakke and Argyris (1:17) see the individual as having various personality factors which need to be expressed. As each individual has his goals and personality needs within the organization, he goes through a socializing and personalizing process.

The socializing process is defined as that by which individuals are made into agents of the formal organization and/or the informal group . . . The personalizing process is defined as that by which the individual actualizes himself and by which aspects of the organization and informal group are made into agencies for the individual.

From these observations it can be noted that goals for the individual and the organization must be met. As Pfiffner and Sherwood (39:384) say, "Successful organization is one which meets its own needs and those of the individual." Thus, a new trend is being developed in the field of organization and administration, and that is that human need must be a concern. This principle is important as faculty and students alike feel a personal need to be involved in the decisions which affect them.

One of the important contributions of Selznick (44) is that he looks at the decision-making process as having a two pronged effect—the decision being made and the side effects. What can be seen is the intended result in the form of the decision and the unintended results. Therefore, in the delegation of the authority in the organization, the model suggests that the decision or side effects are going to be made to a certain degree in the self interest and the subgoals of the individuals involved in the decision making.

In his book A Comparative Analysis of Complex Organizations, Amitai Etzioni (15) looks at the power relationships between the members of the organization. The relationships which are in the bureaucratic pattern are defined in terms of the power pattern. He defines three classifications: namely, coercive power, remunerative power and normative power. There are also three kinds of involvement. The first is alienative, the second is calculative and the third is moral.

As the university and the college are considered among these power and involvement patterns, Etzioni (15:48-49) states, "in general, normative compliance prevails and coercion plays a secondary role . . . In colleges and universities . . . coercion in general is so limited that

these schools constitute typical normative organization." The response or involvement pattern in the college and the university is moral. These terms as defined by the author (15:5-6) are: normative--"persuasive, manipulative or suggestive power which is based on the manipulation of esteem, prestige, and ritualistic symbols." "Pure moral commitments are based on the internalization of norms and identification with authority."

If the university and the college has a power structure where those in the lower positions feel the same norms as those above them, it suggests that whether there is a true hierarchical pattern of organization or not, those who are part of the organization will identify with what is being done. If the hierarchy has similar norms, it will logically follow that those in the hierarchy will agree when the decision is made. In addition, due to the normative power base, there will be much discussion and mutual investigation before the final decision is made. Thus, the idea of a community in the academic world is supported.

Different authors have suggested different theories in the field of administration of higher education and a selected few will be examined.

Corson (7:19) believes that, "If a group of human beings are to work together effectively within an enterprise . . . each must understand and share a common concern in achieving the purpose or purposes for which the enterprise exists." Along with the common goals Corson (7:41) sees the university officials or administrators in terms of a function which he feels they must perform. "It is high time that objective and thorough analysis be directed toward the respective roles of the trustees, the presidents, the deans, the department heads, and the faculties." He sees

roles which have decision functions for each group of the university.

"The right to participate in the making of decisions is diffused among a greater proportion of the participants in the enterprise then is typical of other forms of organization." (Corson, 7:142)

Thomas Blackwell (2) looks at administration in terms of title and the task related to the person who has that title. The emphasis of the book seems to be that if more training were given, using the models of business and government, then the administration of college and university would be more efficient. In summary, then, Blackwell sees in the roles and functions of administrators and that they should use the methods of business and government to build more efficient organizations.

Although Burns (11) is the editor of a series of articles, the book Administrators in Higher Education suggests a single approach to administration. In the academic institution "the role of authority is more discreet than it is in other organizations." (Burns, 11:30) The author Duryea (11:30) sees that in higher education effective "leadership relates closely to the administrator's ability to draw together those persons affected by a decision into the decision-making councils of his organization." He also suggests that the decisions must be reflective of the goals of the organization. "Each decision or action reflects the character of the institution as well as the attitudes, values and commitments of participants in it." (Duryea, 11:36)

John Millett (37:11) suggests a behavioral theory of organization which emphasizes higher education as an academic community. He states that the university and the college is a "purposive bringing together of people with a designed purpose." Each individual and group specialization contributes to the purpose and thus builds the university. In the

community each group is bound in the group to develop the community. Millett emphasizes that the students are a group of the community. Representatives of each group, faculty, students, and administration, are tied cogether as a unit with their unique contributions to the whole. The community together decides what can be done to benefit the college and the university—not as interest groups per se, but as these interests combine to enrich the community.

Robert Helsabeck (27) conducted a study in 1971 at four midwestern liberal arts colleges in which he examined the degree to which
administrators, faculty, and students participated in institutional
decision making. A report of Helsabeck's study was published in <a href="The-Compound System">The</a>
Compound System: A Conceptual Framework for Effective Decision Making
in Colleges.

It is crucial, first of all, to explain the conceptual framework which Helsabeck used to characterize the four institutions which he studied. Labels were used to identify these institutions. In order of their decreasing participation in decision making, they were labeled Political College, Consensus College, Brotherhood College, and Conservative College. Helsabeck (27:29-33) describes the four colleges as follows to communicat a sense of the institution's character, which itself becomes a variable:

#### Political College

This highly political, highly participatory college demonstrates how conflicts in the allocation of authority can result in legitimacy problems; the advantages and disadvantages of high participation in decisions about resource allocation; and the institutional resources that are gained as a result of high participation in overall decision-making.

## Consensus College

This college provides an example of a fairly high degree of

participation in decision-making with one major difference from Political College: decisions here are made by consensus. One can see evidence that suggests both the importance of shared cultural norms for consensus decision-making, and the high degree of effectiveness of organizations able to operate on this basis.

#### Brotherhood College

This institution provides a graphic example of the effect of cultural homogeneity on both the decision—making structure itself and the effectiveness of cultural homogeneity on both the decision—structure itself and the effectiveness of that structure. Because of what is evidently the reciprocal trust of faculty, students, and administrators, institutional effectiveness is not strongly related to any formally prescribed manner of participation. Legitimacy is excremely high and clarity is not an issue.

#### Conservative College

The evidence from this college suggests that certain benefits can accrue from a system of concurrent regimes; that oligarchic decision-making about resource acquisition has a mixed effect; that the control of information is an effective weapon in the st uggle for demision-making prerogatives; and that the clarity of the decision-making structure affects members' satisfaction.

After constructing four conceptual models which served as a framework for the study of decision making, Helsabeck reported several findings which emerged from his research. It is clear from his research that "participation," in the sense of including more people in existing decision—making bodies, is a concept which does not adequately reflect the variations in the cision—making process. The centers of decision—making authority must be included, as well as the distribution of participation with these centers.

A second major finding of Helsabeck's study revealed that criteria such as external costs, desision-making costs, and the costs of ineptitude should be considered in determining the best arrangement for varying levels of decisions.

A third factor is the evaluation of the institutional environment and expectations that exist before a change in decision-making practices

is contemplated, and the expectations that are likely to be engendered by a change in the decision-making process.

Helsabeck suggests an additional consideration is the necessity for balancing the multiple dimensions of organizational effectiveness which represent sometimes mutually reinforcing and sometimes competing values.

A final focus of attention must be devoted to institutional members' attachment to groups outside the college or university. It would be impossible to fully understand the internal decision-making dynamics of an institution without an appreciation of collective bargaining, professional associations, and governmental agencies.

The area of decision making has received a great deal of attention with many theories and models being developed and many institutions being studied to see how the decision-making process works. There is no one best working model of decision making for higher education because of the heterogeneity of the institutions which make up higher education.

#### CHAPTER III

#### ALMA COLLEGE

#### Introduction

Alma College is located in Alma, Michigan. The college was founded in 1886 by the Presbyterian Synod of Michigan. During a long period of the college's history, the Synod served as a corporate owner, guarantor of freedom, and partial financial sponsor of the college. The spiritual and philosophical legacy from the church is part of the heritage of Alma College and contributes to its present philosophy, goals, and programs. The college is now a private corporation directed by a self prepetuating board of trustees. A brief summary of the history, purposes, and objectives of the college are included in Appendix B.

The personal interviews and most of the published and written materials which were to be analyzed for this study were collected during a two-day campus visit on July 30 and 31, 1974. The purpose of the study was to ascertain what changes in administrative behaviors and practices were made by the student personnel staff during the period 1963-64-1973-74. This then was the principal focus for each of the questions or areas which were analyzed.

## Analysis

In this and the next two chapters the data from the colleges are presented in a modified case study form. Each case study covers the eleven year period 1963-64--1973-74. Thus there is an historical aspect

in tracing changes and trends. As indicated in the purpose of the study in Chapter I an attempt has been made to ascertain changes in the administrative behaviors and practices of the student personnel staff during the period 1964-1974. The study was not designed to draw comparisons between institutions; however, the researcher does summaries of the period and in the last chapter suggests changes and trends regarding the student personnel area.

The same modified case study form is used for all three institutions. The data analyzed were obtained from: (1) personal interviews with various student personnel staff as mentioned in Chapter I and (2) published and written resources relevant to the issues or questions being investigated. For each of the investigated questions information from interviews and written and published resources was analyzed and integrated. In some cases it was necessary, because of length, to condense material. In such cases these condensations were reviewed by committee to assure that adequate coverage of the subject had been obtained.

#### Question One: Student Personnel Staff Size

Question one was concerned with what changes there were in the student personnel staff size with regard to enrollment, financial conditions of the college, areas of responsibility, and philosophy of the president and/or board of trustees related to the student personnel area. With regard to enrollment it was generally agreed by those persons interviewed that during the period the staff increased as did enrollment but not proportionally. At the end of the period some changes had occurred which meant that the student personnel staff would be reduced. The enrollment increased 40 percent while student personnel staff, not

including head resident advisors, had increased 30 percent. Enrollment was down from its high of 1,300 in 1971-72 to 1,130 in 1973-74 which produced pressure not to replace staff members when they left. The written and published materials did not contain information regarding the relationship between enrollment and the staff size of the student personnel area.

With respect to financial conditions of the college those persons interviewed stated that during the period Alma College had improved its physical facilities. The financial condition of the college had been stable, in the "black" including the last couple of years, 1972-74, when rising costs placed great pressure on the college in balancing its budget. Alma's endowment had been lowered during this period and had been a major concern for the development office. student personnel staff had been affected by the financial conditions of the college. During the rising enrollment years, which were coupled with monies from government and private donors, it was possible to increase staff and services. In the last couple of years of the period 1972-74 because of the tighter budgets, services and staff in some areas had been reduced. One example was the loss of staff and services which meant that the faculty had to become more involved in the advisory pro-The written and published materials did not contain information pertaining to financial conditions of the college.

In April of 1974, Dr. John Kimball, vice president for administrative affairs, died. His passing brought about a reorganization which directly affected the student personnel areas and staff. The student personnel areas and staff had reported to Dr. Kimball during the whole period, usually via a dean of students. Dr. Kimball's death resulted in the reassignment to other administrative officers several functions

of the student personnel office. Those reassigned were admissions, financial aid, health center, and the registrar. [The reassignment is discussed in greater detail on page 73.] Thus, while all the functions and programs which were considered to be in the area of student affairs remained as active entities, they were no longer organized as an integrated and comprehensive unit.

board of trustees related to the student personnel area there was not total agreement by those persons interviewed. It was agreeed that both the president and the board of trustees had the best interest of Alma College and the students at heart. However, some of the interviewees felt that at times during the period, 1963-64--1973-74, both the president and the board of trustees were out of touch with the student body. In some cases people got so wrapped up in the issues that the student was forgotten for a short period of time. In the long run all knew that the mission of Alma College was student development in the broad sense. The 1963-64 college catalog (62:10) stated "Alma College believes in the development of the full person which takes place in the classroom and outside the classroom." The basic objectives and principles of Alma College did not change during the period, 1963-64--1973-74.

Some persons interviewed felt that with the death of Dr. Kimball, the student personnel area was divided up in order to save money by not replacing the vice president for administrative affairs. However, some did not agree with this. They felt that in the period 1964-1969 that the student personnel area had reached its height and that in 1974 the program had peaked out and the "empire" was being divided as it should

have been earlier. In addition, it was felt that Alma tried to follow the model of Michigan State University, but on a smaller scale. By the early 1970's, several things had changed according to two interviewees, as compared to the mid-1960's: (1) the student personnel area had not been 100 percent successful, (2) rising costs and the stress on the dollar; (3) the faculty saw the student personnel empire getting into their areas; and (4) there were problems within the ranks of the student personnel operations and staff. Questions relating to the student personnel program were being asked before Dr. Kimball's death, and changes were going to be made.

The relationship between Alma College and the board of trustees did change in 1970 as noted in the student newspaper, the <u>Almanian</u> 9/29/70 "Alma alters relationship with the Presbyterian Synod. The board of trustees is now self prepetuating." However, the change in relationship did not effect the size of the student personnel staff.

The student personnel area reorganized several times during the eleven-year period. However, those persons interviewed did not believe it was based on a change by the president or the board of trustees but rather the direction of the vice president of administrative affairs and the dean of students. The written and published materials gave no indication that the changes were brought about by the president and/or the board of trustees.

In summary the key factors in the changes in the size of the student personnel staff were enrollment, financial conditions of the college and areas of responsibility. Most of the information obtained was from persons interviewed, with some supporting information from written and published materials. Table 3, Size of the Student Personnel Staff,

reflects the peak being in 1970-71 but does not reflect the major reorganization in April 1974.

Table 3. Size of the Student Personnel Staff--Alma College

	1963 64		65 <u>66</u>	66 <u>67</u>	67 <u>68</u>	68 <u>69</u>	69 <u>70</u>	70 <u>71</u>	71 <u>72</u>	72 <u>73</u>	73 <u>74</u>
Full-time professional	4	5	5	6	7	6	7	8	8	8	8
Part-time professional	7	8	7	7.	8	10	9	9	4	4	6
Professional sub total	1.1	. 13	12	13	15	16	16	17	12	12	14
Full-time support	l	5	6	7	8	7	7	8	8	8	8
Part-time support	3	3	3	3	4	4	2	2	2	2	2,
Support sub total	. 7	8	9	10	12	11	9	10	10	10	10
Total	. 18	3 21	21	23	27	27	25	27	22	22	24

#### Question Two: Staff Changes

Question two was concerned with why student personnel staff members changed positions or left the college. It was generally agreed by those persons interviewed that it was difficult to generalize in this area. It was mentioned that in any organization there is some discord. The members of the student personnel staff were viewed as being interested in becoming presidents or vice presidents; therefore, they were always looking for the next step up. It was generally agreed by those persons interviewed that until the 1970's most changes were for advancement but after 1970 there had been some discord especially in 1973-74 which resulted in several changes. The changes in staff were reflected in college catalogs and student handbooks during the period 1963-64--1973-74 but they did not give the reasons for the changes.

#### Question Three: Management

Question three was concerned with what style or styles of management were used by the whole institution, the student personnel office and institution, Alma College had only one president, Dr. Robert D. Swanson, during the period 1963-64--1973-74. Some persons interviewed thought of the college's style as the president's, while others saw it on a larger scale. Those who saw the president setting the style for the whole college have seen several changes during the period. At the start of the period Dr. Swanson was new to Alma and made most of the decisions on his own. It was agreed that he did seek input from others, but went the way he felt was the best. Therefore, some believed the president was an autocrat.

In 1966 several changes were seen in the president's management style. The president gathered close to him the president's staff and listened to them; therefore, he moved away from the more traditional autocratic style to a team style. There were two key staff members from 1966 who gained added responsibilities in the decision making process into the 1970's--Dr. Steve Myer, vice president for business and finance, and Dr. John Kimball, vice president for administrative affairs. Dr. Kimball had not participated a great deal in administrative decision after November 1973 because of sickness which lead to his death. In the early 1970's a new key member of the president's staff was added, Dr. Ronald Kapp, provost and vice president for educational affairs. The president and his staff continued to function as a team in decision making. was concern by those interviewed about the make-up of the president's cabinet, especially pertaining to age before 1972. The president's cabinet tended to be made up of persons who were approaching retirement age. However, since 1972 key personnel have been moved into positions of responsibility who were in their thirties and forties. The concept of

the team style was supported by the Reports to Board of Trustees of Alma College for 1966-67 (175), 1968-69 (176), 1969-70 (177) and 1970-71 (178).

It was stated by some persons interviewed that some faculty, staff and students who were not close to the president believed that the president's style was based on the "mushroom theory," i.e., the president's staff kept everything and everyone in the dark until decisions or changes were announced. Supporting written material for this concern was found in letters to the editor or in editorials of the student newspaper, the Almanian. The key articles being Almanian, 9/22/67 "Who governs?" and 4/18/73 "Who determines student's rights?" Some persons interviewed believed that if the team approach was used it was only done on the president's level and not viewed as such by most faculty, staff, and students.

In 1966 community government was established. This put administrators, faculty, and students working on committees. Community government meant that some of the decisions the president and his staff would have handled in the past were now directed to the appropriate committee. The community government caused some frustration within the administration, the student body, and the faculty. The frustration was that it took considerable time to get a decision and then to implement the change. This was supported by both the personal interviews and written and published materials. Some interviewees felt that the community government tied the hands of managers because of the structure. Therefore, many felt that there must be a change in the community government. The president needed to move to a more consultantive approach and let the managers operate their areas.

#### The Almanian 10/30/67 contained:

Who governs at Alma College? Have you ever tried to find out who decides how something is done at Alma College? Well, if you have, you know it is not easy. It seems no one really wants to say, "I did." Usually it was recommended by a committee. Dr. Swanson is the President and is responsible but we all know that he does not make every decision at Alma. No one knows who governs, but when people talk about Community Government certain parties do not want it because they will lose some of their power. If they have power then do they govern Alma College? They say no. So who governs Alma College?

The 1968-69 catalog (67) and the 1968-69 student handbook (76) contained detailed accounts of community government structure and function. The subsequent catalogs and student handbooks included separate sections on community government functions and structure.

There were some interviewees who felt the president's style was not the of Alma College. Some believed the president acted only after examining all the facts and alternatives while most of the other administrators had no directions and were only putting out fires. Some felt the president received information only after it had been "carefully screened" and therefore did not know everything that was happening on the campus and within the student personnel operations. In addition, during the last five years, 1969-1974, the president's health had caused him to be out of his office part of the time and he turned many of his normal duties over to others. At this same time the financial condition of the college had made it necessary for the president to emphasize fund raising which caused him to be off campus for considerable periods of time. Therefore, according to the persons who were interviewed, the president's style had been modified during this period by allowing a general administrative style to develop.

Some persons interviewed pointed to all the changes that had been taking place at Alma College and believed that it would be difficult if not impossible for the president to have established and maintained his management style as the college's style. The changes included: rapid increase in student enrollment; physical facilities improvements, and additions; changing society and the effects it had on Alma College; changes in key personnel; economic conditions of Alma College; and the president's health.

In summary, some interviewees saw Dr. Swanson's management style as that of Alma College's, being autocratic at the beginning and moving to the team approach in 1966. Others agreed that the president's style was that of Alma's; however, with modifications. There were others who believed that Alma College did not take the management style of the president, but rather that of the managers.

With reference to the management styles or styles used by the student personnel office, those persons interviewed felt that it was the style of Dr. John Kimball. Dr. John Kimball, vice president for administrative affairs was the chief student personnel officer from 1963 until his death in April 1974. There were several key personnel changes as well as reorganizations of the student-personnel area during the period 1963-64-1973-74. The persons interviewed believed that Dr. Kimball gave the feeling of being easy going and democratic; however, this was only as long as things were moving in the direction he agreed with. Dr. Kimball kept well informed of what was happening on campus with students, faculty, and his staff. It was felt that the democratic style he projected as an image was actually somewhat more autocratic than that,

and that he was basically in control of all the student personnel areas. Dr. Kimball personally controlled two areas—admissions and financial aids—which some staff felt made it difficult for lower—level personnel to develop into managers. The student personnel area, as mentioned by most of the interviewees, was often called an "empire" and Dr. Kimball was the "emperor."

It was mentioned by all persons interviewed and supported by written and published materials that the student personnel area was student development and student centered. This was best reflected in the student handbooks for 1967-68 (73), 1968-69 (76), 1969-70 (77), 1970-71 (78), and 1973-74 (80). The Almanian reported 3/4/66 "The Dean of Student office is student centered from the word go. If you have any doubts just talk with Dr. John Kimball." Other key articles in the Almanian were 10/7/66 "Alma College develops the full person," 3/6/70 "R. A. talks about the job and the dean of students office," and 11/18/71 "Dean Plough on Alma policies."

In addition during the period 1967-68 to 1972-73 the student personnel office became more "due process" and oriented to legal processes and procedures. This was stated by those persons interviewed and supported mainly by the catalogs and student handbooks for the period. It was believed by those interviewed that this was due to the national events and the court decisions concerning "Due Process." Typical of the formal and legal style of the period 1967-68 to 1972-73 was: the 1970-71 student handbook (78) which quotes from several court decisions in the area of student rights and spells out in great detail all rules, regulations and due process.

After Dr. Kimball's death, the student personnel organization was dismantled and the functions were assigned to other administrative units. Dr. Kapp, vice president for educational affairs, took over many of the student personnel areas and it was too early at the time of this study to determine what style of management was being used by Dr. Kapp with regard to the student personnel area.

One complaint during the period 1963-64--1973-74 was that members of the student personnel staff never really knew what was expected of them. This was very noticeable during the period of Dr. Kimball's illness and was felt by those interviewed as an area that had to be made clear in the reorganiation of the spring of 1974.

It was pointed out by all persons interviewed that the student personnel staff always had competent members, but the area centered on and around the vice president for administrative affairs and with his death there was no one to serve as a locus of leadership. Some felt that there had been no direction for at least the previous six months because of Dr. Kimball's sickness and the dominant role he had played.

With respect to the management styles used by <u>individual staff</u>
members, it was felt by those persons interviewed that there were all
kinds of management styles used by the individual staff members. They
indicated that the different areas that made up the student personnel
office reflected those styles. There were those who wanted to be democratic and student centered and at times bent too much with the students.
There were those who were autocratic and power oriented and did what they
wanted. There were those who believed in participate team management and
tried to use it. They felt that these varied approaches were very difficult to inject into an organization especially where there was rather

strict control by the top-level administrator. For the most part, however, it was felt that the different styles did function with reasonable degree of capability.

young staff members in the student personnel program. Both younger and older persons who were interviewed agreed that they saw the college "as a stepping stone" to the future, and that they did not come to Alma with intentions of retiring or spending a long period of time.

Where there had been problems with management styles, the situation was alleviated by either moving that person to another area or by the person leaving voluntarily. The most significant change in management style was in the area of head resident advisors. At the start of the period, Alma was moving from the traditional housemother to the younger, single or married counseling-oriented head resident advisors. In addition, in 1969 the fraternities no longer were required to hire housemothers to live in the fraternity house, but rather the presiding officer was held accountable for the members' actions, as stated in the student handbook of 1969-70. (77:35)

All interviewees agreed that there was no one specific management style used that could describe the individual staff members during the period of 1963-64--1973-74. Written and published materials provided very little supporting information concerning individual staff members' management styles. In most cases the supporting information was found in editorials and letters to the editor in the student newspaper, the Almanian.

# Question Four: Student Participation

Question four was concerned with what changes had occurred regarding the level of student participation in student government, intramural athletics, intercollegiate athletics, Greek life, clubs and organizations, faculty committees and community services. With regard to the level of student participation in student government, those persons interviewed believed that from 1963-64 to 1968 the traditional student council form of government was in effect; and that student participation in student government was good. The belief was because from the start of the period 1963-64, the student council was exploring the possibility of a new structure which was of interest to students who ran for office or worked on committees. The belief was supported by a write-up in the 1964-65 student handbook (73:25) regarding the student council. The student newspaper, the Almanian, contained acticles, editorials, and letters to the editor from 1963-64 to 1967-68 regarding student involvement in the student council and on committees. Key articles in the Almanian were 4/30/65 "Student Council Sponsors Forum," 1/28/66 "Student Council Involves Many Students," 1/13/67 "College Government and Democracy," 1/20/67 "Student Council to Cut Membership," 5/11/67 "Students' Role in Community Government Debated," and 2/5/68 "Students Turn Out and Vote in Record Numbers." Community government was approved in 1966 and was instituted in 1968-69. Administrators, faculty, and students were now members on all committees. Therefore, student participation and interest increased. The 1970-71 catalog (69) and the 1970-71 student handbook (78) gave detailed descriptions of the role, function, structure and the number of students needed in the community government plan. Articles in

the student newspaper, the Almanian, for 1968-69 and 1969-70 supported the view that student interest increased. It was agreed by all interviewees that starting in 1970-71 and continuing through 1973-74 there ° was a decline in the level of student participation in the community government structures. This belief was supported by articles which appeared in the Almanian from 1970-71 through 1973-74. Key articles were 10/5/70 "Students Get With It--Students Are Needed for All Areas of Community Government," 1/18/71 editorial "No One Wants to Take the Time," 9/22/71 "The Student Council Is Powerless Because of the Community Government," and 2/25/74 "Where Have All the Interested Students Gone?" Interviewees and articles from the Almanian mentioned that some committees were still viable but that was due to the specific charge of the committee. These were times when the student interest and participation both returned and declined because of either student leaders or issues. Most persons interviewed felt that after the initial newness of community government, the students believed that student government had lost its identity with the establishment of community government; and it was not really clear how much, if any, real power the students had in the community government structure. In addition all segments of community government were becoming frustrated with the excessive time spent on projects. Faculty members were spending too much time out of the classroom, and the students who at times found it hard to believe that they were students, not full-time committee members.

In 1973 an evaluation and revision of the community government structure was begun, and recommendations were made to take effect in January, 1975 or September, 1975. These recommendations would move toward either ad hoc or standing committees, resulting in less formal

In addition, the interviewees Telt that the move would allow managers of operations to manage without continually using the committee process. It was also hoped that these changes would improve the community government concept and recapture student interest.

In summary it was felt by those persons interviewed, and supported by articles from the <u>Almanian</u>, that the student participation increased from 1963-64 to 1969-70, but that from 1970-71 to 1973-74 it had declined. Neither persons interviewed nor the written and published materials had the numbers of students involved in student government.

With reference to the level of student participation in intramural athletics, it was agreed by all persons interviewed that the participation increased. There were several reasons: larger enrollment, new physical education building increasing the possibility for new programs, and an increased number of women sports. During the first half of the period (1963-1968) the intramural program was dominated by the Greeks; however, in the last half of the period (1969-1974), the residence halls developed strong intramural teams that were competitive with the Greeks. Such competition helped develop the intramural programs. The written and published materials did not contain information on the number of students who participated in intramural athletics. They did, however, contain information on the program which was mainly covered in the student handbooks for the period 1963-64--1973-74.

With respect to <u>intercollegiate athletic programs</u> it was agreed by those persons interviewed that the number of players increased because new men's and women's sports were added. There were increases and decreases in some sports depending on the success of the team and who was

coaching the sport.

The number of spectators at athletic events was perceived as good by those interviewed. The enrollment increased which provided a large number of possible spectators. The greatest influence on numbers of spectators was a winning team. During the period of 1963-64--1973-74 Alma had several winning teams and large crowds of spectators. The written and published materials contained information on intercollegiate sports, but did not have information on the number of students who participated.

Concerning the level of student participation in <u>Greek social</u> organizations, all persons interviewed agreed that from the start of the period 1963-64 all Greek social organizations were stable (three men and four women organizations). In 1965-66 the faculty voted to abolish all Greek social organizations on campus. The faculty vote was reported in the student newspaper, the <u>Almanian</u> on 9/23/66. For the next two years, (1966-68) students and faculty members debated and worked together on committees to reopen the vote on the Greek social organizations. The next faculty vote in 1967-68 supported the retention of Greek social organizations.

During that two-year period the Almanian contained numerous articles, editorials, and letters to the editor about the advantages and disadvantages of Greek social organizations. The persons interviewed stated that Greek pledging declined during the two-year period (1966-68). One of the sororities became inactive and this was reported in the Almanian of 10/7/66. The Almanian also reported on 10/7/66 that one of the national fraternities went local. During the period 1968 to 197 on men's Greek organizations were formed and two women's organizations went inactive. One interviewee stated that although the numbers seemed

promising the percentages declined. This was especially true of the women organizations. In 1973-74 there were signs at Alma, as well as nationally, that Greek social organizations were once again being supported. At Alma, this interest was reflected in both the number who signed up for rush and also those who pledged. One interviewee felt that during the years of decline (1968-71) the Greek social organizations at Alma College became more party oriented than those of the 1950's and early 1960's. The image of the party person was not desired by many of the Alma students. In 1972 the Greek social organizations tried to change their image by going back to some of the values espoused in the 1950's and early 1960's: community service, scholarship, and brother or sisterhood. The interviewee pointed out, however, that they did not try to revert totally bacto the 1950's and early 1960's. The Greek social organizations for the most part did not build the traditional homecoming floats nor practice the pledge pranks of the 1950's. The written and published materials did contain the number of Greek social organizations but did & not contain information on the number of students who participated.

With a view to the level of student participation in clubs and miscellaneous organizations, it was felt by those persons interviewed that the same total number of students were involved at the beginning of the period as at the end of the period. This meant that the percentage of the student body in clubs and organizations declined. One person interviewed stated that there were 55 clubs and organizations on paper, but that only 33 to 35 were functioning. Another person interviewed said that students did not want to waste time; therefore, they did not join clubs and organizations. The written and published materials did contain information on clubs and organizations, but there were no data

on the number of students who participated. Throughout the periods of 1963-64 and 1973-74 the student newspaper, the <u>Almanian</u>, did print articles which mentioned the number of students who participated in issue-oriented club meetings and functions.

Concerning the level of student participation in faculty committees, those persons interviewed stated that before the community government of 1968-69 there was very little student participation on faculty committees. At the start of the community government, student participation and interest was very high. However, in 1970-71 that participation started to decline. However, some committees retained a high level of interest and participation. In 1973-74 only 20 students were interested in the 35 committee assignments for students. One interviewee felt that the decline was for several reasons: (1) lack of interest; (2) lack of understanding of purpose; (3) lack of leadership in some committees; (4) lack of orientation of the student council; (5) new committee government proposals; and (6) the academic calendar. The written and published material contained information on faculty committees but no information on the number of students who participated. The student newspaper, the Almanian, contained articles on the lack of interest but, again, gave no participation numbers.

With regard to the level of student participation in community service programs, it was agreed by all persons interviewed that during the period community service programs had high and low interest levels. It was pointed out that the primary organization which did community service projects were the Greeks; therefore, the concern was high when the Greeks were strong and the concerns were low when the Greeks were weak. Others interviewed agreed with this assumption but pointed out that

the staff person who was in charge of community service projects also had an effect on student participation. All persons interviewed agreed that student participation was high in the early part of the 1963-67 period, down from 1968 until 1972-73, and started to return in 1972-73 to 1973-74. This rise was credited to the chaplain who was responsible for the community service program. The written and published materials contained information on community service programs but not on the number of students who participated.

The following information, taken from written and published materials, did not fit neatly into the specific activities or programs covered, but did provide data on student participation on and off campus, as well as a general feeling about the campus life at Alma College.

The student newspaper, the Almanian on 10/25/63 contained the article, "Black Students Go to Michigan State University for Social Life Because the City of Alma and Alma College Do Not Meet Their Needs." The Almanian reported on 2/7/64 that "Alma College Really Did Not Have Any Student Activists—What Alma College students, faculty and staff defined as activists would be defined as regular students at other colleges." On 10/16/64 the Almanian carried an editorial, "Come Alive—The reason why the Alma campus is dead is because students do not get involved in campus activities."

The 1965-66 catalog (64) and the <u>Almanian</u> on 10/8/65 stated that more evening convocations were planned so that more faculty families and Alma residents could take advantage of the programs and become involved with the college and its students. The <u>Almanian</u> reported on 1/20/67 "The Dean of Students Tries to Explain the Communication Gap." The gap is at all levels and with all groups. Listening and reading by all would

improve communication at Alma. It must be remembered that people hear what they want or they do not listen." On 5/18/67 the Almanian contained the editorial, "Dorm Spirit--Why is it that some dorms have great spirit, and some do not. It does not have anything to do with newness of building as witnessed by Wright Hall. Why? Because it is the people that want to do good for each other and themselves and believe in their effort."

The 1969-70 issues of the Almanian (87) contained two regular columns; (1) "Questions," for which students wrote in a question and the answer was printed, and (2) "What's Happening," by Dick Gregory, which covered topics of interest to the college students across the United States.

The Almanian on 4/10/73 contained the article, "Who paid for the Male nude foldout? The Alma College administration releasted a statement stating that no Alma College funds or equipment was used in the publishing of the under ground non-Alma College magazine which contained a male nude foldout."

#### Question Five: Institutional Future Plans

Question five was concerned with what institutional future plans were developed during the period of 1964 to 1974. During this period Alma College developed long-range plans and evaluated their present programs. This planning and evaluation process resulted in establishing three different academic calendars and in several reorganizations of the administration of Alma College.

The plans were ten-year plans which were updated yearly. These plans included projections for enrollment, faculty and staff, budget, and facilities. During the 1960's, the plans were very accurate and gave

direction to Alma College. The ten-year plan, ending in 1974-75, showed the enrollment at 1,500 students with the necessary support staff and facilities to accommodate a student body of that size. The plans were put together by administrators, members of the board of trustees, and by a professional firm.

The written and published materials were numerous in this area.

The student newspaper, the Almanian, reported on 11/8/63 "Alma to Move to the Term System in 1965-66." The Almanian reported 10/7/64 "Alma to build new residence hall and food commons to meet the projected student body in 1967-68." In 1965-66 there were two key reports, (2) "Alma College:

Student Personnel Responsibilities Consultation Visit, January 19, 1966" (79) and (b) "Ad Hoc Committee on Student Life." (61) Both reports were in-depth reports which made numerous recommendations for future planning and consideration. The Ad Hoc Committee recommendations were first voted on in the Ad Hoc Committee and then reported to the college community. The faculty then voted on the majority and minority recommendations of the Ad Hoc report. The faculty vote was passed to Dr. Swanson, president of Alma College, for implementation. The Almanian contained numerous articles throughout 1965-66 (83) and 1966-67 (84) concerning the Ad Hoc Committee recommendations.

In 1969-70 the major report centered on the North Central Association membership review committee visit of February 23 and 24, 1970. The portion of the report that was used as a planning tool was the "Report of North Central Association Membership Review Committee and Responses of Community Government Committees." (173) The report contained the strengths and weakness of Alma College and Alma's plans to overcome the weaknesses. The Almanian 10/19/70 reported, "North Central Suggestions for Changes."

The major planning report of 1970-71 was the "Report of President's Commission," October 1970. (174) The report covered the present situation, "Alma College: the purposes and objectives," the college community, program proposals, grading, reorganizing divisions and departments, sustaining participation in long-range planning, and staffing and fiscal implications. In addition the report contained an appendix (assumptions and projections for Alma College for 1971-1980). The appendix contained eleven general economic and educational assumptions, and eleven specific assumptions for Alma College, 1971-80.

In 1972-73 the major report was the "Long-Range Campus Development Study 1972" (161) which established priorities for the Alma College building program. The <u>Almanian</u> 10/29/73 reported, "The board of trustees will begin to examine the liberal arts education at Alma College."

Those persons interviewed stated that everything was as predicted until 1971-72 when the projected student enrollment growth did not materialize. This caused a re-examination of all the plans which in turn resulted in the projected enrollment being changed from 1,500 to 1,200 students for 1974-75. This change of 300 students affected all plans for faculty and staff, budget, and facilities. The important variable in all of Alma's plans was enrollment.

Alma plans in 1973-74 centered on the questions "Can Alma attract the number of students at the present standards to meet the needed enrollment so that the plans would be workable physically and financially?" Alma decided it wanted to maintain the quality of its students, at least at the current level. The student profile of entering students over the period 1964-74 had increased each year.

During the period 1964-74 Alma College had developed future plans which it had updated regularly. At the same time it had evaluated the current situation and had used the information to improve the future plans.

## Question Six: Future Students

Question six was concerned with what consideration was given in the future plans to the type of student who would be on campus. The majority of the supporting written and published materials were mentioned in the preceding questions. All the future plans and evaluations of the present conditions were developed with concern for the student on campus and the student of the future. This was supported by the written plans and evaluations.

The key reports with regard to the future students were, (1) "Alma College: Student Personnel Responsibilities Consultation Visit, January 19, 1966," (79) (2) "Ad Hoc Committee on Student Life" (61) conducted in 1965-66, (3) "Report of North Central Association Membership Review," (173) and (4) "Report of President's Commission" (174) reported in October, 1970. Some of the persons interviewed did not agree with what appeared to be a great deal of corpern for the students in the written and published materials. Some felt that the individual student was not being considered, but rather the number of students was paramount. However, all persons interviewed agreed that at the start of the period the type of student who would be on campus was considered.

Those who believed the student was still thought about said that Alma wanted a diverse student body and that this was shown in the types of living facilities available to students. Furthermore, the new build- ing and landscapeing was designed for handicapped students. The

admissions office tried to get a diverse entering class sexually, racially, and culturally. Alma was sensitive to the needs of the students because Alma was more than just a classroom and a place to sleep. It was a place to develop the fullness of life.

However, Alma was very concerned about the intellectual quality of the entering student. The student academic profile increased each year. However, with a possible smaller enrollment, one way to increase enrollment was to lower the entering requirements. Alma declined this alternative. A part of the concern was reflected in the attrition studies conducted during the period of 1963-64--1973-74. The attrition studies were conducted to determine when and why students left during their academic careers. The attrition data are summarized in Tables 4 and 5. Table 4 entitled "Attrition Summary" reflects a general decline in the number of students who were dismissed and a general increase in the number of students who transferred and then withdrew.

Table 4. Attrition Summary--Alma College

Year		Dismissed	Withdrew	Transfer	J.Y.A.*	<u>Total</u>
1968		18	58	41	*	117
1969		15	50	<sup>^</sup> 55	. 17	137
1970		20	41	87	32	180
1971	<b>€</b> 3 .	18	<sup>*</sup> 53	100	15	186
1972		10	66	110	21	207
1973	1973	, <b>10</b>	84	69	<b> 4</b>	167 🦟

\*Junior Year Abroad

Table 5 "Percentage Loss by Attrition, Spring to Fall, For Each Year, 1963-73" reflects a high percentage in 1963, then generally declining and stabilizing in 1967, and rising to a peak in 1972.

Table 5. Percentage Loss by Attrition Spring to Fall for Each Year, 1963-1973--Alma College

Year	Spring Enrollments (Less Graduates)	Attrition by September	٠.	% Loss
1963	868	171		19.7
1964	\$ · 869	126		14.5
1965	882	94	•	10.7
1966	798	105		12.7
1967	828	99		11,9
1968	910	117	0	12.8
1969	931	137		14.7
1970	960	180	· '.	18.7
1971	967 ·	186	•	19.5
1972	992	207		20.8
1973	961	167	•	17.3

Additional data indicate that for the period 1968-1973 the percentage loss from (1) freshman to sophomore years averaged 19.5 percent with the range of 16.1 to 23.7 percent, (2) sophomore to junior years average 20.9 percent with the range of 15.3 to 24.1 percent, and (3) junior to senior years averaged 7.7 percent with a range of 2.4 to 12.5 percent.

Some of the persons interviewed felt that the reasons for the attrition studies were not to locate the time and reasons for leaving, but rather to better forecast the budget based on student enrollment.

One person interviewed summarized it as, "Not many faculty, staff, or administrators were concerned for the student on campus or what their needs were, but rather did we have enough students to make the budget."

The information from written and published materials supported the belief that the current students and the future students were very much considered in the future plans. However, the information received from personal interviews agreed that the current students and the students of the future were considered, but in several cases (especially after

1972) were considered just in economic ways.

#### Question Seven: Training Programs

Question seven was concerned with what training programs had been sponsored by the college for the student personnel staff, student leaders, resident advisors, and paraprofessions. With regard to the student personnel staff, those persons interviewed stated that throughout the whole period there were fall workshops for head resident advisors. After 1971 the admissions and counseling staff were added to the workshops, which thus served as an orientation program as well as a developmental program.

Alma encouraged staff members to pursue advanced degree programs. The head resident advisors usually took advantage of such programs. Head advisors were half-time or three-quarters time staff and could take up to ten hours a semester. Alma did make it possible for staff to attend professional workshops, seminars, and conferences, usually at Alma's expense. The written and published materials did not contain information in this area.

With respect to training programs for <u>student leaders</u> those persons interviewed stated that since 1968-69 (the start of the community government structure) student leaders were given a short workshop on community government, committee structure, the agenda for the year, and some planning techniques. This workshop was almost nonexistent in 1973-74 because of the lack of interest in community government. All interviewees agreed that not enough time and work were put on the training programs. Many plans had been talked about but few were into effect.

Starting in 1968, Alma helped student leaders on a limited basis to attend state conferences by paying all or a portion of the cost. The

written and published materials did not contain information on this area.

Concerning the training programs for <u>resident advisors</u>, those persons interviewed stated that during the whole period, 1963-64--1973-74, there were resident advisor workshops and programs. The selection and general orientation occurred each spring. In the fall a three-day developmental and "nuts and bolts" program was required for all resident hall staff. In addition, developmental programs were held throughout the academic year. These programs were conducted by staff and faculty of Alma College, community leaders, and selected faculty and staff from other colleges and universities.

In the early 1970's, exchange programs with resident advisors from Hope College and Albion College were held. The exchanges were to acquaint the resident advisors with the different college and residence hall programs at each college. In 1972-73 some resident advisors attended the first state-wide resident advisor conference to learn about other resident advisor programs and acquire program ideas that could be used at Alma.

It was generally agreed by those persons interviewed that during the period of 1963-64--1973-74 Alma College had a good training program for resident advisors. The written and published materials did not contain information on resident advisor training programs.

With reference to <u>paraprofessionals</u>, those persons interviewed did not believe that Alma used paraprofessionals. The written and published material contained no information about paraprofessionals.

## Question Eight: Rules and Regulations

Question eight was concerned with what changes in rules and regulations had I en made and what percepitated the changes. Those persons

interviewed feit that Alma College became more liberal in most aspects involving student behavior. Several exceptions to this view were in the use of drugs, due process, and rules concerning student conduct which might be involved in student unrest. One student personnel staff member interviewed expressed concern that no one wanted to be a person who was always changing; therefore, many times a person entrenches himself or herself to avoid being seen as always changing. Alma was preparing people for society; therefore, Alma must change in some ways but hold firm in others. It was felt that changes must be reflected in the basic philosophy of the college.

The following changes were mentioned by the persons interviewed and correlated with information from written and published materials.

1. Women's Hours. In 1963-64 all women students had restricted hours. The freshmen were required to be in at 10:00 p.m. on nights before classes and 12:00 midnight on weekends. Upperclass women had to be in at 11:00 p.m. on nights before classes. There was a gradual change from 1963-64 to 1969-70 when all restrictive hours for upperclass women were eliminated. Freshmen women hours were eliminated in 1972-73. The change involved the extending of hours, no hours for seniors, then juniors and sophomores, then a three-option plan for freshmen and finally no restriction of hours for any student. This change was brought about by student pressure, mainly from women residence hall governments and the Association of Women Students (AWS). The student newspaper, the Almanian, contained articles, letters to the editor and editorials on the subject of women hours, "per," from 1963-64 through 1971-72. A key issue of the Almanian was the 2/4/65 issue which dealt with women's hours from the past,

present and the future. The 1968-69 student handbook (76) explained in detail what was meant by "per" and optional hours. In 1969-70 the issues of the Almanian from 12/8/69 to 6/8/70 contained either an article, editorial or a letter to the editor about sophomore hours and/or women's hours in general.

The Almanian 10/5/70 contained the procedures to be used in obtaining optional hours by the sophomore women students. The editorial in the Almanian 11/9/70 stated, "The battle for optional hours for freshmen women will start soon." The Almanian reported on 3/1/71, "The three-level plan for optional hours for freshmen women is approved." The Almanian contained a letter to the editor on 11/18/71, "The freshmen women three-level option plan is an administrator's nightmare. No one knows who is on what option level." The 1972-73 catalog (71) stated that there were no hours for any Alma College students, but rather this was to be determined by the individual student. During the period of change (1963-64-1972-73) the catalogs and student handbooks reflected the changes in women's hours.

The role of the student personnel staff was to help students write proposals, route them to the proper committee, and keep all parties informed of what changes were taking place and why. The persons interviewed felt that most administrators and faculty members were pleased with how the student personnel office and staff handled the situation.

# 2. Visitation of the Opposite Sexes in the Living Areas of Residence

Halls. At the start of the period (1963-64) open houses were a special event and were rare. This was noted in the Almanian on 12/6/63 and 12/13/63. The article on 12/6/63 explained the process of obtaining

an open house and the article on 12/13/63 evaluated the open house in Wright Hall held on 12/8/63. In 1964-65 open houses were usually held on Sunday afternoons with student room doors open, resident advisors on duty, and the signing in and out of all guests. In 1973-74, after very gradual changes, visitations or open houses were allowed from 10:00 a.m. until 2:00 a.m. with the exact hours being set by the residence hall government with the approval of the head resident advisors and the dean of students office. The student handbooks and catalogs for the period 1963-64-1973-74 reflected the changes in visitation. The Almanian, throughout the period of study contained articles, editorials and letters to the editor about open house visitation.

The early changes in open house visitation were brought about by the work of the residence hall government, especially that of Wright Hall in 1963-64. Later in the period (1966) the student council became involved in the effort to change the regulations pertaining to open house visitation. Those persons interviewed agreed that the work by the residence hall government and the student council efforts were helped by student pressure. The student pressure was still present in 1973-74 for 24-hour-a-day visitation.

The role of the student personnel staff was to help students develop proposals, direct the students and proposals to the proper committee, and help evaluate changes made in this area. In addition the student personnel office and staff tried to explain to students why Alma College did not move faster or would not move further in the area of visitation. Those persons interviewed felt that administrators and faculty generally thought the student personnel staff handled the changes properly. However, some administrators and faculty disagreed with the

changes and blamed the student personnel staff for the lowering of the moral standards of Alma College and the students.

3. Alcohol Use on Campus. No alcohol was allowed on campus until September 1973. The 1963-64 catalog (62) stated, "Alma College is opposed to the use of alcohol by students. If a student must use alcohol, then they should not enroll at Alma." The student handbook for 1970-71 (78) stated, ". . . the excessive use of alcoholic beverages under any circumstances is not condoned by the college and undesirable conduct resulting therefrom will be subject to disciplinary action . . . " The 1973-74 student handbook (80) stated, ". . . in Michigan the age of majority is 18. If a student is 18, then he can drink in the private areas of the residence hall . . . " The student newspaper, the Almanian, contained articles, editorials, and letters to the editor usually in support of the use of alcohol on campus from 1963-64 through 1972-73.

The change in alcohol use on campus came about in the spring of 1973 with the formation of a committee of students, faculty, and staff. The pressure for change came from students, staff, and the resident advisor staff saying that Alma was behind the times; that the age of majority (legal age 18) changed in January, 1972. Both the student personnel staff and the resident advisors wanted to deal openly with the student who might be developing bad habits rather than just disciplining that student. In January of 1974, a student attitude survey was conducted to determine the use of alcohol on campus. The results were very favorable and no areas of the policy were seen as needing change.

The role of the student personnel staff was to work on committees and to enforce the present rules and regulations of Alma College in this area. Those persons interviewed felt that administrators and faculty believed the student personnel office and staff handled the change in the best way possible.

4. Served Meals and the Dress Code for Served Meals. In 1963-64 the evening meals Monday through Thursday and the Sunday Noon meal were served. A dress code was in effect with served meals. The dress code required men to wear coats, ties, and long pants, and women had to wear dresses and hose (1963-64 student handbook (73)). The 1968-69 student handbook (76) did not spell out what could or could not be worn but rather stated, ". . . standards of a well-run restaurant." The 1969-70 student handbook (77) stated, ". . . all meals are cafeteria style. Dress is casual, but fo wear is required by state law." The change was brought about by student pressure for cafeteria style for all meals. The food contractor agreed from two standpoints: (1) labor cost reduced by not waiting meals, and (2) the number of people who could be served in a shorter period of time.

The role of the student personnel staff was to coordinate all concerned parties and help communicate the rationale for served meals and dress requirements to students. No one interviewed knew of any administrators who had negative comments about how the change was handled by the student personnel office and staff.

5. Meal Hours. In 1963-64 meal hours were fixed and very rigid. The hours were extended somewhat as a result of changes in the academic calendar in 1970-71. This change was desired by students, administrators, and the food contractor. The only role of the student personnel staff was to get the interested parties together.

6. Chapel Convocation. In 1963-64 compulsory chapel was eliminated.

The Almanian contained articles about the change on 9/20/63, 10/18/63, 11/1/63 and 1/10/64. Convocations were a part of the graduation requirements. In 1964-65 there were over 24 convocations and students were allowed to cut three without a penalty. Over the period of study the convocation program changed its operating procedures and requirements. In 1973-74 two convocations were required for the entire year. General convocation programs were still offered, but on a voluntary basis. The change in requirements were noted in both catalogs and student handbooks throughout the period, 1963-64-1973-74. The Almanian contained articles, editorials and letters to the editor throughout the entire period.

The changes were brought about by students who wanted fewer requirements and by faculty and staff who wanted a meaningful program, that would motivate the students to come because they wanted to. The student personnel office and staff were not directly involved because it was an academic-related requirement.

7. The Student Personnel Office Took Over the Publication of the Student Handbook in 1967-68. The change in who prepared the student handbook was at the advice of a lawyer who was used as a consultant by several small private liberal arts colleges in Michigan. The student handbook became more formal and legal in style. The national college campus scene was very tense and both students and colleges were becoming more legalistic in their approach to situations on the college campus. The official Alma College document remained the catalog along with the student handbook, after 1967-68.

The student handbooks for 1969-70 (77) and the catalog for 1970-71 (69) and 1971-72 (70) were very detailed and legalistic in descriptions of rules, regulations and due process. The change was to better inform students and prospective students of what was expected of them and what they could expect from Alma College.

- 8. Freshmen Having Cars on Campus. Before 1971-72 freshmen could not have a car on campus without special persmission. In 1971-72 this regulation was dropped by the administration. The change was made because adequate parking was available and more freshmen students were requesting permission to have cars on campus. The change was noted in the catalog for 1971-72. (70)
- 9. In 1968-69 Alma College added several rules on student behavior which were stated in the 1968-69 student handbook. (76)
- A. <u>Drugs</u>. In 1968-69 a very formal and legalistic statement about drugs was added to the rules and regulations. Before this time an informal statement was made about alcohol and drugs. The more formal legal statement was deemed necessary by the administration so that the student would know the law and how Alma College viewed that law. The very formal and legal statement was part of the rules and regulations until 1972-73 when Alma College reverted back to a more informal statement. Alma's policy was very clear concerning drugs. At the end of the period, 1973-74, there was some pressure from students and some student personnel staff to allow the use of marijuana in student rooms. The administration was not at all interested in relaxing its policy. In fact they wanted the residence hall staff, both professional and resident advisors, to enforce the present policy.

The 1970-71 student handbook (78) quoted both the state and local laws pertaining to drugs and this was the most legal statement during the period 1963-64--1973-74.

- A. Assembly. The rule and definition was added in 1968-69. It was developed because of what was happening at many college campuses concerning student unrest. The rule explained Alma's policy and defined what was considered a breach of the assembly policy. The statement was desired by Alma's administration to inform students and to protect the college.
- C. <u>Dismissal</u>. In 1968-69 major changes and additions were made to the area of dismissal in the student handbook. Dismissal covered due process at Alma, and defined types of offenses which were covered by the policy. The additions and changes were brought about by what was happening at other colleges, a desire to inform students of Alma's policy, and to protect Alma College. From 1968 to 1970-71, the section on rules and regulations was very formal and legal. In 1971-72 the information was basically the same but was written in a more informal, less legal style, with only a few examples of offenses.
- 10. Residence Hall Rules and Regulations. In 1967-68 the section in the student handbook (75) pertaining to rules and regulations in residence halls was greatly expanded. This was done by the administration to inform students of what the rules and regulations were and to protect Alma College. The section on residence Halls remained very detailed through 1973-74.

In summary, many of the changes of liberalizing were brought about by student pressure and the student personnel staff who saw the need for change. In the cases of new rules and regulations, these were mostly done by Alma College to clearly state its policy to the students and to protect itself.

## Question Nine: College Staffs

Question nine was concerned with what effect changes had in tuition and fees, enrollment, size of faculty, size of support staff and changes in administrative personnel had on the student personnel office and staff. With regard to tuition and fees, all persons interviewed agreed that tuition and fees had little direct effect on the student personnel office and staff. The food service area did however feel the effect. But, it was agreed that students who left Alma gave increased cost as the number one reason. The written and published material did not contain information on this area.

Concerning enrollment, it was agreed by those persons interviewed that the increase in the student personnel staff was basically proportional to the increase in enrollment. After 1971 enrollment declined and the student personnel staff was reduced. The written and published materials did not contain information in this area.

With respect to the <u>size of the faculty</u>, it was felt by those persons interviewed that the faculty increased proportionally to the increased enrollment in each department. However, the increase in the size of the faculty had no effect on the student personnel staff.

Table 6, "Faculty Size," shows an increase of full-time faculty over the period of study with the peak in 1971-72. The fluctuation was in the part-time faculty starting with four in 1963-64, sixteen in 1970-1971-72, and back to four in 1973-74. The information in Table 6 was

prepared by the provost.

Table 6. Faculty Size-Alma College

4											
	1963						-				
	<u> 1964</u>	165	<u>'66</u>	67	168	169	'70	<u>'71</u>	<u>'72</u>	<u>'73</u>	<u>'74</u>
Full-time faculty	38	38	42	45	46	49	53	49	70	65	67
Part-time faculty	4	5	5	6	б	6	. 8	16	16	9	4
Sub total	42	43	47	51	52	55	61	6,5	86	74	71
Joint appointment		,	ı	•							,
with administration	18	20	20	20	20	21	21	21	21	21	21
Total	60	63	67	71	72	76	, <b>82</b>	88	97	95	92

The written and published materials did not contain information in this area.

With reference to the <u>size of the support staff</u>, no one who was interviewed knew but all guessed that this staff increased as did the enrollment. However, after 1970 with the tight budget at Alma, it was felt that the number of personnel in this area declined more than in other areas.

The information received from the provost shows an increase throughout the period with no decline. The information in Table 7 is for all support staff, not just those in the student personnel areas. Support staff included all non-professional, e.g., secretaries, maintenance, and housekeeping.

Table 7. Size of Support Staff--Alma College

	1963	164	165	166	167	168	169	1.70	'71	'72	'73
	1964	<u>'65</u>	<u>'66</u>	167	'68	169	70	71	<u>'72</u>	<u>'73</u>	<u>'74</u>
Full-time	26	28	28	35	37	41	49	50	51	51	51

The written and published materials did not contain information in this area.

With regard to administrative personnel, it was felt by those persons interviewed that the administrative personnel had the most profound effect on the student personnel office and staff. The death of Dr. John Kimball, vice president for administrative affairs caused a major reorganization with the relocation of several student personnel operations to other vice presidents. Some persons interviewed believed this was the breaking up of an "empire" to enlarge other "empires." Others felt that the reorganization would take the "hard shell off" and leave the desirable "meat of the nut." In addition, it was felt the reorganization would provide better communications and intergration with the academic goals. Those persons interviewed did not agree on the reason but all agreed that reorganization was needed. The written and published material did not contain information in this area.

Concerning rules and regulations, most persons interviewed felt that the changes freed the staff to do more counseling. The general change was from discipline to planning and implementating programs. However, some interviewees did not know if the changes in rules and regulations, especially the age of majority, had not caused more problems for the student personnel office and staff. The written and published materials did not contain information in this area.

# Question Ten: Physical Facilities

Question ten was concerned with what changes in physical facilities had been made for the student personnel functions. The following were mentioned by the persons interviewed and found in the written and published materials. The primary sources of the written and published materials were the catalogs and student handbooks for the period 1963-64--1973-74.

#### Added

- 1. Two residence hall complexes: Bruske Hall 1967-68 coed (male 105, female 105); South Complex 1970-71 four small units with no professional staff (200 capacity).
- 2. Hamilton food commons 1967-68.
- 3. Health Center to open 1974-75.
- 4. Remodeled office during period in Reid-Knox.

## Deleted

- in 1973-74 because of cost of operation. Small housing concept started in 1965-66 on a limited basis and reached its height in 1969-70.
- Pioneer Hall closed in 1970-71. Very old building which needed repair and the land was going to be used for another building.

With the reorganization of the student personnel office in late 1973-74, many offices were dispersed when the operations started reporting to other vice presidents.

## Question Eleven: Centralized or Decentralized

Question eleven was concerned with whether the student personnel office had been organized on a centralized or decentralized concept during the period 1963-64--1973-74. Those persons interviewed believed that during the period the office space was decentralized. The offices were located in the administration building, library, residence halls, health center, small houses near campus, and in the union. The meorganization (1974) would help to centralize some operations, but the student personnel areas ould still be located in several buildings.

The responsibility and authority for the student personnel office from the start of the period until 1971-72 was centralized. It was centralized during Dr. John Kimball's tenure. Then in the late 1960's until 1971-72, Tom Plough, dean of students, and Dr. Kimball shared the responsibility. In 1971-72 the student personnel office was reorganized because Tom Plough left Alma College. The reorganization was to decentralize the decision making and responsibility. There were title changes from dean to director with the defining of clean-cut areas of responsibilities for each director. The reorganization of 1974 was a move to again centralize the decision. Therefore, there had been a pendulum effect; however, the decentralized period lasted only 2-1/2 years. The written and published materials did not contain information in this area.

#### Question Twelve: Costs

Question twelve was concerned with what changes in tuition and fees there had been and why. All persons interviewed agreed that tuition and fees had increased steadily because rising costs had to be met. There were only two basic ways Alma could meet these costs: (1) Tuition and fees, and (2) through gifts from lumn!, foundations, business, and friends. It was pointed out that in the late 1960's the faculty salaries were raised and there were several additions made to the physical plant; however, this did not cause a sharp increase in tuition and fees. The written and published materials stated the costs but gave no reasons for the increases.

#### Question Thirteen: Portion Student Pays

Question thirteen was concerned with what portion the students paid of the total educational cost. It was agreed by those persons

interviewed that during the period the percentage was stable between 67 and 68 percent. The students' portion was projected to go to 70 percent by 1976 and then remain consistant. This percentage included tuition, fees, and room and board.

The college catalogs after 1968 contained the percentage of the total educational cost the student paid. The catalogs support the 67 and 68 percent figure mentioned by those persons interviewed.

### Question Fourteen: Student Unrest

Question fourteen was concerned with student unrest during the period 1964-1974. Those interviewed were asked to try to include: what the issues were; what form the unrest took; what percent of the student body posticipated; what action the student personnel office and staff took; what the end results of the unrest were; and what the opinions of non-student personnel administrators were as to how the student personnel staff handled the unrest.

It was mentioned by several persons interviewed that Alma was not a campus of radicals and that the Alma campus had not been marked by violent student unrest. The only written and published resource was the student newspaper, the Almanian. The incidents cited below were mentioned by those persons interviewed and supported by information from the Almanian. The Almanian in addition to the following carried numerous editorials and letters to the editor on various topics which might be considered student unrest. However, the topics, issues, and causes did not attract the attention of administrators, student personnel staff, nor the student body.

1. Southeast Asia. The issue was the U.S. involvement in mainly Vietnam and then later, in the whole of the southeast Asia area. The warest took

the non-violent form with speech making, marches (local and national) and teach-ins. During the period 1966-1971 the student newspaper, the Almanian, contained letters to the editor, editorials, and factual articles dealing with the United States' involvement in southeast Asia. At the time of the Kent State killings, the major part of the student newspaper was devoted to the incident in Kent, Ohio.

During the period 1967-71, Alma closed classes for an hour or half-day to allow teach-ins and marches. The percentage of student involvement in the teach-ins, marches, and general speeches was low, 5 to 25 percent. During this period, there was an organization formed—Friends of Student National Coordinating Committee (SNCC). The organization was made up of faculty, staff, and members from the community. In February of 1968, students and friends of SNCC marched to Lansing. There were only 50 marchers, 20 of them students. The role of the student personnel office and staff was to keep communication lines open, to help students use the correct channels, to get time off, or to obtain facilities for meetings. The end results were that students, faculty and staff were better informed and felt part of a national movement. The opinion of the administration toward the activities and the role of the student personnel office and staff was positive.

2. Kent State Deaths (1970). The issue involved in this case was the use of force on a college campus. The activity being pursued was an afternoon nonviolent general speech meeting. All classes were cancelled and 300-400 students, faculty, and staff attended the meetings. The role of the student personnel office and staff was to help make the necessary arrangements for the mass meetings and to help establish the general

ground rules to be used during the meeting. The result of the action was that members of the campus community had an opportunity to state their views and beliefs. In addition, individual members of Alma College wrote to their congressmen and senators; others wrote to the parents of those killed at Kent State; and still others did what they thought was best for their concerns. The administration was positive about the role of the student personnel office and staff.

Civil Rights and Black-White Tension on Campuses (1969). The issues were both national and local. The national influence stemmed from the racial riots of 1967-68 in several large cities in the United States. The local issues were: that Alma was a difficult city and college campus in whi a to be black, racial attitudes on campus, treatment in the athletic program, and admission of black students. The unrest took the form of articles and letters in the student newspaper, demands by black students to administrators, and some verbal debates between blacks and The percent of participation from the student body was about ten percent; however, the concern for the issues involved 100 percent of the Alma College community. The student personnel office and staff kept communication lines open, helped establish a committee to investigate the concerns, and to reduce emotions. The end results was the appointment of a committee to investigate the Alma campus environment and to review demands of black students. The committee was instrumental in sensitizing the campus to the needs of the black student. In 1967-68 the formation of the Afro-American Society was formed by students to help educate the campus of the Afro-American culture. In 1969-70 the Afro-American House was founded to give the black students a place to go. A greater effort

to interest black students in Alma College resulted in the highest black enrollment in 1970-71 during the period 1963-64--1973-74. In addition it brought to the surface the feelings of individuals and segments of the college about black students and Alma's commitment to equal opportunity and the betterment of society.

Since 1969 several conditions changed. The financial situation of the college and the Afro-American fund deteriorated, causing the Afro-American House to close at the end of 1973-74. In addition, the black enrollment declined from its peak in 1970-71.

The opinion of the persons interviewed was mixed as to what the role of the student personnel office and staff. Some felt that they did what was asked of them and did a fine job. Others felt if the student personnel office and staff had done their job the students would not have used the form of demands and attracted news coverage. Others did not like the idea that Alma College wanted to stay neutral and not take a position on some controversial issues. The student personnel office and staff was criticized for this position.

4. Beef Prices and Quality of Food (1973). The issue was the quality and quantity of the food served in the commons. Alma contracted its food service with Saga Foods who had several food service programs. Alma's program included unlimited seconds. In 1973 the economic conditions in the meat industry caused problems for all, not just Saga Foods at Alma. The students wanted more meat and better prepared food. Student activities included letters to the editor, editorials, and students meeting with Saga Foods management. Participation by students in these activities

was low, 5 to 8 percent. The student personnel office and staff which worked with Saga Foods helped set up meetings with students and Saga and helped keep communication lines open. The results were that some foods were changed and the total campus was informed of the problems in the meat industry and what Saga was doing to give the best food quality and greatest quantity to the students. The administration was pleased with the student personnel office and staff's handling of the situation.

Alcohol on Campus. From the start of the period 1963-64 there was always some indication of student interest and desire to be able to drink In the early years it was usually an article or letter in the newspaper, questions to the resident advisors and student personnel office staff, or was mentioned as an area of interest by the student council. However, with the passing of the age of majority (18) pressure to change the no drinking regulation was brought by students, the student council, and by some of the faculty and staff. In 1972-73 a committee was formed to investigate drinking on campus and make its recommendations to the community government. The number of persons involved in committee work was very low. There was disagreement among staff as to how many students really wanted to or would drink on campus. Therefore, the percentage of the student body who was drinking illegally on campus was unknown. There was a petition drive to allow drinking, with 80 percent signing. The student personnel office and staff's role was to help students get the committees working and channel their recommendations to the community government. In addition they still had to enforce the present regulation concerning drinking on campus. The end result was that in the spring of 1973, the community government recommended that drinking be permitted in private areas of the residence halls. This change was approved by the administration and board of trustees and took effect in 1973-74. The opinion on the role of the student personnel office and staff was divided into two areas: enforcement and working for change. Some falt that the student personnel office and staff had been weak in the enforcement of rules and regulations especially that on drinking. However, all agreed that the student personnel office and staff's involvement in bringing about the change was positive.

Women's Hours. The issue was that the women should be able to determine their own hours. The unrest took the form of questions to resident advisors and student personnel staff, letters and articles in the student paper, formation of committees, agitation by the Association of Women Studen s, one or two sit-outs, petitions, and other pressures. The pressure was constant from the start of the period until 1972-73. Participation in these activities varied during the period from a low of 10-20 percent to a high of 90 percent in student surveys and petition signing. personnel office and staff's role was to keep the student pressure channeled in the correct direction, work on committees, keep communication lines open, and enforce present rules. The end result was a gradual change of women's hours until 1972-73 when all students, men and women, had no restrictive hours. There were, however, some problems during the long transition period. At one time, women students had three options: (1) could not leave campus without parents' written permission; (2) could leave campus but only to go home, without written permission; (3) could go anywhere they wanted. Further, different hours were scheduled for different classes and no one could keep track of what was happening. opinion of administrators varied during this period depending on the

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effect of student pressure on them, how many rumors were going around about how women students were 'beating the system," and what pressure the administration was getting from the board of trustees. Generally, most administrators agreed with the student personnel office and staff's handling of the situation.

7. Visitation. This issue was very similar to that of women's hours. The issue was that students should be able to have friends, which included both sexes, visit their rooms whenever they wanted. The form of the concern or unrest was letters and articles in the student newspaper, questions and proposals to resident advisors and student personnel office staff, students breaking the rules, and students working on committees. The level of part cipation varied during the period 1963-64--1973-74. The numbers of students working on committees was low. Those who signed petitions or used visitation were numerous. The student personnel office and staff kept communication lines open, worked on committees, attempted to share communication with all segments of the community, and enforced the rules. The end results were a gradual loosening of the policy and an expanding of visitation hours. In 1973-74 visitation hours were set by each residence hall within the limits set by Alma College, 10:00 a.m. until 2:00 a.m.

It was mentioned by one interviewee who was at Alma for the entire period that generally students were pleased with the Alma campus and its environment. Over this period only 6 to 8 students left Alma because it was too conservative. It was agreed that Alma College did not attract the student who wanted a totally free environment.

It was mentioned by two interviewees that Alma College did have a campus disorder plan developed in 1968-69 by college administrators, local police, and the state police but had not been put to use.

### Question Fifteen: Student Personnel Budget

Question fifteen was concerned with what percentage of the total college budget went to the student personnel office. Budget information was known only by one person interviewed. The budget remained about the same during the period 1963-64--1973-74. The program protion of the student personnel office was two percent, including salaries, or about six percent of the total budget. This was supported by the Final Ad Hoc Committee Report. (61:69)

## Question Sixteen: Services Added or Deleted

Question sixteen was concerned with what services had been added or dropped by the student personnel office during the period 1964-1974. The following were mentioned by those persons interviewed and supported by information from the written and published materials.

The only addition during the period was the advising, counseling, and career development office. This was developed in 1970 by the combination of several activities with the addition of some new programs and services.

The student personnel office reorganized several times during the period. The results from the reorganization of 1971-72 were the deleting of the dean of men and dean of women titles and adding the new titles of directors. Each director was responsible for certain operations with no overlap as was in the old organization. At the same time, housemothers in fraternities were no longer required, and no portion of their

salaries would be paid by Alma College. In 1970-71 the sit-down served meals were substituted with all meals being cafeteria style. The change was brought about by students who wanted the change and by the food contractor as a budget reduction.

The major reason for the student personnel office dispersing its operations was the death of Dr. John Kimball, vice president of administrative affairs in April, 1974.

The operations relocated were:

- 1. Advising, Counseling, and Testing Center (1973). The ACT Center reported to the provost office in 1973. The reasoning was for this change that some of the advisory programs were already being handled in the provost soffice and this would therefore combine the total advisory program with the administrator being a student personnel professional. It was believed that this would improve the attitudes and relationships among faculty and student personnel office staff.
- 2. Admissions (1974). The admissions office in early 1974 changed reporting channels from the student personnel area to that of reporting to the vice president for institutional relations. Many of Alma's students came from referrals, alumni and friends, who contact the institutional relations office. The combining of the two operations was seen as a matural for the way the operation now functions and would function in the immediate future.
- 3. <u>Financial Aids (February, 1974)</u>. The financial aids office started reporting to the business office as of February, 1974. The reasoning behind this was that many of the operations of the financial aids office

were of a financial character. It was felt that financial aids was a constantly changing area which must be directly centered in the business office.

- 4. Health Center (February, 1974). The health center reported to the business office. The reasoning was that the health center was not a program but rather an auxiliary service which was the responsibility of the business office.
- Food Service (1974). The food service area always had two reporting lines, the business office and the student personnel office. The change gave more responsibility to the business office with some involvement going to the vice president for educational affairs-provost. president for educational affairs-provost took the responsibility for all the other operations which made up the student personnel office. The provost's office was responsible for the academic faculty and programs, chaplain's program, community education, and the student personnel programs, advising, counseling and career development, athletics, and cocurricular programs. The student personnel functions in the provost's office were housing, student activities, registrar, and placement. Alma was caught in the economic events of the times and with the death of Dr. Kimball, decided not to replace, but father to reorganize. sident and others of the president's cabinet felt that the restructure might seem unnatural to those on the outside but was logical within the framework of Alma College.

## Question Seventeen: Student Personnel Future Plans

Question seventeen was concerned with what were the future plans

of the student personnel office. It was agreed by those persons interviewed that the student personnel office and staff should integrate with the academic part of the college. "The development of programs of a positive nature which would not just be reacting to problems." These programs should be compatible with the college's goals and the development of the full student. The written and published materials did not contain information in this area.

## Question Eighteen: Computer Use

Question eighteen was concerned with what usage the student personnel office made of the computer. All persons interviewed agreed that the student personnel office had not used the computer to any great or sophisticated degree. The future plans were to investigate the possibility of using the computer capabilities in the student personnel areas. The written and published materials did not contain information in this area.

### Question Nineteen: Financial Support

Question nineteen was concerned with the voluntary financial support of the college during the period 1964-1974. No one interviewed had data on gifts received, but all made statements based on what they had heard during the period 1963-64--1973-74. Some thought there was no decline during the period. Others had heard that there were some changes in the late 1960's and early 1970's. It was mentioned that during a period of this length, there would be some natural changes in the giving patterns of some donors.

The data received from the Council for Financial Aid to Education (101) for Alma College during the period 1964-65-1972-73 are presented

in Table 8. The data indicate yearly increases from 1964-65 through 1968-69 and then a significant decrease in 1969-70. The decline matches the time period mentioned by some interviewees. Then came yearly increases from 1970-71 through 1972-73. However, it was not until 1972-73 that the total amount of gift giving was higher than that of 1968-69.

## Question Twenty: College Challenges

Question twenty was concerned with what the biggest challenges were facing the college. Those persons interviewed felt the challenges facing Alma College were:

- 1. To develop programs that students would be willing to pay for and still come to a private college. This meant being able to show them that there was a difference in the quality of education which was worth the added cost.
- 2. To establish a strong financial foundation.
- To improve faculty and staff morale which was low because of the economic times.
- 4. To evaluate the academic calendar. The academic calendar should be compatible with the goals of the college, and in 1973-74 this was in question.

The student newspaper, the Almanian reported on 11/6/72:

President Swanson talks about the future. Alma's future is like a spring sky. Mostly bright but with some clouds. The clouds center on the financial position of the college. Alma must build its endowment funds, and continue to enroll a student body of over 1,000 students. The bright spots are the physical buildings, academic programs, students, faculty, staff, and all the friends of the college.

Table. 8. Voluntary Financial Support-Alma College

								•		
	1964 1965	1905 1966	1966 - 1967	1967- 1968	1968 1969	1969 1970	1970 1971	1971 1972	1972 1973	
i.	1,080,987	1,448,669	1,515,454	2,283,046	2,346,348	1,748,073	1,885,685	2,302,000	2,806,949	
2.	680 <sub>%</sub> 209	559,401	631,676	569,126	628,113	798,594	895,833	890,916	638,776	
1.	390,778	889,268	883,778	1,713,920	1,718,235	949,479	989,852	1,412,084	2,168,173	
4.	120,626	152,046	168,642	166,410	216,241	170,440	146,974	220,924	251,641	
5.	236,695	231,122	231,764	182,365	316,653	312,964	244,143	125,556	164,014	
6.	68,938	399,110	77,608	325,254	370,137	290,570	391,780	277,054	743,918	
7.	396,034	576,868	801,110	1,447,197	1,106,341	639,160	779,849	1,426,535	878,227	
٤.	230,591	92,652	236,330	155,985	187,976	232,600	218,518	232,600	756,655	
9.	46, 103	14,871	0	5,835	149,000	102,330	104,421	20,331	12,494	
10.	0	87,647	252,138	o Î	0	174,762	69,237	521,665	182,666	
1 .	G	40,633	0	0	0	0	0	0	0	
12.	ð	5,505	5,887	6,055	6,153	6,492	7,114	7,031	6,540	
13.	5	5,505	5,887	6,055	6,153	6,492	7,114	7,031	6,540	
. 4.	- ō	1,147	1,223	1,379	1,013	1,816	2,286	2,124	°2,090	
<b>:</b> 5.	G	33,325	41,065	42,219	41,944	64,546	85,414	95,750	111,691	
16.	6	33,325	3,200	0	0	18,500	68,842	22,089	50,590	
17.	ō 🔪	O .	44,265	159,976	· * 185,779	360,048	895,833	890,916	638,776	
, pr	11	1.A	NΑ	0	NΑ	76	239	217	247	
19.	(1	::A	NΑ	ħΑ	NA	26,000	68,842	35,955	53,335 <sup>-</sup>	
20.	0 '	0	NA	NA	NA.	66,551	102,568	75,079	71,530	
21.	1 1	, O	NA	NA	NA	257	307	341	349	
22.	1,519,577	1,881,660	2,152,356	2,415,317	2,684,754	2,979,006	3,264,403	3,525,035	3,540,904	
23.	1,246,700	1,525,685	1,992,720	2,258,911	2,301,384	2,218,618	2,881,803	3,501,000	4,599,492	

Exy to Columns. (1) Grand Total of Support \$, (2) Current Operation \$, (3) Capital Purposes \$, (4) Corporations and Business \$, (5) Religious Denomination \$; (6) Alumni \$. (7) Non-Alumni Individuals \$, (8) General Welfare Foundations \$, (9) Other Groups and Sources \$, (10) Bequests \$, (11) Annuities, Life Contracts, Insurance \$, (12) Total Number of Alumni of Record, (13) Number of Alumni Solicited, (14) Number of Alumni Donors, (15) Dollar Value Alumni Gifts \$, (16) bollar Value, Non-Alumni Gifts \$, (17) Dollar Value, Total Gifts to Fund \$, (18) Number of Non-Alumni Parent Donors, (19) Amount of Contributions by Non-Alumni Parents \$, (20) Amount of Corporate Support from Matching Gifts \$, (21) Number of Gifts Matched, (22) Expenditures, Educational and General and Student Aid \$, (23) Endowment Market Value \$.

NA = Not Available

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## Que on Twenty-One: Student Personnel Challenges

Question twenty-one was concerned with what the biggest challenges were facing the student personnel office. All persons interviewed agreed that the student personnel staff and programs must establish themselves in the academic organization and the organization of Alma College. There were two interviewees who believed that existence was the biggest challenge. The written and published materials did not contain information in this area.

The findings are included in Chapter VI.

#### CHAPTER JV

#### HOPE COLLEGE

## Introduction

Hope College, located in Holland, Michigan, was established over one hundred years ago by Dutch pioneers on the eastern shore of Lake Michigan. Today it is affiliated with the Reformed Church in America. Hope's reason for existence is its concern for each individual student; its purpose is the growth and development of each student as a competent, creative, compassionate human being; its design is to provide full opportunity for the fulfillment of the individual student, not for his own self-gratification, but for what he can give to others in service to God and man. A brief summary of the history, purposes, and objectives of the college are included in Appendix C.

The personnel interviews and most of the published and written materials which were analyzed for this study were collected during a two-day campus visit on July 10 and 11, 1974.

### Analysis

In this chapter the data from Hope College are presented in a modified case study form. The case study covers the eleven-year period 1963-64--1973-74. For each of the investigated questions, information from interviews and written and published resources was analyzed and integrated. The purpose of the study was to ascertain what changes in

administrative behaviors and practices were made by the student personnel staff during the period 1963-54--1973-74. This then was the principal focus for each of the questions or areas which were analyzed.

## Question One: Student Personnel Staff Size

Question one was concerned with what changes there were in the student personnel staff size with regard to enrollment, financial conditions of the college, areas of responsibility, and philosophy of the president and/or board of trustees related to the student personnel area. With regard to enrollment, those persons interviewed agreed that the enrollment had little effect on the size of the student personnel staff. Table 9, "Enrollment," shows that the student body increased each year excep- form1964-65 and 1973-74.

Table 9. Enrollment--Hope College

,		1963 1964	'64 '65	'65 '66	'66 '67	'67 '68	'68 '69	'69 '70	'70 '71	'71 '72	'72 '73	'73 '74	
Freshman		445	470	552	533	514	607	590	605	581	646	575	
Sophomore	6	392	417	428	507	482	523	547	560	563	545	558	
Junior		388	346	376	405	430	497	501	546	560	545	558	
Senior		370	299	315	345	374	323	351	294	304	321	304	
Sub Total		1545	1532	1671	1790	1800	1950	1989	2005	2008	2057	1924	
Special .		26	ູ 26	35	28	39	30	52	32	71	52	153	
Total		1571	1558	1706	1818	1839	1980	2021	2057	2079	2109	2077	

The written and published materials did not contain information concerning enrollment.

Concerning the <u>financial conditions</u> for the college, those persons interviewed felt that, until recent years, the budget was not a problem. In the time period studied, part-time positions became full-time positions because sufficient money was available. In the early 1970's,

salaries were increased to be competitive with similar institutions. In recent years (1972-74) the "tight" budget and financial condition of the total institution caused the deam of students office to re-examine every vacant position before re-staffing. An example of this was that one of the two associate deams left, the staff structure and student needs were examined, and the associate deam was not replaced. Instead the position of a director of housing was created at a cost saving, and at the same time the function expanded into a needed service. In addition there was a loss of some of the student personnel office's freedom in developing the budget. This included a loss of freedom in establishing new positions or funding programs as they might have done before the tight financial conditions of the previous two years, 1972-74.

Those persons interviewed agreed that the financial condition of Hope College was an influence on staff size, but no one was exactly sure to what extent. The written and published materials aid not contain information on the financial condition of the college.

With respect to the areas of responsibility, those persons interviewed felt that the increase in the student personnel staff was partly because of the good financial climate and the addition and expansion of areas of responsibility. Starting about 1966 and continuing into the 1970's, areas such as the counseling placement center and student activities were added to the function of the dean of students office. In most cases where responsibilities were added, the staff members were transferred into the student personnel office. The written and published materials did not contain information concerning the areas of responsibilities of the student personnel office.

The philosophy of the president and/or board of trustees related to the student personnel area changed. All persons interviewed agreed that the philosophy and attitude of the past president, current president, and the board improved over the period 1963-64--1973-74. This helped the student personnel area to expand and to improve its services, head count, and image. This change was felt at all levels of the dean of students office since the new president took over (1972). During the period from 1963-64 and 1972, it was generally felt that the president and chancellor (in between presidents) were not concerned about the student personnel area except when there were problems. Some thought the improved feeling might be because the student personnel staff had more exposure at the president and board's level. There was agreement by those interviewed that the modified Management by Objectives (MBO) approach used by the student personnel staff had gained the attention and favor of some of the key board members. The period of national campus unrest brought to the attention of the board of trustees the fact that they must be better informed and in touch with what the students were thinking and how the students were perceiving the board and the administration. This brought about greater interest in what the student was doing, what the dean of students office was doing, and what should be the role of the office of the dean of students.

Student personnel staff members who were interviewed believed that the area of student personnel had finally reached the full acceptance level by the president and board when the dean of students was named the first vice president (1974) by the new president.

The written and published materials did not contain information on the changes in philosophy by the president and board of trustees

related to the student personnel office.

In summary, those persons interviewed believed the factors in the increase in the student personnel staff were: (1) favorable economic conditions until 1972, (2) added and expanded services, and (3) a positive change in the philosophy of the president and the board of trustees toward the student personnel office and staff. Table 10, "Size of the Student Personnel Staff," shows the increase in both professional and supporting staff during the period 1963-64--1973-74.

Table 10. Size of the Student Personnel Staff--Hope College

	*	1963 1964.											
Full-time	professionals	9	9	9	9	9	11	12	15	16	16	16	
	professionals	2	2	4	4	4	4	3	2	2	2	2	
Sub-total	professionals	11	11	13	13	13	15	15	17	18	18	18	
Part-time	support staff support staff support staff	3 2 5	3 2 5	2	3 2 5	3 2 5	3 2 5	5 4 9	6 6 12	7 8 15	8 8 16	8 8 16	
Total		16	16	18	18	18	20	24	29	33	34	34	Q

## Question Two: Staff Changes

Question two was concerned with why student personnel staff members changed positions or left the college. Some of the persons interviewed chose not to answer this question. Those persons who did respond believed that early in the period 1963-64--1973-74 there were few personnel changes in the student personnel area. The president, during the period 1963-64--1970, was moving in a direction disliked by many faculty and staff members. Therefore, there was some discord throughout the total institution. In 1965 a new dean of students was appointed because of the past dean's retirement. During the 1966-68 period the student personnel

office acquired new and added responsibilities. There were many staff changes during the transition period when full-time staff were replacing part-time faculty and staff in these newly acquired areas. The period of 1963-64 to 1973-74 saw the transition from traditional housemothers to younger counseling-oriented head resident advisors. The change from housemothers to head resident advisors was gradual with changes being made when housemothers retired or left. From all indications and comments there was no discord involved in the change.

Those persons interviewed who commented felt the changes that took place on the staff levels were a mixture of advancement and discord and at times it was hard to distinguish between them. However, there was no doubt that there was some discord. The releasing of the director of student activities in 1972-73, from all comments and indications, was discord. This was the only time that Hope College asked someone to leave the dean of students office. The student newspaper, the Anchor 3/16/73 reported, "John Jackson, director of student activities asked to leave." The article contained what the administration via the dean of students meant by the action, what John Jackson thought about the action that was being taken, and what the reporter believed to be the story. All three statements contained comments with regard to discord between the administration and the director of student activities.

It was agreed by those persons interviewed that most who left did advance, but the reason for their seeking another position in some cases was discord. All interviewees mentioned that it should not be interpreted that the dean of students office was invested with discord. The general feeling of the personnel was that it was a "team effort" and they

felt comfortable with the dean of students office and the institution.

The catalogs and student handbooks for the period 1963-64--1973-74 reflected the changes in the student personnel staff but gave no reasons for the changes.

### Question Three: Management

Question three was concerned with what style or styles of management were used by the whole institution, the student personnel office, and the individual student personnel staff member. With regard to the management styles used by Hope College as an institution, all persons interviewed questioned whether the institution ever thought of having a style of management; however, all agreed that the chief administrative officer set the style. From 1963-64 to 1968, a very strong faculty government was in effect. The president was called by those interviewed as "tight" and an "out-and-out autocrat." The discord between the president and faculty was heightened by the actions of the president who was not seeking faculty input, reactions, or approval before making decisions concerning academic areas.

In 1968 the total campus went to the community government plan. This plan established committees with students, faculty and administration working together. It was viewed by several interviewees that the students gained power by participation and the faculty and administration lost power because almost everything had to go to a committee. The president still acted as an autocrat which helped to increase the tensions and resulted in the president leaving in 1970.

During the time of choosing a new president, a triad managed the institution. The key person in this arrangement, the executive vice

president, was viewed by those interviewed on one hand as an autocrat and on the other hand as a leader in Management by Objectives. It was agreed that this was a very difficult time for all because everyone knew that the leadership arrangement was short-term. This attitude greatly cut the effectiveness of the triad attempts to provide leadership.

During the late 1960's key members of the board of trustees were interested and excited about Management by Objectives. There was some MBO but the triad period generally was viewed as weak with an autocratic style of leadership. Therefore, from 1963-64 until the early 1970's it generally was viewed as an autocratic style of leadership.

As an example of the style, the administration wanted, and expected, a spokesperson for women to be located in the dean of students office and seemed to not give attention to that person's personal or professional feelings and concerns in the area.

The 1967-68 catalog (133) reflected a change in management style. In past catalogs the introduction was very philosophical; however, in 1967-68 it read like a contract. The topics covered were: Hope, what the college stands for; Hope welcomes, what type of student Hope wants; Hope provides, what it does provide; Hope prepares, what Hope prepares students for in society; Faculty, the type of faculty Hope has; Curriculum, the type of programs; and the college resources, list of faculty and staff.

In 1972 a new president, Dr. Van Wylen, took office. He was a believer in the Higher Education General Information Survey (HEGIS), but at the same time desired to handle the raw data and make his own decisions. The president was described by those persons interviewed as having a managemen style of "democratic aloofness." The president used the com-

mittee system of the community government, but at the same time drew together a close circle of advisors who those interviewed believed were the only ones he really listened to. In addition, it was believed by some that this close circle of advisors was out of touch with what was happening on the "grass roots" levels. Students believed the president was wishy-washy, indirect and playing games with them, which was a typical view students had about most presidents. Several staff members believed the president was playing a game with the students in the area of visitation and drinking on campus, with the dean of students office staff being the players.

News from Hope College Nov./Dec., 1972 (163:3) contained the following remark by President Van Wylen from his speech, "See Hope Committed to Truth. The added dimension of a Christian liberal arts education is necessary today more than ever so that young men and women can work in this world with a heightened sense of responsibility and compassion. This is Hope's mission and mine."

In the same issue (163:4) Dean Rider, academic dean, made the statement, "It is our belief that at Hope College, Christian commitment is consonant with personal freedom, that the theological foundation for human self-awareness leads to a responsive concern for one's fellowman and society, and that an informed understanding of the Christian faith provides a viable foundation for academic excellence and the fulfillment of human potential."

The president was viewed by most dean of students office personnel as a pure academic administrator. As one put it, "He is 110% academic,"
therefore, the president was not seen as a manager of managers. In addition he was not a student personnel man, did not claim to be one, and

left this area to his vice president.

Several interviewed staff members felt that the president believed that little training was needed to do student personnel work and that "any" faculty member could do it if he had to. Some staff members did not believe the president felt this way, but admitted that few staff members over the years had any training in the student personnel field.

The president attempted to give the impression that he was "low-keyed," delegated responsibilities, sought inputs; but then he made the decisions and he was responsible for them. Some were quick to observe that he was changing staffs, still new, and that his real style might not have developed or taken form. But all persons interviewed agreed that from all indications the strong years of the faculty were past.

The catalog was the official college document. As the official document it reflected the management philosophy and in some cases the management style. An example of this was the 1967-68 catalog. (133)

The written and published materials did not directly deal with the management style of Hope College as a whole institution.

office, those persons interviewed believed that in the early part of the time period (1963-1966) the traditional dean of students office arrangement and includent style would best be described as "in loco parentis." This was reflected in the student handbooks for 1963-64 (107), 1964-65 (108), and 1965-66 (109). They were entitled "Hey Freshmen," and written in a "hip" style; however, the content made it clear what Hope expected in the way of student behavior. In addition the A.W.S. Handbook (97) for 1964-65 was a very traditional handbook for women students.

In 1965 a change in dean of students occurred. Also from 19661968 there were several key personnel changes and reorganizations involving the student personnel office. During the period 1965-1968 the
management style was called authority-oriented by those persons interviewed. The student handbooks for 1967-68 (121), and 1968-69 (122)
reflected the change in the student personnel office. The handbooks
after 1966-67 were entitled <a href="Hope College Student Handbook">Hope College Student Handbook</a> and were written
in a very formal style.

The period 1969--1973-74 brought the use of Management by Objectives (MBO) in some modified forms. The student handbooks for 1969-70 (123), 1970-71 (124), 1972-73 (125) and 1973-74 (126) were written reflecting the goals and objectives used in the MBO approach. In 1973-74 the student personnel areas developed in-depth and detailed statements which dealt with the purpose, approach, objectives, and goals for each area. The statements made up the report "A Self-Study of Areas--of the Student Personnel Division of Hope College--Its Purposes, Its Approaches, and Its Goals and Objectives--1973-74." (181) The following statements (181:2-3) were taken from the report to show the depth and detail of the report.

#### STUDENT PERSONNEL AT HOPE COLLEGE

The purpose of the Student Personnel Division is to foster individual development that is both self-fulfilling and societal fulfilling, by providing special services and opportunities that assist the student in the developmental process in an atmosphere that reflects the College's Christian theme. It is also the purpose of the Student Personnel Division to create an environment that fosters true community and which is supportive of the goals and objectives of Hope College.

#### Approach

Students exist, function, and develop as individuals, groups, and organ zations. Within each area of the Student Personnel Division

are persons possessing special skills and resources who are capable of facilitating student development by working with students as individuals, as groups, and as organizations. Each member of the Student Personnel Staff is a counselor—administrator—teacher—catalyst. We may emphasize one role more than another according to our preference, capabilities, or our area of concern; but we may not avoid the responsibility, in some degree, for performing each of them.

## <u>Objectives</u>

The objectives of the Student Personnel Division are:

To assist the student, through the outreach of the Admissions Office, to become more aware of opportunities available to him in higher education, to help him to make a decision to attend, and to pave the way for his arrival on campus.

To enrich the environment in which the student lives.

To assist students in their personal growth and interpersonal relationships.

To assist students in their spiritual and social growth.

To provide for student's physical needs.

To assist students with their career plans.

Each area within the Student Personnel Division, and each person within the Division, will perform his function with a large degree of overlap with other persons within the Division. None of the functions is absolute in and of itself and all of the members of the Student Personnel Staff should be sensitive to each other—how we might use our special talents and skills to accomplish our common purposes.

A weakness pointed out by most persons interviewed was that of two-way communication. At times communication was poor in both directions. Examples used were the position on self governance (1973), promotion of the dean of students to vice president (1973), and "grass roots" feeling on issues (1963--1973-74). Job evaluation was missed by several staff members with little or no feedback regarding their work. An example cited was to release of the director of student activities. To many interview as, this was the height of poor communication by all parties

involved.

The management style of team approach was generally felt by all but at times some had the feeling that they were being consulted after the fact. At times the team had favorite players while others "sat on the bench." This feeling generally lessened after 1973.

The situation was summarized by one staff member as "in loco parentis" to authority oriented, to modified MBO on the dean's level, to modified MBO on the dean's and associate dean's level, to modified MBO on all levels with the team approach and involvement by all increasing over the period of time.

The concerns or areas for improvement were seen by those interviewed as better communication on all levels, job evaluation, professional training in the student personnel area, the number of graduates from Hope working at Hope, and feedback and evaluation on programs.

The written and published materials did not contain information which dealt directly with the management styles of the student personnel office.

The management styles used by the <u>individual student personnel</u>

<u>staff</u> were many. Those persons interviewed ágreed that the individuals
who made up the dean of students office were diverse. The traditional
housewothers, the in loco parentis" deans, autocrats, democrats, well
organized, poorly organized, ones who wrote a lot, ones who wrote little,
liberal in views, conservative in views, ones who had goals for themselves,
and those who were trying to find where they fit; but it was agreed that
all were concerned with the students. Over the period (1963-64--1973-74)
the individuals became more professional, business, written word, and
systems or ented. Some staff members knew how the system worked to bring

about changes, others did not which caused an increase in the frustration level of some staff members.

Because of the number of changes in staff and changes on campus, the individuals who worked in the student personnel areas in the last five years (1969--1973-74) had to remain flexible and open to new ideas and methods.

The written and published materials did not contain information concerning the individual management styles of the student\*personnel staff members.

## Question Four: Student Participation

Question four was concerned with what changes had occurred regarding the level of student participation in student government, intramural athletics, intercollegiate athletics, Greek life, clubs and organizations, faculty committees and community services. Information pertaining to the activities on the Hope College campus were found in every college catalog and student handbook that was available for the period 1963-64--1973-74. However, they contained little information with regard to the level of student participation. In addition the information in these two publications remained basically the same for the entire eleven-year period.

With regard to the level of student participation in <u>student</u> government, it was mentioned by all persons interviewed and supported by written and published materials that the student government structure 'changed several times during the period of 1963-64--1973-74. The changes were: 1963-64 student council, 1964-68 student senate, and 1968 through 1973-74 student congress. The 1964-65 catalog (111) noted the change in

name and structure of the student government from student council to student senate. The change was also noted in the A.W.S. Handbook. (97)

The changes in name and structure did not change the number of 30 students needed. The 1967-68 catalog (114) and the student handbook (121) reflected the constitutional changes which reduced the number of students needed to 17. The 1969-70 student handbook (123) explained the student congress and how it worked with the new community government structure. The student congress was larger than 17 students but the exact number depended on the number of student-faculty committee representatives and sub-committee members.

It was generally agreed by those persons interviewed that the elected student government was not a true representative government of the student body nor had it ever been. In 1967-68 the student court was established and noted in the 1967-68 student handbook. (121) In 1968-70 the community government structure was established and explained in detail in both the catalog (116) and the student handbook. (123)

There was no agreement by the persons interviewed on the level of student participation. Some felt that the student participation was relatively high in 1963-1970, low in 1970-1972, and started to increase over the period 1972-1974. Others felt that student participation on a campus like Hope was low. One often saw the same group of students on several different committees and doing all the work. There was disagreement as to whether the students gained or lost power in the community government structure. All parties involved (students, faculty, and administration) said that they lost power within the community government framework.

The student newspaper, the Anchor, contained numerous articles, editorials and letters to the clitor during the period 1968-1974 about the lack of student involvement in student government.

The persons interviewed and the written and published materials did not contain, in most cases, information as to the number of students who participated in student government activities or programs.

Concerning intramural athletics, all persons interviewed agreed that student participation in intramurals had always been high and continued to grow in quality and quantity. More sports were included in the program. Activities for men, women, and for men and women were included in the program. The greatest limitation to the program was and is facilities. There are now plans for a new physical education building which would allow the program to become fully developed. One person summarized it as, "The intramural program is the most significant activity we have had on campus during the period 1964-1974."

The catalogs and student handbooks for the period 1963-64--1973-74 contained information about the intramural program. However, the written and published materials and the persons interviewed did not have data as to the number of students who participated in the intramural activities and programs.

With reference to <u>intercollegiate athletics</u>, those persons interviewed agreed that in most sports, both men and women students participation as players was high and remained high. There was some fluctuation due to the success of the teams. It was believed that within the limited facilities the students received maximum participation.

The spectator aspect was not as clear. All persons interviewed agreed that spectators were drawn by winning teams or outstanding players

and therefore attendance had increased and decreased depending on the wonlost record or type of players in the sport. It was mentioned that some sports never drew many spectators. Some felt that attendance was good; others rated it poor, based on no additional cost to students.

The catalogs and student handbooks for the period all contained information pertaining to the intercollegiate athletic program. However, the written and published materials, including the catalogs, student handbooks and those persons interviewed, did not have data on the number of students who participated in intercollegiate athletics.

With respect to <u>Greek social organizations</u>, all persons interviewed agreed that Greek membership declined over the period. One new Greek letter organization was added in 1967 but several became inactive in the late 1960's, and several were about to go inactive at the end of the period 1973-74. There was disagreement by those persons interviewed as to how strong the Greeks were at the beginning of the time period.

Several felt the Greeks were strong from 1963-66, with declining years 1967-1969, even with the addition of one group, a leveling off period from 1969-1971 and from 1971 to 1974 further decline. It was mentioned that national polls indicated Greeks were coming back on many campuses; however, this was not seen on Hope's campus. Several interviewees wondered whether the Greeks had done what was best for the Greeks and the college. It was recognized that they were social organizations but rushing and pledging often did not show the best aspects of the Greeks. It was believed by those interviewed that if the Greeks did not change some of the practices they would go inactive for lack of members.

The written and published materials, especially the student handbooks, contained information on the Greek social organizations. However, the written and published materials and the persons interviewed did not have data as the number of students who participated.

With a view to clubs and organizations, those persons interviewed did not agree. The range of comments made about the level of student participation were: very active, moderately active, increasing and then decreasing, and not much activity. Each interviewee made it clear that they were speaking from the point of view of the clubs or organizations they had contact with. It was mentioned that it was very easy for a club to form and be recognized, as covered in detail in the 1969-70 student handbook. (116) During this time many clubs and organizations were issue oriented. Many issues came and went, therefore, so did the clubs and organizations. There was a decline in the traditional department clubs but an increase of department majors having dinner meetings with faculty from their major area.

One person made the comment that many clubs have come and gone, others have declined, while others have increased or have been added; however, the percentage of the student body who have been involved with clubs and organizations remained stable throughout the period.

The written and published materials contained information about clubs and organizations, but did not have data on the number of students who participated in them.

Concerning <u>faculty committees</u>, the persons interviewed stated, and were supported by the written and published materials, that students did not participate on faculty committees until 1968. The 1968-69 catalog (115) and student handbook (122) listed the student+faculty committees as academic affairs, campus life, administrative affairs, and the judicial council.

The information on the judicial council contained the due process system employed at Hope College. Therefore the student handbooks for 1969-70 (123), 1970-71 (124), 1972-73 (125) and 1973-74 (126) contained detailed information in this area. The persons interviewed stated that the level of student participation and interest depended on the committee and the issues being dealt with in the committee. At times there were six students for every position open on a committee while other committees had to recruit students.

The written and published materials and the persons interviewed did not have data on the number of students who participated on faculty committees.

With regard to <u>community services</u>, those persons interviewed agreed that student participation had been steady; however, the activities and programs had changed. Only one interviewee felt that possibly student involvement had decreased from 1972-74. However, the <u>1972-73 President's Report</u> (167:3) stated "250 Hope College students are big brothers and sisters in the Holland community." This statement was supported by an article in <u>News from Hope College Sept./Oct., 1972</u> (163:2) "A Story of Love." There were articles in the student newspaper, the <u>Anchor</u>, throughout the period of 1963-64--1973-74 but they did not contain data as to the number of students who participated.

The following information was taken from written and published materials which did not fit neatly into the specific programs or activities but added information about student participation, on and off campus as well as gave a general feeling about campus life at Hope College.

The student handbooks from 1963-64 through 1966-67 entitled, "Hey Freshmen" contained detailed information sections on: Around Town,

Information on Holland, Michigan; Keeping Posted, Types of Campus Communication Vehicles; and Make It a Date gave the main social events of the year. During this time 1963-64--1966-67 the main social events were: homecoming; the pull, traditional tug-of-war freshmen vs. sophomores; Nykerk cup, women's sing; Christmas party; Dutch trial, girls pay the way; all college sing; and May Day.

In 1967-68 the Christmas party was dropped but three new social events were added: orientation week, winter carnival, and parents weekend.

In 1971-72 the DeWitt Student Center opened. This building gave
Hope College a social and cultural center which added to students participation and involvement in campus activities.

News from Hope College Sept./Oct., 1972 (163:1) reported on the

Princess Margaret of the Netherlands visit and all the programs and
activities which were associated with the visit. The "Report from Board
of Trustees" Oct. 1973 (171:3) stated that "the students now at Hope were
changing some of the past traditions and starting new ones." This was
supported by We've Got Tradition (182) which was a publication on the old
and new traditions.

### Question Five: Institutional Future Plans

Question five was concerned with what institutional future plans were developed during the period 1964 to 1974. All persons interviewed agreed that the two main areas were: (1) a master plan for building, and (2) a master plan for finance. These were believed to both be ten-year plans which were updated yearly. The plans were very accurate in predicting the future and providing direction. The only exceptions mentioned

were: decline in enrollment, 1973-74 which resulted in lowering the projectioned size of Hope from 2,600 to 2,000-2,200 students; and the need for a sharp increase in tuition late in this period (1967) to make faculty salaries competitive and to catch up with inflation.

The student newspaper, the Anchor on 4/17/72, reported campus housing arrangements to change after careful study by the campus life board. "Men and women will now live on both sides of campus." Before this time men and women were at opposite and of the campus. The 1972-73 President's Report (167:1) stated, "Campus Development -- The Build Hope Fund has been established to help finance Hope's future plans." News from Hope College Nov./Dec., 1972 (164:1-2) reported: "Build Hope Fund Goal is \$8,850,000. The plans call for:

a.	Hope Heritage Fund - endowment scholarships program	\$ 520,000
Ъ.	Faculty Development - endowment Faculty Salaries and	•
	retirements	1,820,000
c.	Student Residences - Student cottages	210,000
d.	Environment/Ecological Sciences	210,000
e.	Academic Science Center - Fund equal to the Federal	·
	loan on the building	1,655,000
f.	DeWitt Student and Cultural Center - Retire short	•
	term debt	600,000
g.	Creative Art Education Center - Remodel Rushe Bakery	105,000
h.	Social Sciences and Humanities Center - Remodel	•
	present science building	415,000
i.	Administration Center - Remodel	485,000
j.	Computer Center	330,000
k.	New Physical Education Center	2,500,000
		\$8,850,000

In the 1972-73 President's Report (167:2) Dr. Van Wylen in his article, "Some Concerns and Plans for the Future" dealt with:

- a. The major long-range concern of almost every private college relates to enrollment and money. The profile of 1965 which projects student enrollment of 2,600 by 1975 is unrealistic.
- b. Tenure could cut the flexibility of Hope College.

News from Hope College Sept./Oct., 1973 (165:6-8) dealt with the enrollment decline and what this meant to Hope College. In addition it carried a plan to improve the situation. The plan was detailed as to how alumni, students, faculty and friends of Hope could help.

In addition to the above mentioned plans, there were and will continue to be studies of the academic programs and also self studies to provide evaluation and direction. It was the feeling of Dr. Van Wylen that planning was very important but from 1972-1974 it had not taken the form of written five- or ten-year plans. The exception was the Build Hope Plan which was an eight-year plan.

The written and published materials contained information on the Build Hope Fund after October, 1972. However, little information pertaining to future plans was found in the written and published materials during the period of 1963-64--1973-74.

## Question Six: Future Students

Question six was concerned with what consideration was given to the type of student who would be on campus in the future plans. All persons interviewed agreed that the type of student was considered in the future plans, but the extent would be difficult to determine. Hope did not plan to make many changes; therefore, it would continue to enroll students who wanted a small college environment, liberal arts education with a solid religious base and in a residential campus setting. In the 1970 President's Report (166:1) it was stated, "Today students everywhere are deeply concerned about a moral stance and moral imperative in their education, and Hope College must and will take this into account when planning for the future."

"Report to the board of trustees" in November 1964 (168:3) stated, "there will be a committee of students, staff and trustees to work on student social-culture center which would meet the needs of the campus and the students." The written and published materials which contained information on Build Hope were concerned with the needs of the campus and that of the future students.

The registrar provided information on attrition and transfers for the period of 1969-70--1973-74. The most common reasons for leaving were: (1) cost, (2) change in or problem with the academic program, (3) personal reasons. Table 11, "Attrition and Transfers," shows 1969-70 and 1973-74 being very similar but 1971-72 and 1972-73 being significantly higher in students leaving. There was no information on 1970-71. During the period of 1969-70--1973-74 costs at Hope College were climbing at a rapid rate (see Table 14, page 161).

Table 11. Attrition-Transfers--Hope College

	1969-70	<u> 1971–72</u>	1972-73	<u> 1973–74</u>
Total	104	351	231	110

It was mentioned by those persons interviewed that in order to receive Federal monies, buildings must include standards set by the Federal Government, which forced the institution to meet the needs of some of the special students. Examples were width of doors, ground level doors, and multi-floor buildings must have elevators.

### Question Seven: Training Programs

Question seven was concerned with what training programs had been sponsored by the college for the student personnel staff, student leaders,

resident advisors, and paraprofessionals. With regard to student personnel staff, those persons interviewed stated there were some workshops but on a limited basis. Meetings with other student personnel staff from the Michigan Intercollegiate Athletic Association (MIAA) schools were mentioned by all interviewees. In addition staff members were encouraged to belong to at least one national organization and members usually were able to attend one national conference and several state maetings. There was little encouragement to obtain advance degrees.

This was viewed by those interviewed as an area of weakness. The only ones who received more than just a passing in developmental programming were the head resident advisors. The written and published materials did not contain information on staff training and development.

Concerning student leaders, all persons interviewed agreed that no official training programs were held during the period of 1963-64-1973-74. However, it was mentioned that there were plans for a program in 1974-75. The written and published materials did not contain information in this area.

With respect to <u>resident advisors</u>, all persons interviewed agreed that the basic program was the workshops in the spring and fall with some in-service training meetings throughout the academic year. All phases of the program were "nuts and bolts" and not sensitivity orienter. It was mentioned by several interviewees that Hope could not expect a great deal from the resident advisors because of the pay resident advisors received. Late in the period (1972-74) there were concerns that the workshops contained only "nuts and bolts" with little philosophy or human relations skills.

Those persons interviewed stated that the evaluation of the programs had received mixed reactions. The evaluations were generally favorable about "nuts and bolts," but not favorable with the concept of sensitivity to others. The in-service program evaluations showed that the resident advisor wanted professionals from off-campus to do the programs. In addition the students believed that the student personnel staff was trying to do too much with the total staff. They recommended that the staff be divided into central staff, head resident advisors, and resident advisors with programs aimed at each group. This was to be done for 1974-75.

The only information in the written and published materials was in the student newspaper, the Anchor, for each year which announced the selection process for resident advisors.

With a view to <u>paraprofessionals</u>, no one interviewed knew of undergraduate students being employed as paraprofessionals. The written and published materials contained no information in this area.

# Question Eight: Rules and Regulations

Question eight was concerned with what changes of rules and regulations there had been and what brought these about. Those persons interviewed stated there were many changes, but the basic one was a change in the philosophy of the institution which moved towards giving the students more responsibility for their actions. Some interviewees felt that the age of majority legislation pushed this change from 1971 through 1973-74. The 1966-67 catalog (114:3) stated:

A student's application for admittance to Hope College implies his acceptance of the purpose and his readiness to conduct his social and academic activities in harmony with that of the colle e, with the withdrawl of any student at any time if the general welfare, in the College's opinion, seems to demand such action.

In the 1969-70 catalog (116:5) this statement was modified to:

Hope College is based on the Christian way and all phases of Hope College have their foundation in the Christian way. Students have chosen to come to Hope College and by doing so have agreed to follow the rules and regulations of Hope. The rules and regulations are discussed in detail in the Student Handbook.

The 1973-74 catalog (120:15) reflected the change of Hope College by the statement:

Hope can only be a true community if its members understand and genuinely accept the responsibilities of living together in a meaningful framework. More than tolerance is necessary. Students should feel that they can honestly uphold the policies affecting campus life. At the same time, the entire college is encouraged to cooperatively seek changes that would better reflect the desires, goals and values that form the basis of the college's program. Through the structure of community government, students play a vital and influential role in examining and reformulating campus policies. Thus, membership in the Hope community is regarded as a privilege. Absolute order in all aspects of life is tyranny, just as absolute freedom is anarchy. The college desires to find the proper balance in campus life. (Hopefully, a community atmosphere can be created which promotes student growth, sharpens desired values and encourages academic pursuit.

In this context, the college community has established certain standards that go beyond those established by civil authority . . .

In addition, it was generally agreed by those persons interviewed that most students did not know the proper channels to use to bring about change. However, this changed with the establishment of community government (1969-70). In most cases the changes were brought about by student pressure. The student leaders usually were the ones who met with the administration and kept the pressure on the administration for change.

Throughout the period of study (1963-64--1973-74) administrative changes in rules and regulations were written in the catalogs and student handbooks. In addition the student newspaper, the Anchor, contained

articles, editorials, and letters to the editor from students, faculty and administrators concerning the changes in the area of rules and regulations.

Those persons interviewed believed that the following were the major changes and the written and published materials supported their views:

1. Special Rules for Women. At the start of the period 1963-64 these included restricted hours, going off campus, living arrangements at Hope, dating and marriage, and what clothes could be worn when and where. The 1963-64 catalog (110) and student handbook (107) covered in detail the rules for women. The catalog (110) stated, "that women students with parent, permission and approval of the dean of women may live on campus." The student handbook (107) listed women hours as freshmen and sophomores, Sunday-Thursday 10:00 p.m., juniors and seniors 10:30 p.m., and on Friday and Saturday 12:00 midnight for all women. The information on dating and marriage contained Hope's policy on undue affection, expectant mothers (no attendance after fifth month), how to notify Hope of marriage plans, some information pertaining to the national average of married students and that Hope College was basically for single students. The section on dress was for both men and women; however, the information for women was in greater detail and stricter than for men.

The A.W.S. Handbook (97) which was published by the Association of Women Students in 1964-65 went into greater detail than either the 1964-65 catalog (111) or the 1964-65 student handbook (108). The topics covered in detail were: house rules—callers in room, luggage, bulletin boards, dress, telephone, smoking, drinking, pets, showers, laundry,

typewriters, snacks, sumbathing, serenades, fire regulations, exits, and after dark; Dress-administrative ruling, exceptions—A.W.S. rules on bermudas, and standards, active sports, and Sunday; Permissions—late, overnight, overnight on campus, overnight in Holland, field trips, special late parties, and light cuts for freshmen; Residence hall hours—closing hours, quiet hours, vacation hours, men's calling hours, and women calling in men's residence; sign out—in—signing out—for the opening out, following an overnight, following a vacation and at the opening of any semester term, and late return to residence; penalti at the violations—the system of late minutes and the system of demerits—late minutes for late returns, demerits for violation of any A.W.S. regulation or house rules, and penalties for violations (list of violations and demerits); guest—overnight, family, and procedures; and general information—car, marriage, solicitors, and fire regulations.

The changes in special rules for women were caused by the combination of student pressure and institutional change. In most cases the changes were gradual and over a long period of time.

In the 1967-68 student handbook (121) the information on marriage was changed. The change was that, "Hope welcomes married students. Their housing is on their own with the help of the dean of students office."

In 1969-70 the booklet Residence Halls at Hope College (180) reflected the gradual change in women's hours. The hours were Sunday through Thursday 11:00 p.m., Friday and Saturday 1:00 a.m. with no difference being made between academic year standing. However, seniors and women students who were twenty-one (21) could have key privileges. The booklet stated: (180:3)

Women who are of senior standing with the Records Office or 21 years of age at the start of the semester, will be granted the Key Privilege upon a registration letter and parental permission on file in the Associate Dean's Office. This is a late permission key to be returned by 8:00 a.m.

Each woman will be held responsible for the Key Policies and Procedures upon her receiving a key. Failure to comply with this policy will bring the dispositions as outlined in the policies. A second key offense will be forwarded to the all-college Judicial Board.

The 1970-71 student handbook (124) stated the closing hours for the women halls, selective closing hours, and the key system which was now for junior and seniors. However, the procedures for sign-out--sign-in and overnight permission had basically remained the same as noted in the 1963-64 student handbook. (107)

After the 1969-70 catalog (116) and student handbook (123), there was no mention of dating and marriage, and included only the admonition that students should dress neat and clean.

The 1973-74 student handbook (126) reflected the change over the period (1963-64--1973-74) in women hours. In 1973-74 all women students with parent permission could have unlimited hours with key privileges.

The changes in special rules for women were gradual and in most cases extended over the majority of the period. Student pressure and Hope's willingness for change in this area were the major factors. Throughout the period the students felt that Hope's willingness to change was too slow for the times and for them, the students. This was reflected in the articles, editorials and letters to the editor in the student newspaper, the Anchor. In the early 1970's two developments helped to bring some of the changes about in this area: (1) age of majority legislatio and, (2) the women's movement.

2. <u>Dancing</u>. In the 1963-64 student handbook (107) the subject of dancing was covered in two paragraphs. It dealt with varying backgrounds of the students who came to Hope and that many church members did not believe that dancing was proper. Then it explained that dances would be held at Hope but the planning must follow the stated procedures and all dances were supervised. The 1963-64 catalog (110) simply stated that "social dances are governed by the rules of the board of trustees."

The 1964-65 catalog (111) stated "The Social Dances Board and Student Life Committee set rules for social dances." The 1965-66 catalog reflected the dropping of the social dance board and that the rules were set by the board of trustees and student life committee.

There w no mention of rules or procedures for social dances after 1965-66. However, there were procedures for scheduling social events.

The change was brought about by Hope College because the feeling of members of the church became more moderate in this area.

3. Chapel. The changes in required chapel were brought about by students and administrators desiring a change. The 1963-64 catalog (110) stated, "Chapel--Chapel is held each day Monday thru Friday. Student must attend 70% of all chapels." The 1963-64 student handbook (107) stated, "Daily chapel attendance--honor points are taken off for non attendance. If a student misses a mjaority of chapels withdrawal from Hope College will be asked." It was stated by two of the interviewees that if Hope would have followed this at one time, 150-170 students would have been asked to leave. The change was reflected in the 1964-65 catalog (111) and student handbook (108) which both stated, "Chapel--Student must attend chapel

two (2) times per week." The 1968-69 catalog (115) and student handbook (122) both contained the new information about chapel. They stated, "Chapel--Freshmen must attend two (2) chapels per week, sophomores one (1) chapel per week, juniors and seniors it is voluntary." During these changes it was stated by those persons interviewed that there was concerns from faculty, staff and members of the church that the changes would cause the religious basis of the college to shift. In 1971-72 chapel was voluntary for all students. Those persons interviewed stated that in 1972-73 a survey was conducted to ascertain if there had been a shift in the religious base. The survey showed that some felt that it had shifted to a weaker position, others agreed that it had shifted but it was now a more active and dynamic effort.

The student newspaper, the Anchor, contained articles about the chapel issue in 1971-72.

4. Cars on Campus. Freshmen were not allowed to have cars on campus until 1970-71. The 1963-64 catalog (110) and student handbook (107) stated, "Registration of cars--car registration is 25 cents. All cars must be registered. No freshmen are allowed to have cars on campus. Holland city code requires all cars to be parked off the street areas at night." During the period of study, 1963-64--1973-74, the registration costs for cars increased. The 1967-68 catalog (114) and student handbook (121) stated the price as \$3.00. In 1969-70 the student handbook (123) the information on "Motor Vehicles, Student Operation" was expanded to cover more than just registration. The section contained a general statement of responsibility, disciplinary actions, and traffic fines. In addition specific information concerning driving under the influence

of alcohol, excessive traffic and parking violations, reckless driving on campus, and hit and run driving. Freshmen were not allowed to have motor vehicles on campus; exceptions were made in special circumstances by the dean of students.

In 1970-71 all students could operate motor vehicles on campus. This was stated in the 1970-71 student handbook. (124) Those persons interviewed stated that the change was made by the administration. The reason for the change was that additional parking areas were obtained. In the 1973-74 student handbook (164) motor vehicle registration was \$8.00.

During the period (1963-64-1973-74) the information on motor vehicles became more detailed and expanded. The rules of no motor vehicles for freshmen was changed because of additional parking.

5. Opposite Sex Visitation in Living Areas. In 1963-64 there was no visitation in residence hall living areas as stated in the 1963-64 student handbook. (107) The student handbook stated the men's visiting hours in the women's lounge in the residence hall. The A.W.S. Handbook (97:10) in 1964-65 stated:

Men are not permitted in your room except at a scheduled open house. Should you need masculine help to move heavy luggage to your room, secure permission from the Head Resident or Counselor. "Man on Floor" is the warning cry. Parents and family are welcome to visit in your room when permission is secured from Head Resident or receptionist at desk.

The number of "open houses" or inter-room visitation programs increased during the period 1964-65--1969-70 but were still tightly controlled by the resident advisor staff. In the 1970-71 student handbook (124) information on inter-room visitation was expanded to include trespassing an raids, and spelled out the disciplinary action which would

result from infractions. The student handbooks for 1972-73 (125) and 1973-74 (126) reflected the expanding of the hours for inter-room visitation. The students desired 24-hour-a-day visitation; however, the administration did not agree with 24-hour visitation.

Those persons interviewed believed that the visitation issue was a major concern of the students during the period (1963-64--1973-74). The change to the 1973-74 policy was very gradual which upset some students. The major student issue in 1973-74 was the "Beran Plan" which involved visitation and the use of alcohol on campus. The Anchor contained articles, editorials, and letters to the editor in the issues of 1971-72, 1972-73, and 1973-74. The majority of print was in support of expanded student freedoms in the area of visitation.

6. Change to Coed Residence Halls. Those persons interviewed believed that the change to coed residence hall in 1973-74 was a major change. The period 1963-64 through 1968-69 found the campus residences for men and those for women on different ends of the campus. In 1969-70 the campus experienced men and women living on the same side of campus. In 1973-74 the first coed residence hall opened, Phelps Hall. This was reported in the student newspaper, the Anchor on 9/7/73.

The change was brought about by students working through committees with the help and assistance of the dean of students office and Hope's willingness to change and try new arrangements.

7. <u>Use of Alcohol</u>. In 1963-64 as in 1973-74 the use of alcohol was not allowed on campus. However, Hope's position on students using alcohol changed during the period (1963-64--1973-74). The 1963-64 catalog (110) stated, "T'e college is opposed to drinking, gambling and smoking." The

1963-64 student handbook (107) stated that, "Students should abstaine from the use. Hope does not tolerate any of its students, while in attendance, to use alcohol of any kind on or off campus." The 1964-65 student handbook (108) reflected a softening of the statement to, "Students should not use alcoholic beverages on or off campus." The A.W.S. Handbook (97) for 1964-65 stated:

#### DRINKING

Administration ruling: All Hope College students shall refrain from using alcoholic beverages while in attendance at the college. Students violating this policy are subject to disciplinary action to the extent of dismissal from the college.

The 1965-66 Residence Halls at Hope College stated, "No intoxicants or psychedelic drugs may be possessed or consumed on college property."

The 1967-68 catalog (114) stated "Alcoholic Beverages--Not allowed on campus. The decision to drink off campus is up to the individual student."

The 1967-68 student handbook (121) gave the same information, and in addition quoted the Michigan law. The 1969-70 student handbook (123:40) discussed the use and possession of alcoholic beverages and cited the laws of Michigan in this area.

The college upholds the state and municipal laws, and in addition, prohibits the possession or consumption of alcoholic beverages on college property or in college housing units and at college functions.

In 1970-71 the student handbook (124) mentioned the laws of Michigan in this area and then in Appendix A cited and quoted laws: 436.33 Age of Purchaser, 750.141A Children, Furnishing Liquor without Prescription, 750.141C Minor Falsely Representing Age, Age Michigan Public Acts 1952, Number 277 as amended, Section 1. In 1972-73 the student handbook (125) dropped Appendix A.

The 1973-74 catalog (120) stated, "The college prohibits the possession or consumption of alcoholic beverages on college property or in college housing units, and at college functions." However, the regulation was changed and was stated in the 1973-74 student handbook (126) "Alcoholic Beverages—are not permitted on campus. However, are allowed in off-campus school activities if held at an establishment with a license."

Those persons interviewed agreed that the change was brought about by student pressure, not being able to enforce present policy and the Age of Majority Legislation. In 1973-74 drinking on campus was a major issue and was seen to be a major issue with students until they were allowed to drink on campus.

8. Self-Governance. Those persons interviewed believed that even though self-governance on a campus-wide plan had not been approved it was still viewed as a change. The written and published material did not mention this area as a change. The student newspaper, the Anchor, did contain a great deal of information in this area in 1972-73 and 1973-74. [This topic is covered in a later question concerning student unrest.] Self-governance was the philosophical foundation of the Beran Plan introduced in 1972-73. It was purposed as a campus-wide program which would allow the student body and living units to establish the rules and regulations and would handle any violations of the rules and regulations. The Beran Plan was not approved by the administration in total. However, in two residence halls in 1973-74 a modified Beran Plan was used. It was modified because students could not establish the visitation hours or allow drinking on campus. The students in the two residence halls did

establish the other living unit rules and handled all violations. The change was brought about by student pressure and the willingness of some of the student personnel staff, especially the two head residents of the halis. The willingness of some of the student personnel staff caused some disagreement within the total student personnel staff. By no means was the situation solved in 1973-74; moreover, those persons interviewed all agreed that self-governance, whether the Beran Plan or some other plan, would be an issue at Hope until either Hope changed philosophically (drinking on campus and 24-hour-a-day visitation) or the student body changed.

9. Residence Halls Rules and Regulations. Residence halls rules during the per\_od (1963-64--1973-74) became more detailed and legal. The A.W.S. Handbook (97) in 1964-65 contained the rules and regulations in women's residence halls. During the period 1963-64--1969-70 the rules and regulations were covered in the publication Residence Halls at Hope

College. The catalogs and student handbooks only made general statements about the rules and regulations of the residence halls. In 1965-66

Residence Halls at Hope College (179) stated:

#### CONTRACT FOR RESIDENCE HALLS

As a matter of college policy ALL STUDENTS ARE REQUIRED TO LIVE ON CAMPUS IN COLLEGE-OWNED HOUSING. The housing contract is a college regulation required by the Board of Trustees. Acceptance of a room assignment indicates the student's agreement to the full terms of the contract.

The publication then listed thirteen (13) "terms under which rooms in residence halls are rented." These covered how to pay for the room, what could or could not be done in or to the rooms, and the rules for living.

The 1969-70 Residence Halls at Hope Gollege (180) reflected the greater detail and legal approach to the housing area. The topics covered in detail were: Housing Regulations, aerials—antennas, check in/out, cooking, electrical appliances, firearms and ammunition, fire safety, house rules—common courtesy plan, pets, room or roommate changes, soliciting, trespassing—raids—disturbancas, and window screens; Housing regulations for women, closing hours, key privilege, infractions of hours policy, permissions—late—overnight, and signing out—in; terms of contract academic year—not vacations, charges payable in advance, abide by regulations, deposit, change of housing plans, room assignments, and inspection. Those persons interviewed stated that the change to the more detailed and legal statements and rules was at the advise of legal counsul. The arrangement between Hope and the student was a contract; therefore, had to spell out all aspects of the agreement.

From 1970-71 the rules for housing were in the student handbook and the contract was a written document signed by Hope officials and students. In the 1970-71 student handbook (124) the rules and regulations were the same as in the Residence Hall at Hope College (180) for 1969-70. The changes were made by Hope college and by students who wanted to know what was expected of them and what they were getting for their money from Hope.

- 10. Hope College added rules and regulations during the period, 1963-64--
- A. Contract Terms for Residence Hall-1965-66. Spelled out the terms of the agreement between Hope College and the student. These became more detailed and legal over the period. The additions were by

Hope College to inform students of Hope's and the student's obligations and to protect Hope College. These were stated in Residence Hall at Hope College. (179)

F. <u>Violations and Disorders--1967-68</u>. This was stated in the 1967-68 catalog (114) as:

Violations and Disorders. Hope College, if necessary, will call for help from outside law enforcement agencies to protect the individual on the campus and the property of Hope College. Violations of Hope College rules and regulations will be handled by the judicial process."

The addition was caused by the events on other college campuses. Nope wanted to inform the students and to protect itself.

C. <u>Dismissal</u>. This was expanded in 1967-68. In the catalog for 1967-68 (114) it was stated as:

Dismissal. Hope college retains the right to dismiss a student if it is in the best interest of Hope College. The attendance at Hope College is a privilege which is extended to the individual student by Hope College . . . "

This was done by Hope College to inform students of what action might be taken.

- D. <u>Damage to Property--1969-70</u>. Stated in the catalog (116) as what Hope College would do in cases of property damage. The rule was added by Hope to inform students and protect itself.
- E. <u>Disorderly Assembly--1969-70</u>. Stated in the 1969-70 catalog (116) as:
  - 1. No persons shall assemble on campus for the purpose of creating any riot . . . .
  - 2. No person or groups of persons shall obstruct the free movement of other persons about the campus . . . .

This rule was added because of the national college situation, to inform students, and to protect Hope College.

- F. Disorderly Conduct--1969-70. Replaced violations and disorders. The new rule was stated in the 1969-70 catalog (116) and covered: behavior which disturbes, physical assault, use of college identification, and student must present proper credentials to be identified by college faculty and staff. This was added by Hope to inform the student and protect Hope.
- G. <u>Drugs--1969-70</u>. The 1969-70 catalog (116) contained a greatly expanded and detailed rule concerning drugs. This was done to inform students of the law, Hope's policy and what action Hope would take.
- H. <u>Fire Safety--1969-70</u>. The 1969-70 catalog (116) reflected the concern for safety and protection of property. The rule covered: tampering with safety equipment, malicious ignition of any flammable substance on campus prohibited, possession or use of fireworks, and false alarms. This was added to inform students and protect hope College. In 1970-71 candles and open flames were added to the rule.
- I. <u>Joint Responsibility for Infractions--1969-70</u>. The 1969-70 catalog (116) stated: "Persons who act in consent may be given joint responsibility for the actions." This was added by Hope College to inform students who might participate or consent to take action on the Hope campus.
- J. Assault--1970-71. Became a rule by itself in the 1970-71 catalog (117); before that it was a part of disorderly conduct. The administration did this to draw attention to its importance.

During the period (1963-64--1973-74) the area of rules and regulations became more detailed and legal. The changes and additions in the rules and egulations came about by the Hope College's administration,

students, and faculty working together, direct student pressure and outside influences. It was believed by those persons interviewed that the staff of the student personnel office were often caught in the middle. In several cases, members of the dean of students office had suggested some changes but no action was taken until student pressure was brought. In other cases, the institution did not want to change and expected the dean's office to keep the students satisfied. On the other hand the students thought that the role of the dean's office was to help bring about the This situation at Hope was not very different from other colleges.

## Question Nine: College Staffs

Question nine was concerned with what effect changes had in tuition and fees, enrollment, size of faculty, size of support staff and changes in administrative personnel had on the student personnel office and staff.

Concerning <u>tuition and fees</u>, those persons interviewed agreed that there were more requests of the student personnel staff for financial aids, counseling services, placement services and student activities.

The written and published materials did not contain information in this area.

With regard to <u>enrollment</u>, those persons interviewed agreed that the student personnel staff had grown because of the increased enrollment. The added staff and increased enrollment caused the student personnel office and staff to become more management oriented. A direct result was that additional student housing was built. The written and published materials did not contain information in this area.

With reference to the <u>size of the faculty</u>, some of the persons interviewed believed that as the size of the faculty increased so did the number of referrals and interaction of the faculty and the student personnal staff. However, other persons interviewed believed that the size of the faculty had no effect on the student personnel office and staff.

Table 12 shows the increase of the faculty during the period (1963-64--1973-74).

Table 12. Size of Faculty--Hope College

		,	1963 1964	164 165	'65 '66	'66 '67	'67 '68	168 169	169 170	770 71	. 71 . 72	172 173,	173 174
Full-time Part-time	•	d										124 20	
Total		•	. 71	77	93	93	123	122	137	118	146	144	144

The written and published materials did not contain information in this area.

With respect to <u>support staff</u>, all persons interviewed agreed that the increase of the support staff allowed for better communication and more efficient operations, thus benefitting the student personnel office and staff as well as all other members of the Hope community. The written and published materials did not contain information in this area.

Concerning <u>administrative personnel</u>, those persons interviewed believed that the changes had little direct effect. However, the changes, brought personnel who had a more positive attitude towards the student personnel area.

Table 13 shows the increase in the size of the administrative staff.

Table 13. Size of Administrative Staff--Hope College

	1963										
49	<u> 1964</u>	<u>'65</u>	'66	<u>'67</u>	<u>'68</u>	<u>'69</u>	<u>'70</u>	<u>'71</u>	<u>'72</u>	<u>'73</u>	<u>'74</u>
Full time	47	44	45	44	52	51	59	73	74	72	69
Residence Hall (Part time)	13	12	11	13	13	13	13	13	12	12	12

The written and published materials did not contain information in this area.

With regard to rules and regulations, those persons interviewed believed that in many ways the dean of students staff members were no longer viewed negatively as campus disciplinarians, but rather as counselors. The student personnel staff at the end of the period, 1973-74, spent more time providing services to students and faculty than ever before. In addition, it was believed that the changes provided additional time to expand into needed service areas. However, it was mentioned that students viewed the vice president for student affairs as a disciplinarian partly because of the title and also because of Hope's refusal to change the rules for drinking on campus and 24-hour-a-day visitation. The written and published materials did not contain information in this area.

# Question Ten: Physical Facilities

Question ten was concerned with what changes in physical facilities had been made for the student personnel functions. Those persons interviewed noted the following changes which were supported by the written and published materials. The supporting information was basically from Residence Halls at Hope College 1965-66 (179) and 1969-70 (180) the catalog for 1971-72 (118) and 1973-74 (120), and the student newspaper, the Ancho-, articles in issues 9/20/71, 11/3/72, and 9/7/73:

- 1. DeWitt Center--student cultural and social center 1971-72.
- One traditional type residence hall--1968.
- 3. Student off-campus apartments--1973-74.
- 4. Enlargement of the health center--1971-72.
- 5. Additional office space for counseling, placement and career planning, and student activities.
- Addition and remodeling of several cottages (houses) for student use.
- 7. The student personnel office was moved and remodeled.

### Question Eleven: Centralized or Decentralized

Question eleven was concerned with whether the student personnel office and been organized on a centralized or decentralized concept during the period 1964-74. It was agreed by all persons interviewed that the student personnel office was centralized concerning all budget matters. Moreover, it was believed by some interviewees that with the addition of several services and operations after 1966 the student personnel office became more centralized in operations and decision making. However, others believed that because of the additions it caused the operations to become decentralized. They supported this with how some decisions were made without checking it out "up and down" the line of authority and responsibility.

All persons interviewed agreed that the area of counceling had not been centralized in the dean of students office for the majority of the period. Because of this, there had been problems in communications to see that the student got the needed help and not the unneeded run around.

In summary there was agreement by those persons interviewed that for budget matters the dean of students office was centralized; however, in operations and decision making, it was viewed by some as centralized and by others as decentralized. The written and published materials did not contain information in this area.

### Question Twelve: Costs

Question twelve was concerned with what changes in tuition and fees there had been and why. In the period 1963-64--1968-69 tuition and fees increased at a much slower rate than the national average. This fact was mentioned by those persons interviewed and in News from Hope College September/October, 1972. (163:2) However, after 1968-69 the rate of increas was above the national average. The result was that in 1973-74 Hope's tuition and fees were very comparable with similar institutions. The persons interviewed and the 1972-73 President's Report (167) stated that in the late 1960's the faculty received a large salary increase to make them competitive with similar institutions. The increases had to be balanced with increases in income which included tuition and fees. The student newspaper, the Anchor, printed key articles in this area on 2/7/72, 10/27/72, and 11/16/73.

Hope College was very proud that it had a balanced budget during the period, 1963-64--1973-74. However, there was concern by those persons interviewed and mentioned in "Report from Board of Trustees" (172:5) whether Hope could slow down the rate of increase before it priced itself out of the market for the type of student that had been coming to Hope from the start of its history.

The average yearly cost is shown in Table 14. The information was taken from the college catalog for each year (110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120). The cost was based on tuition and fees, noom (double occupancy) and board (20 meals per week). The table does show the very slow rate of increases from 1963-64--1966-67 and the very sharp increases after that to 1973-74.

Table 14. Average Yearly Cost--Hope College

1963 1964 1965 1966 1967 1968 1969 1970 1971 1972 1973 1964 1965 1966 1967 1968 1969 1970 1971 1972 1973 1974 Cost 1,600 1,700 1,700 1,800 2,100 2,100 2,340 2,600 2,760 2,886 3,100

## Question Thirteen: Portion Student Pays

Question thirteen was concerned with what portion the students paid of the total educational cost. There was some differences in the exact numbers, but those persons interviewed generally agreed that tuition and fees accounted for 56 percent and room and board for 20 percent for a total of 76 percent of the educational costs. However, because of financial aids, the students or parents paid only 60 percent of the total educational costs. The written and published materials, mainly the catalogs and News from Hope College, supported the percentages given by those persons interviewed. [Additional information is in question nineteen, voluntary support.]

### Question Fourteen: Student Unrest

Question fourteen was concerned with student unrest during the period 1964-1974. Those interviewed were asked to try to include: what the issues were; what form the unrest took; what percent of the student body participated; what action did the student personnel office and staff

take; what the end results of the unrest were; and what the opinions of non-student personnel administrators were as to how the student personnel staff handled the unrest.

All persons interviewed stated that they thought the word "unrest" was too strong to use with Hope campus. They preferred concerns, demonstrations, and involvement.

The following was what those persons interviewed saw as student concerns, demonstrations or involvements which were supported by written and published materials. The supporting information was in the student newspaper, the Anchor, News from Hope College (163, 164, 165) and President's Report (166, 167). The student newspaper, the Anchor, could only be found for the period 1971-72 through 1973-74; therefore, the period 1963-64-1970-71 is drawn from interviews and only limited supporting information from written and published materials.

1. In Loco Parentis Issues. During the period 1963-64--1973-74 there was always a "push" for changing parietals. The issues of the period were women's special rules, visitation, coed residence halls, drinking on and off campus, chapel, and student rights. The central student concern was that they wanted more freedom to conduct their own behavior within the boundaries of a Christian life. Such concern took form by students writing proposals and working on committees. Depending on the specific rule or regulation to be changed, student participation in activities went from 10 percent to 60 percent with student agreement on the desired change running from 50 percent to 100 percent. The role of the student personnel office and staff was to help the students work within the system and to help keep communication lines open. In most cases, the end results

were the changing of the rules and regulations, as was noted in question eight which dealt with changes in rules and regulations. However, in the case of 24-hour visitation and drinking on campus, the major effort by the student personnel staff was to keep the communication lines open and to work with the committee studying the "Beran Plan" for self governance. It was generally felt by those persons interviewed that the majority of the administration and faculty agreed with what and how the student personnel office and staff performed.

- 2. National Issues. During the period 1966-67--1971-72, national issues were a part of the Hope campus, but on a smaller scale than at most of the larger state universities. The main issues were Vietnam, Cambodia, and the Kent State killings. Hope students participated in local marches, national marches, and teach-ins. Student participation in local and national marches ranged from 2 to 5 percent of the student body. While everyone participated in taking a half day off for the campus teach-in, only about 20 percent of the total Hope community took part. The student personnel office and staff's role was to keep the campus community informed on these happenings on campus. The end results of the unrest on the Hope campus were that the members of the total community were better informed, the students had a feeling of involvement, and students could be involved without violence. The administration supported the student personnel and staff in their handling of the events on campus.
- 3. <u>Black-White Tension</u>. This issue was a major concern from 1968-69 through 1969-70 and remained a concern at the end of the period. As one interview a stated, "In 1968-69, the black-white issue turned the

normally relaxed campus setting into one of tension and pressure." The issue was that Hope College recruited black students from the east without providing the environment where black students felt comfortable. The unrest took both the nonviolent and violent forms. There was name calling and pushing in the dining room which later resulted in a student being "roughed up" in his private room, which was the only violence during the period. The nonviolent form was name calling, rumors of black and white students arming themselves, demands from black students, much talking, classes being called off, and a mass meeting to air all views and feelings. The mass meeting was to stop rumors, improve relations, and to get a plan to improve the campus environment. The number of students directly involved was minimal, between 20-30 students; however, the number who were concerned were all students, faculty and staff. The open meeting in the chapel was attended by a standing room of about 800-900 persons. The student personnel office and stuff had a key role during this time to prevent students' feelings and actions from "getting out of hand." The staff opened and manned a rumor center where anyone could call and get current information, met with students and administrators in trying to keep communication lines open with accurate information flowing to all persons, organized the open meeting, and helped in bringing about some of the suggestions for improvement in the campus environment

The end results of the unrest were: the assistant chaplain (black) became more active and involved on the campus; a committee was established to study the Hope campus and environment, emphasizing the needs for minority students; and some changes were made in admissions procedures and reporting of information pertaining to the incoming class.

The action taken by the dean of students office and staff received both positive and negative feedback from other administrators. Some administrators realized that just keeping the communication lines open and the violence at a minimal level was a great feat. Other administrators felt that if the dean of student's staff had done its job, the situation would not have happened. Those persons interviewed mentioned that some administrators and faculty did not realize that for the most part the president was deeply involved and for the most part was handling the situation directly. In the spring of 1970 the black students demonstrated against the Hope environment, but classes were not affected and the involvement of other students was small and short lived.

The black-white conflict, and later the committee to study the campus environment, brought to the attention of all on campus some special services and needs that different groups of students have. The special groups were married students, black students, and foreign students. Recommendations for added services were made to the administration and faculty.

4. Releasing of the Director of Student Activities. During the 1972-73 academic year the director of student activities was released by the dean of students. The director of student activities position was new (1971-72) and was partially an outgrowth of the opening of the new student center. Those persons interviewed believed that the concern came about by the fact that the director was black and the only black on the dean of students staff. There were charges of racism leveled against the dean of students and the administration. However, most of those interviewed believed that the key issue was not race but rather

management style. How well had the job expectations been explained, what evaluation processes had taken place, what type of communication patterns were being used by the dean of students and the director of student activities? At the peak of concerns there were only 20-25 students actively involved. Some interviewees believed that some of the involvement was being encouraged by the former director. The dean talked with students, examined Hope's position, and remained firm. The dean wrote a letter to each student who signed the petition stating the reasoning for The end result was that the administration supported the dean and did not reverse the release. The action taken at the time of the release and the days that followed were viewed by the other administrators as positive. However, some felt that the dean of students put himself into the position of releasing the director because of the manner in which the position was filled. Those persons interviewed stated that at the time of the hiring, there was little doubt that Hope was looking for a black person. The man they hired did not have a background in student personnel or student activities, knew little or nothing about Hope College or the Holland community, and was a high risk from the beginning. felt by some that the release caused the dean of students staff and Hope College to re-examine their selection process and to move to a more management-oriented style, which included evaluations, plans, and objectives.

5. <u>Faculty Members Not Rehired</u>. In 1971-72, two biology faculty members were not rehired, causing some student reactions. However, it was minimal and the dean of students staff members were not involved because it was an academic matter.

6. Grove Benches. In 1973-74 student pressure stopped the permanent placement of benches in the grove on campus. The students had always used the grove as a place to meet, walk around, and sit on the grass. Someone thought it would be beneficial to put park benches in the grove. The maintenance department instead of just placing benches in the area, poured concrete slabs to mount the benches on. The students objected to this and stopped the concrete slabs and benches from being placed in the grove. Student participation was in the form of hiding the benches (10-20 students) and a petition drive (85 percent of the student body). The student personnel staff's role was to keep communication lines open and help students direct their proposal to the appropriate committee. The result was no permanently affixed benches. The role of the student personnel staff was viewed positively.

During the period, 1963-64--1973-74 there were numerous minor issues which students felt were unfair. However, the issues did not command the attention of the student body or the administration.

It is important to restate that all persons interviewed believed the word "unrest" was too strong a word to be attached with the events that happened on the Hope campus.

## Question Fifteen: Student Personnel Budget

Question fifteen was concerned with what percentage of the total college budget went to the student personnel office. There were only a few persons interviewed who had the data for this question, while others were willing to guess. The data showed that five percent had been a stable percentage during the period. In comparison, the instructional areas rec ived 35 percent, the instructional services received 5.6 percent.

Those who guessed thought that at the beginning it was low, increasing in the late 1960's and decreasing since 1972-73. Those interviewees guessing had no set percentages, but felt it would be lower than ten percent.

### Question Sixteen: Services Added or Deleted

Question sixteen was concerned with what services had been added or dropped by the student personnel office during the period 1964-1974. Changes were mentioned by those persons interviewed and supported by the written and published materials. The key materials were the catalogs and student handbooks for the period 1963-64--1973-74, Residence Hall at Hope College for 1965-66 (179) and 1969-70 (180) and articles in the studen newspaper, the Anchor, on 10/4/71, 1/10/72, 1/6/73, 9/14/73, 9/21/73, 10/5/73, and 11/30/73.

All persons interviewed made the point that during the period many activities were the responsibility of the student personnel office.

The additions were:

- 1. Health Services. Reported to the business office until 1964. The reason for the change was that health services were student services. Therefore, it came under the control of the office which was responsible for students. By this move, the health services became more involved in the counseling area.
- 2. <u>Counseling</u>. Reported to the Psychology Department and was staffed by part-time counselors and part-time faculty. The change (1966) allowed for full-time personnel, better organization for referrals from residence halls, and fitted into the philosophy of the administration to locate

student-centered activities under the dean of students. In 1970-71 a freshman-wide testing program for counseling purposes was instituted. It was to help the student better understand himself and it was to help Hope College better understand the student that was enrolling.

- 3. Chaplain's Office. Until 1964-65 the chaplain reported to the president because of the religious tradition. The chaplain spent a great deal of time counseling and handling community service projects. At the time the student-centered activities were being moved, the chaplain's office changed to reporting to the dean of students.
- 4. Admissions. Reported to the development office until 1966. It was believed that many of the functions of the admissions office and the dean of students office were similar and complementary. Key aspects were the orientation programs and being able to talk with students and parents as to what was really happening on campus. This move was a part of the student-centered activities concept.
- 5. Placement. Until 1967-68 reported to the education department and was mainly for the placement of teachers. In the late 1960's placement services were needed by more than just teachers. In addition placement center personnel were starting to counsel students. In the move to the dean of student's office the placement office was merged with the counseling office where full-time personnel were available.
- 6. Career Planning. This was new to the campus and the student personnel area in 1970-71. It was an outgrowth of the merger of counseling and placement. The office was titled counseling, career planning and placement. This placed most of the counseling functions in one office. The

exceptions were the chaplain's office which reported to the dean of students and the academic advising program which reported to the academic segment of the institution.

- 7. Student Activities. The functions were handled by the dean of students office. However, with the opening of the new student center and the time involved in running student activities, the full-time position and office were added in 1971-72.
- 8. <u>Housing</u>. All housing functions were aligned under the dean of students office and during the period some reorganization occurred.
- 9. <u>Food Service</u>. Food service had double reporting lines. The food servic was contracted out, with the contract being worked out by the business office. Since 1968 with a new contract supplier, Saga Foods, Inc., the dean of students office has had responsibility for the food service area. The business office still worked out the contract, but the dean of students office was involved in the service, student input, and arrangement for dining hours and locations.

Ú,

During the period two areas were added and later dropped:

1. Financial Aid. From 1968-1971 financial aids reported to the dean of students office. However, before and after the period, it reported to the business office. The change in 1968 was to put all parts of getting a student to apply, enroll, and to continue at Hope basically into one area. The change in 1971 was brought about basically by two reasons: (a) the financial aids director was leaving Hope and, (b) the financial aids area was becoming so complex

that someone with knowledge of and access to the business operations was needed.

2. Public Safety. In 1967 because of a rape on campus, the dean of students office moved into the area of public safety. Before 1967 the dean of students office had parking control, maintenance had lock control, and off-and-on duty Holland police were around the campus under an arrangement of the business office. The dean of students office had public safety until it became a full scale operation of its own in 1973-74.

Those interviewed believed that the attachment of public safety to the dean of students office was causing some image problems with the students.

No one interviewed could think of any discontinued areas which were under the control of the dean of students in 1964-65.

#### Question Seventeen: Student Personnel Future Plans

Question seventeen was concerned with what were the future plans of the student personnel office. All persons interviewed thought that the dean of students office was generally in good condition. The plans included: To use the modified Management by Objectives (MBO) approach at the lower levels of the dean of students office; to become more involved with students keeping the student contact high; to do a better job in the area of admissions, projecting entering class, getting the world of Hope to interested students, and providing the necessary follow-up; to review and evaluate programs and services to make sure they are meeting the needs of Hope and the students.

The written and published materials did not contain information pertaining to the future plans of the student personnel office.

# Question Eighton: Computer Use

Question eighteen was concerned with what usage the student personnel office made of the computer. Those persons interviewed stated that the admissions and student record areas were highly computerized and had been since 1966. The housing office used the computer for lists and labels only. The only future plans that were mentioned were the area of counseling. The computer would be used to store data concerning the nature and number of counseling contacts made by staff members including resident advisors. There was, as one person put it, some daydreaming in the husing area but no real plans.

The written and published materials did not contain information in this wea.

# Question Nineteen: Financial Support

Question nineteen was concerned with the voluntary financial support of the college during the period 1964-1974. All persons interviewed stated that there was a change in voluntary support. The change was in the composition of the board of trustees. During the period of 1967-1971 the board of trustees was changed from a church board to a 1 y board made up of persons who could contribute large sums of money. This was supported by the article in News from Hope College, November/December, 1972 (164) which stated that the board gave \$2,200,000 to the Build Hope Fund.

Table 15 shows the percentages of the sources of income for the years 19 5-67, 1969-70, and 1972-73. The information was taken from the

1967 Gift Report (106), 1970 President's Report (166), and 1972-73

President's Report. (167) The data show an increase in the tuition and fees portion, a decline in the Reformed Church percentage, a decline in endowment income, and a decline in income from alumni, parents and friends.

Table 15. Percentage of Income--Hope College

O .	1966 <u>1967</u>	1969 1970	1972 <u>1973</u>
Tuition and Fees (Room and Board)	76.0	79.4	80.7
Reformed Church Alumni, Friends, Parents	6.3 4.8	4.4 4.4	3.7 2.6
Business and Industry Foundations	2.7	1.4	0.7
Endowment	1.4 2.5	3.1 2.2	1.2 1.5
Auxiliary	6.0	F 3	5.5
Other	6.3		4.1
,	100.0	100.0	100.0

The annual report of Hope College and News from Hope College contained additional information on giving. The major fund raising drive from the period was The Build Hope Fund, which was started in the fall of 1972 and in the fall of 1973 had reached 52 percent of the \$8,850,000 goal.

The information in Table 16 was received from the Council for Financial Aid to Education. The information shows that the gift giving pattern for the period 1964-65--1968-69 was increased and also decreased; column 1, however, the period 1970-71--1972-73, had yearly increases.

Column 5 shows the change in the giving pattern of the Reformed Church.

Column 6 represents the gift giving from alumni which increased significantly in 1971-72 and again in 1972-73.

Table 16. Voluntary Financial Support--Hope College

÷ .									•	
	1964 <sub>1</sub> 1965	* 1965 * 1 <u>9</u> 96	1966 1967	1967 1968	1968 1960	1969 1970	1970 <u>1971</u>	1971 <u>1972</u>	1972 <u>1973</u>	
٠,	825,2501	769,6 00	846,637	1,251,275	987,372	NA .	1,778,418	1,791,775	2,372,053	
	580,227	545,375	686,567	717,154	656,026	NA ·	810,638	713,063	597 <b>,</b> 074	
5.	245,121	204,285	160,130	534,129		NA	959,780	1,078,712	1,774,979	
1.	135,219	A Commence	244,554	157,244	167,962	NA ,	530,601	178,905	206,928	
<b>5.</b>	252,714	242,943	364,219	559,185	435,652	NA	5,46,750	452,598	340,448	
ř.	187,777	1139,302	244,785	314,843	y 221,223	NA	292,605	542,009	936,041	
. ·	133,086	153,710	43,679	144,963	37,608	NA	120,726	314,125	. 748,382	
	48,333	16,415	° 10,000	<b>75,</b> 000	124,927	NA	278,476	304,138	140,254	
6	48,121	. 🕳 🕕	G	()	0 1	NA	1,260	0	0	
100	554	3,578	1 0	80,000	3,000	ŅA	37,000	170,000	44,000	
	34,771	22,736	1)	21,739	- 17,000	ŇΑ	17,800	49,000	940,538	
12.	n	6,879	12,290	12,690	10,423	NA	11,126	11,948	11,134	
¥3.	<b>C</b> ,	8,779	9,596	10,590	10,423	AK	11,126	11,948	11,134	و
14.	Ç,	3,220	3, 355	4,304	3,487	NA	3,357	3,425	3,086	74
	· .	131,576	189,406	214,883	217,309	NA	198,165	493,009	139,298	
17.	j)	.249,959	G	5,490	7,490	NA	2,135	3,275	24,090	
*	(	ţ.	196,869	257,386	278,557	NA	318,891	807,134	574,414	
	·	25	ti∧ .	A.4	91	NA	203	260	105	
.7.	Ç	NΑ	, XA	5,490	2,275	NA	2,135	3,855	AM	
2 .	<i>.</i> .	. 0	N.A	7.759	109,913	NA	14,646	15,657	NA	
21.		1, 4,	MA	194	. 179	NA	. 65	74	NA	
22.	2,049,382	2,269,978	2,688,788	2,971,559	4,000,355	a NA	4,365,575	3,990,751	4,166,750	
25.	$\frac{1}{2}NA$	, NA	NA	NA	NA	NA	NA	NA	NA	

Key to Columns. (1) Grand Total of Support \$, (2) Current Operation \$, (3) Capital Purposes \$, (4) Corporations and Edsiness \$, (5) Religious Denomination \$, (6) Alumni \$, (7) Non-Alumni Individuals \$, (8) General Welfare Foundations \$, (9) Other Groups and Sources \$, (10) Bequests \$, (11) Annuities, Life Contracts, Insurance \$, (12) Total Number of Alumni of Record, (13) Number of Alumni Solicited, (14) Number of Alumni Donors, (15) Dollar Walue Alumni Gifts \$, (16) Dollar Value, Non-Alumni Gifts \$, (17) Dollar Value, Total Gifts to Fund \$, (18) Number of Non-Alumni Parents \$, (20) Amount of Corporate Support from Matching Gifts \$, (21) Number of Gifts Matched, (22) Expenditures, Educational and General and Student Ard \$, (23) Endowment Market Value \$.

NA = Not Available

### Question Twenty: College Challenges

Question twenty was concerned with what the greatest challenges were facing the college. Those persons interviewed agreed to the challenges. The written and published materials supported the challenges mentioned by those interviewed. The written and published materials mainly were annual <u>President's Reports</u> and News from Hope College.

The challenges mentioned were:

- 1. Maintain enrollments.
- Obtain additional financial support to keep tuition within reach of the students.
- 3. Maintain and attract faculty who want to teach at a liberal arts institution and provide the personal contact with students.

One interviewee mentioned one additional challenge which was stated as the "Key to survival--Hope must identify and agree on what Hope's central mission and purpose is. Moreover, this must be more than just a statement; it must be a living part of the college."

# Question Twenty-One: Student Personnel Challenges

Question twenty-one was concerned with what the biggest challenges were facing the student personnel office. It was agreed by those persons interviewed that the challenges were to justify the existence of the student personnel staff in a time of limited budgets and demands for more services from all parts of the college.

The written and published materials did not contain information in this area.

the findings are included in Chapter VI.

#### CHAPTER V

#### KALAMAZOO COLLEGE

### Introduction

Kalamazoo College is located in Kalamazoo, Michigan, adjacent to the Western Michigan University campus. It was founded as the Michigan and Huron Institute in 1833 and was affiliated with the Baptist Church. The institution changed names twice, and in 1855 it was chartered by the State of Michigan under its present name. This college is one of twelve comprising the Great Lakes College Association. Since 1963, Kalamazoo College has operated on an academic program and calendar known as the Kalamazoo Plan. By heritage and belief Kalamazoo College is committed to the Christian liberal arts concept of education. A brief summary of the history, purpose, and objectives of the college are included in Appendix D.

The personal interviews and most of the published and written materials which were to be analyzed for this study were collected during a two-day campus visit on July 16 and 17, 1974.

### Analysis

In this chapter, as in the previous two chapters, the data are presented in a modified case study form. The case study covers the eleven-year period 1963-64--1973-74. For each of the investigated questions, information from interviews and written and published resource was analyzed and integrated. The purpose of the study was to



ascertain what changes in administrative behaviors and practices were made by the student personnel staff during the period 1963-64--1973-74. This then was the principal focus for each of the questions or areas which were analyzed.

### Question One: Student Personnel Staff Size

Question one was concerned with what changes there were in the student personnel staff size with regard to enrollment, financial conditions of the college, areas of responsibility and philosophy of the president and/or board of trustees related to the student personnel area. With regard to enrollment, all persons interviewed agreed the enrollment had been relatively stable varying by no more than 100-150 students during the period 964-1974. The staff of the student personnel office increased during the period of study, but this was not seen by those persons interviewed as the direct result of increases in enrollment. Enrollment data received from the registrar indicate that the enrollment varied by more than 100-150 students during the study period. The enrollment figures are summarized in Table 17 and show a grawual yearly increase in the enrollment from 1964-1965 to 1970-71 and then from 1971-72 to

With reference to the <u>financial conditions of the college</u> no one who was interviewed had information on the financial condition of Kalamasoo College during the period 1963-64 to 1973-74. However, those persons interviewed believed that during the entire period it had been difficult to fund a new position. It was mentioned that fince January 1972 every vacated position had been reviewed by the president before the position has refilled. Those persons interviewed felt that in the

Table 17. Enrollment by Class and Total by Academic Year--Kalamazoo College

	1964 1965	1965	1966	1967	1968	1969	1970	1971	1972	1973
	7307	<u> 1966</u>	1967	<u> 1968</u>	<u>1969</u>	<u> 1970</u>	<u>1971</u>	<u>1972</u>	<u> 1973</u>	1974
Freshman	348	366	339	379	389	404	417	414	459	395
Sophomore .	286	306	330	309	341	349	340	354	370	379
Junior	211	262	267	275	269	305	301	261	305	286
Senior	177	191	251	236	261	244	274	, 293	255	266
Sub Total	1022	1125	1187	1199	1260	1302	1332	1322	1389	1326
Special	11	6	3	11	14	27	15	14	15	- 18
Total	1033	1131	1190	1210	1274	1329	1347	1336	1404	1344

immediate future (1974-75) the economic conditions of Kalamazoo College would continue to cause problems in funding new positions and in some cases retaining existing positions. The written and published materials did not contain any information pertaining to the relationship between the financial conditions of the college and the size of the student personnel staff.

With respect to the areas of responsibility, all persons interviewed agreed that this aspect was responsible for the increased student personnel starf. During the period 1964-1974 the staff increased because of additional services. In 1964-65 the staff consisted of three full-time persons, a dean of students and two assistant deans. The residence halls were staffed with non full-time housemothers. In 1973-74 the staff consisted of six full-time persons: a dean, associate dean, assistant dean, director of career planning, director of college activities, and director of housing who also served as a head resident advisor. The additions were made by the upgrading of one head resident position to director of housing and the creation of the career planning office and the college activities office. As early as July 1967 the Danforth Task Group on

Student Life (101:4) and the Committee on Student Affairs supported the recommendation for a permanent director of college activities. However, the position was not added until 1972-73.

With a view to the changes in the philosophy of the president and/or board of trustees related to the student personnel area, all persons interviewed agreed there had been changes. However, the changes had no direct effect on the size of the student personnel staff. The changes came about because of the new president, Dr. Rainsford, in January 1972 and the involvement of the dean of students office with the board of trustees. The board of trustees added the Student Life Committee in 1969. The dean of students served on this committee. Those persons interviewed felt that Dr. Fainsford had a more positive philosophy towards students and the total education process. Dr. Rainsford stated in the student newspaper, the Index, 11/10/71, ". . . in people and especially students 18-24 years of age, you expect them to make some mistakes." This compared to Dr. Hicks', the previous president, statement in the 1963-64 catalog (139:2). Dr. Hicks stated, "Students are citizens and members of a christian community and are expected to conduct themselves in a christian manner at all times."

The persons interviewed stated that there were concerns about the comments that Dr. Rainsford made about the student personnel offic in 1972-73. One of the concerns was that, in his comments, Dr. Rainsford gave the impression that he really did not know what the student personnel stuff did. However, in March 1974 he met with the student personnel staff. This liatson produced a better understanding both among the student personnel staff and Dr. Rainsford.

The persons interviewed supported the written and published materials concerning changes in the philosophy of the president and/or board of trustees related to the student personnel office; however, these changes had no effect on the staff size of the student personnel office.

#### Question Two: Staff Changes

Question two was concerned with why student personnel staff members changed positions or left the college. It was generally agreed by those persons interviewed that Kalamazoo College attracted young persons in the profession who came with the idea of advancing in rank or only staying one or two years. It generally worked out that most stayed one or two years. During the last two or three years (1971-74) of the period, there had been difficult working conditions in the dean of students office. The conditions produced a number of personnel changes in 1972-73 and 1973-74 for reasons of discord. One person interviewed stated that in the last two years (1972-74) it was a "miracle" that the dean of students office got anything done with the attitudes held by some of the staff members. It was pointed our by all interviewees that even in the cases where the person left because of discord the position they took was seen as an advancement.

Late in 1973-74 it was clear that several members, Dean Long, the assistant dean and coordinator of student activities, would be leaving which would result in a major reorganization of the student personnel area. The reorganization would be an attempt to improve the working conditions and attitudes of those left in the student personnel office.

During the period under study (1963-64 to 1973-74) there were only two deans of students: Lean Collins 1963-64 to 1966-67 and Dean Long 1967-68 to 1973-74. The personnel changes in the total staff were reflected in the college catalogs for the period 1963-64--1973-74; however, there was no information regarding the reasons for the changes.

There were several title changes in the student personnel staff which were noted in the catalogs for 1967-68 (141), 1968-69 (142), 1971-72 (145), and 1973-74 (147). The total student personnel area changed names several times during the period: dean of students 1963-64 to 1966-67; dean of student affairs 1967-68 to 1972-73; and dean of student services 1973-74, which were also noted in the catalogs.

#### Questin Three: Management

Question three was concerned with what style or styles of management were used by the whole institution, the student personnel office and the individual student personnel staff member. With regard to the whole institution, Kalamazoo College, during the period 1963-64--1973-74, had two presidents and one acting president: President Hicks from the start until his heart attack in 1970; Dr. Chen, acting president from 1970-72; and President Rainsford, 1972 to present. It was agreed by all persons interviewed that if Kalamazoo College had a management style it was that of the President. Therefore, when all interviewees talked about institutional style, it was in terms of Hicks, Chen or Rainsford.

The management style of President Hicks was called by those persons interviewed as benevolent, paternalistic, and dictatorial. President Hicks, before he came to Kalamazoo, had been the headmaster of a prepschool and kept close watch over all phases of its operations; moreover,

he was directly involved in the area of dealing with students. He continued this style of management when he came to Kalamazoo. President Hicks was viewed by those persons interviewed as managing in a "in loco parentis" style. It was mentioned by all interviewees that he really cared for the students and was doing what he felt was the best for the student even if the student did not agree.

Dr. Hicks expected the personnel of the dean of students office to know what the students were doing at all times and why they were doing it. It was common for a student's action to be a topic at the President's meeting while other major topics would go unmentioned. The president made it known during these meetings and at other meetings that the moral standards of the Kalamazoo students were going "to pot" and he was not going to let this happen. The dean of students and other staff members did not totally agree with the president's view, which caused some tension.

The president's and Kalamazoo's style were reflected in the catalogs from 1963-64 to 1967-68. The catalog for 1963-64 (138:4) stated "Kalamazoo College is a volunteer community, and the student is free to terminate the relationship. Moreover, if the college determines that in the best interest of the community a student be terminated, the college has this right."

The student newspaper, the <u>Index</u> contained articles during 1963-64 (127) about the administration. Key articles being <u>Index</u>: 2/20/64 "Society Rooms, Morals, and the Administration"; and 5/22/64 interview with the Dean of Chapel Averill.

The administration clarified what was expected of Kalamazoo students in the catalog for 1964-66 (139:24), "There must be willingness and cooperation on everyone's part who make up the Kalamazoo College

community. There are two kinds of behavior, (1) conduct that causes embarrassment or discomfort to the individual or group in the community, (2) conduct which violates specific rules and regulations."

The <u>Index</u> printed a key editorial on 10/6/64 "Room At the Top . . .

The decision making at Kalamazoo is controlled by a very few with no student input . . . It is time for change and a greater voice on the part of the student."

In the fall of 1966 the Danforth study reported (99:2) "The students did articulate criticisms of a number of aspects of our problem or of characteristics of the college which are of long duration. Thus they singled out for criticism the tendency of the administration to act in an arbitrary fashion; the failure of the residential situation to provide any real privacy; . . . the continued existence of campus social regulations which are 'behind the practices in our own homes' . . ."

President Hicks in the <u>Kalamazoo College Review - Annual Report</u>

1967-68 (156) discussed the effort that had been made on the part of the administration and the students to better communicate what the administration did and why.

The student newspaper, the <u>Index</u>, (13) during 1967-68 contained articles pertaining to the dialog between the administration and students.

Those persons interviewed believed the impasse with President Hicks and the majority of students caused President Hicks' first heart attack in 1968.

The period 1968 to 1970 found articles concerning the ongoing dialog of the administration and students in the <u>Index</u> (132) (133), Kalamazoo College Review (157) (158), and the catalog (142) (143).

Dr. Chen was acting president from 1970 to 1972; however, there was no written statement about this in the catalogs (144) (145). It was agreed by all those interviewed that Dr. Chen was managing Kalamazoo College much the same as President Hicks would and this was admitted by Dr. Chen.

In the catalog for 1970-71 (144:12) through the president (stated as Dr. Hicks) the following position was taken: "Standing self-consciously within the tradition of learning which is both liberal and Christian, Kalamazoo College claims for its teachers and students the freedom to engage in the careful and critical examination of the history of ideas; the freedom to create, to hold, to advocate and to act in behalf of ideas which express their own convictions and integrity; the freedom to engage in the controversy which an unfettered examination and expression of ideas generates; and the freedom to invite to the campus representatives of points of view which are important to an informed understanding of the conflict of ideas in our time . . . ." The statement was followed by very detailed statements (144:13-15) on "rights and freedoms on campus."

Those persons interviewed believed that a key to the management styles of Dr. Hicks and Dr. Chen was that some important decisions were made based on personalities, not necessarily on the facts.

In 1972 President Rainsford took office and those persons interviewed felt there was a noticeable change in the administration's dealing with students and the student life areas. In the <u>Kalamazoo</u>

<u>College Review 1971-72</u>, (160:12) President Rainsford reflected on the administration-student interaction.

We are becoming more self-consciously knowledgeable about the sociology of institutions and about what makes a college run, about the forces that affect the behavior of our faculty, students and administrators, and about the attitudes and values that determine how prestige, status and authority are distributed within the college. We are learning that there are not adequate mechanisms for change, so that change comes often like the pearl in the oyster—only out of sheer irritation.

Dr. Rainsford believes in students and students' rights which was shown with the president's enactment of "self-determination" in the residence halls which allows the residents to set their own rules within institutional limits and the limits of the State of Michigan. This meant that students could approve 24-hour visitation, drinking on campus, and violations being handled within a student judiciary.

Dr. Rainsford's belief in students was also found in the <u>Kalamazoo</u>

<u>College - Report of the President</u> (155), the catalogs for 1972-73 (146)

and 1973-74 (147), student handbooks for 1972-73 (153) and 1973-74 (154),

and the <u>Index</u> (135, 136, 137) articles from 1/72 through the end of

1973-74.

One interviewee summarized the comparison of the basic two styles as the Hicks Old Testament and the Rainsford New Testament.

With respect to the management styles used by the student personnel office, Kalamazoo College during the period 1963-64--1973-74 there had been only two deans of students; Paul Collins until 1966-67 and William Long 1967-68 until 1973-74. From the start of the period until 1966-67 the management style of Dean Collins was viewed by those persons interviewed as being open, flexible, team oriented, and not much formal structure. There were only three full-time staff, plus housemothers; therefore, there was not much reason for structure. It was agreed by all persons interviewed that Dean Collins was always in the background with

President Hicks being in the forefront. The office took the style of the dean, that being low key and trying to help students in any way they could. The change in deans came in 1967 partly because of Dean Collins' health and partly because of the changing times, with President Hicks looking for a more aggressive dean of students.

Dean Long's style was seen by those persons interviewed as democratic, autocratic, authority-status oriented, and reaction oriented. Some interviewees believed his style to be democratic because for the most part the dean sought input from staff before making any changes. The office organization was very structure oriented and some interviewees felt too structured. Other persons believed that the style was one of seeking input, but the dean did not use it or the seeking was after the fact. some interviewees felt that the weakest aspect of the dean of students office was the internal communications, especially from the dean down, during the period 1967-1974. There were concerns mentioned by those persons interviewed that the dean was more worried about his authority and status among his fellow administrators then the feelings of students or the morale of the dean of students staff members.

It was mentioned by all persons interviewed that in the late 1960's the dean of students office was not known for its action, but rather a patchwork foundation which in places could not and did not withstand the pressures of the times. Also during this time, and into the 1970's, the dean of students office became very paper-form oriented. Some believed this was partly because the staff had grown to six and everyone was wearing several hats of authority and responsibility.

The structure and paper orientation was seen by those persons interviewe, both as a strength and a weakness. All staff members knew

what they were to do, but sometimes important assignments were lost in all the structure and paper work. An example used was the 1971 student handbook that ended up being multiprinted on campus at the last minute and handed out to students.

In 1972, the changing of the presidents marked a change in the dean of students' office styles. The new president by his actions had lifted many of the discipline-judicial functions from the dean of students office and had given them an opportunity to lead the student body into the new era of "self-determination." It was mentioned by all persons interviewed that the president's and the dean's style of management did not fit together. This became very apparent in 1973-74 and finally resulted in the dean resigning to take a similar position at another institution.

During the last two years (1972-74) there were internal struggles and dissatisfaction among the staff members of the dean of students office. One interviewee summed up the style as survival of the fittest in a very changing environment.

The written and published materials did not contain information regarding the management style of the student personnel office.

personnel staff member, it was stated by those persons interviewed that in the early years of the period 1963-64--1973-74 the dean of students staff members were seen as the mother-father types, and saw nothing wrong with this. As the times changed so did the student personnel staff. An effort was made to be seen as a friend and counselor to the students rather than a mother or father. The new staff members were more textuock oriented and were very much concerned about the image they

were projecting to the students. It was emphasized by those persons interviewed that none of the staff members were ex-coaches or physical education teachers. All staff members during this time were seen to be flexible, and wanting some structure. The individual styles of management ran from autocratic to participative. The younger staff members were seen as more paper oriented and professional status oriented than the older non-entering level staff. Some persons interviewed viewed this as a weakness that should be corrected in the selection process. It was stated by one interviewee, "We want people who will produce real programs not just paper programs; moreover, we want a person who will not stop doing something because it might not fit his definition of professional."

The written and published materials did not contain any information on the management styles of the individual staff members of the student personnel office.

### Question Four: Student Participation

Question four was concerned with what changes had occurred regarding the level of student participation in student government, intramural athletics, intercollegiate athletics, Greek life, clubs and organizations, faculty committees and community services. It was agreed by all persons interviewed that the academic program and calendar had a great effect on the level of student participation in all activities. The calendar and program were known as the Kalamazoo Plan. The plan was based on the four quarter system with foreign study and internships as integral parts of the program. Figure 1 depicts the Kalamazoo Plan which was taken from the Kalamazoo College Review (156:1).

Figure 1. Kalamazoo Plan

•	Fall	Winter	Spring	Summer
Freshman	On	On	<b>On</b>	
,	Campus	Campus	Campus	Vacation
Sophomore	On ·	On	Career	On
•	Campus ,	Campus	Service-	Campus
Junior	On	Foreign	On	On
	Campus	Study	Campus	Campus
Senior	On	Individual-	On	
	Campus	ized	Campus	•
	-	Project*		,

<sup>&</sup>quot;Interchangeable

Information pertaining to the activities on the Kalamazoo College campus as found in every college catalog and student handbook that was available for the period 1963-64--1973-74. However, they contained very little information with regard to the level of student participation. In addition the information in these two publications remained basically the same for the entire eleven-year period.

With respect to the level of student participation in student government, it was believed by those persons interviewed that, in general terms, it was active from 1964-66, with apathy setting in from 1966-1968; during 1968-1970 the student government was very active with campus and national issues, and 1970-1974 saw a lessening of interest. However, during these general time periods there were occasional times of great interest because of an issue, even in times of great general apathy. A general statement from those persons interviewed was that the student government was really not representative of the total student body.

The student newspaper, the <u>Index</u>, contained articles and editorials throughout the period 1963-64 to 1973-74 pertaining to the interest or apathy in the student government.

Friday! (105) published by the student commission in September 1969, explained the campus government structure and how active the government bodies had been in 1968-69 and the changes they helped bring about. First Friday (104), October 1969, was a very detailed explanation of the government judicial system used at Kalamazoo College.

The Student Court was a part of the government structure, and in the student handbook for 1970-71 (151) the system and process was explained in fine detail.

Dean Long, in his June 1974 Report - Dean of Student Services

(162:3), states that, "interest in the student government and its
activities is coming back."

Those persons interviewed and the written and ublished materials did not have information on the number of students who participated in student government activities.

With regard to intramural athletics, it was generally agreed by those persons interviewed that the participation had been generally stable but had increased in the last two years, 1972-74. There was one interviewee who believed that during the period of 1968-70 the program participation decreased, which was partly in response to all the other activities (marches and political groups) that were very popular during this period. It was also mentioned by those interviewed that the faculty participated in the program, and this was viewed positively by most students. The area which all persons interviewed would like to see

increased and improved was that of women intramural sports and participation. In the last two years, 1972-74 there had been an increase but all interviewees believed there was still room for improvement.

Those persons interviewed and the written and published materials did not have information as to the number of students who participated in intramural activities and programs.

With a view to the level of student participation in intercollegiate athletics, all persons interviewed believed that player participation had been stable with a slight increase because of the addition of some new sports. Kalamazoo College was not known for its first-place teams (except Tennis), but always placed high in the league's standing and had won the all-sports trophy several times during the period 1963-64-1973-74. It was believed by those persons interviewed that the teams could have won more games under a different academic calendar, because most juniors, including athletes, went abroad. The number of spectators at athletic events was stable during the period. There were increases when teams were winning and decreases when teams were losing.

Those persons interviewed and the written and published materials provided information as to the level of student participation in intercollegiate athletic programs.

Concerning the level of student participation in Greek organizations, those persons interviewed believed that the Greek organizations were in a state of decline from a peak in the late 1950's with only four mens and three womens organizations on campus in 1964-65. Kalamazoo College did not actively try to bring an end to the Greek organizations, but the so-called Kalamazoo Plan, 1963-64, was a severe challenge to the Greek organizations. The last Greek organization closed in 1969-70.

In the last year, 1973-74, there was talk of reorganizing one or two Greek organizations, but no group reappeared. The Greek organizations had all been local rather than national.

In the period 1963-1970, the <u>Index</u> contained articles and editorials about Greek organizations. In the spring of 1967 the Danforth study (101) concluded that the Greeks might be more harmful than beneficial to Kalamazoo College. In September 1969, <u>Friday!</u> (105:6-8) gave a detailed explanation and history of each Greek organization on the Kalamazoo College campus. It noted the decline and the fact that if Greeks did not rush and pledge a large number of students they would go inactive.

The <u>Index</u> 12/1/71 contained an article, "The Death of Societies at Kalamazoo. The times changed but societies did not."

Those persons interviewed and the written and published materials did not have information as to the number of students in Greek organizations.

With reference to the level of student participation in <u>clubs and</u> organizations, those persons interviewed believed that clubs and organizations were mostly issue oriented and therefore came and went with the issues. The level of student participation compared to the total enrollment was considered low; however, it had been the same throughout the whole period, with the exception being 1968-70 when student participation rose. The national and local issues of the late 1970's, for example, did result in greater involvement in clubs and organizations. During this time period there had been a move away from the traditional activities such as homecoming and "the all college sing" toward the less formal activities.

Every catalog from 1963 to 1973-74, and student handbooks from 1963-64 to 1966-67, and 1973-74 listed the clubs and organizations on campus but gave no information regarding the level of student participation.

With regard to the level of student participation in <u>faculty</u> committees, it was stated by those persons interviewed and supported by the 1964-65 catalog (139) that student participation on faculty committees started in 1964-65 on a very limited basis. When this started, it was noted by those interviewed that there was great interest on the part of the students to get involved. In 1967 Kalamazoo College participated in a Danforth Study (102), with one of the recommendations being for greater student participation on college committees.

The catalog for 1969-70 (143:38) contained a section on "Student Participation" and listed the Student-Faculty Committees as: Educational Policy; Admissions; The College Forum; Athletics; Judicial; and Campus Life.

The most publicized committee was the Judicial Committee.

Friday! (105:3-4), September 1969, contained a very detailed account of the students' role on the committee and how the Judicial Committee worked. The committee handled only major violations. In the 1970-71 student handbook (151) the total judicial process was detailed as a portion of the section on "Due Process."

In the fall of 1970 students were appointed to the President's Selection Committee to aid in finding a replacement for Dr. Hicks.

The information in catalogs and student handbooks pertaining to "Student Participation on Committees" remained the same from 1969-70 to

1973-74, with the exception being the Judicial Committee which was more detailed.

Those persons interviewed and the written and published materials did not have information as to the level of student participation on faculty committees.

With a view to the level of student participation in community service programs, all persons interviewed agreed that the opportunities for community service were great and had been great throughout the period. However, there was some disagreement among those persons interviewed as to the level of student participation. Some felt that for the academic load and time commitments the students had, student participation had been good but declining in the last three years, 1971-74. Other interviewees felt that student participation had been average at best, and had declined starting in 1970. The type of community service, as well as the type of student that had been involved, had changed over the period. It was pointed out that the type of programs and level of student participation were directly related to the administrator in charge of community services programs.

Those persons interviewed and the written and published materials did not have information as to the level of student participation in community service programs.

The following information was taken from written and published materials which did not fit neartly into the specific programs or activities, but added information about student participation on and off campus as well as a general feeling about campus life at Kalamazoo College.

Dr. Rainsford in the 1972-73 Annual Report (155:2) made the following remarks about the college students.

Their diversity is dazzling and a part of their charm. It has been said of the current generation of students—that they introduced us to coeducation and to granola and as a result we have been healthier all around. They developed a marvelous depth of sensibility which devoured fairy tales and x-rated movies with equal appetite. They signed peace petitions on their way to see the Godfather. In sports they played to win; in studies they worked hard to excel; but they assured themselves that they despised competition. All too like the times in which we live, they had many prophets but few leaders. Their tastes, manners and judgments were over-praised by people who should have known better and dammed in equal measure by people who know less.

In 1965-66 the <u>Index</u> (129) contained a regular column by Paul Goodman, a nationally syndicated writer dealing with national and campus issues.

In 1966-67, the Danforth Study (99, 100, 101, 102) was conducted and involved all segments of the Kalamazoo College community. The study evaluat 1 and in the final report (102) made recommendations for the future.

President Hicks noted in the <u>Kalamazoo College</u> <u>Review 1967-68</u> (156:2):

The Year in Review. This has been a typical year for American higher education. Classes have convened as usual, with no apparent lessening of academic interest. Social life, though varied from the past, has continued unabatedly. Yet a different shadow has hung over our campuses. Whether for good or bad, students have changed. They are no longer compacently drifting into the future. They respond differently to adult leadership. They react to new stimuli. Alive and alert, they expose an 'existential approach to education in which they are in the world now, not preparing for a world of tomorrow. These changes express themselves in a thrust for complete permissiveness, a dedication to causes which are usually constructive, and a willingness to jeopardize their present and future for their beliefs. In the college and universities of America, the rise of youth has been increasing, until this changing climate became the most definitive characteristic of 1967-68.

In the <u>Kalamazoo College Review 1968-69</u> (157:3) President Hicks observed:

The typical social life of yester-year, the big prom and the formal banquet, is passing from the scene. Students build their social life and maintain their loyalties in small groups with whom they can identify. The role of the Greek societies, our substitute for fraternities, continues to lessen. Sizable group action is likely to be centered in activities which seek to alter the status quo. No longer will students wait until graduation to be a part of the world. They live now and they participate now.

Nor was our campus free from racial unrest. Aware of the humanitarian responsibility to bring equality among races, Kalamazoo purposely began to expand its Black enrollment in the mid-60's. The broadening of the student population obviously required changes in faculty personnel, curriculum and student life. Because changes are not as rapid as felt they should be, our black students presented a series of demands which led to a three-week dialogue involving the entire campus. As a result, meclinisms have been built through which greater understanding and a more congenial climate have been evolved for all students.

## Question Five: Institutional Future Plans

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Question five was concerned with what institutional future plans were developed during the period 1964 to 1974. Those persons interviewed believed that there had always been some future planning done with the main areas being: enrollment, physical plant, educational programs and budget. The one major study that involved students was the Danforth Study of 1967 (101). During the transition of presidents, 1970-72, the planning was not so much future planning but rather just trying to keep the college moving. Since the addition of President Rainsforth (1972) no one was aware of any five-year plan or ten-year plan. However, planning was a part of President Rainsford's administration; not a formal long-range format but short-term and with specific area studies. The provost took the leadership role in the area of planning after 1972.

President Hicks addressed the topic of future plans in his remarks in the <u>Kalamazoo College Review 1967-68</u> (156) and <u>Kalamazoo College Review 1969-70</u> (158). President Rainsford dealt with future plans in his three

end-of-year reports: President's Report 1970-71 (159), Kalamazoo College Review 1971-72 (160); and Kalamazoo College Review 1972-73 (155).

In the <u>Kalamazoo College Review 1971-72</u> (160:14) Dr. Rainsford stated:

The American College is an organizational paradox, for the external and symbolic trappings are those of the bureaucracy, hierarchical in form, while the essence of its internal life and culture spring from a much more individualized and horizontally based system. Furthermore, the recognition and articulation of the fact that there are different constituencies within the educational community has led to the creation of what Clark Kerr has described as "a kind of elaborate veto system thru which every important decision must be filtered before it can be enacted."

Healthy changes, however, are taking place in this situation, the first of which is the recognition that the college organization itself is an appropriate subject for study and change. In this regard important questions are now being raised about the degree to which faculty and students should contribute to the decision—making process on the campus. With my encouragement, the faculty is studying models for its own reorganization, for questions of governance of the faculty itself must precede questions of the participation of the faculty in the governance of the college. I think important steps have also been taken in this regard by students in considering the adequacy of their governmental structure. It is also important that in times of change we find ways in which one can act promptly to take advantage of new ideas and break thru the relatively cumbersome governmental process on our campus.

It was believed by those persons interviewed that Dr. Rainsford's administration would develop in-depth future plans as well as critically evaluate the present.

#### Question Six: Future Students

Question six was concerned with what consideration was given to the type of student who would be on campus in the future plans. All persons interviewed thought that the student had been and would be considered in the future plans but to what extent no one knew. One interviewee thought that the type of student being considered was the student

from the upper level of his/her graduation class, but with the idea of some balance, and the student that was from at least the upper middle income class. Another interviewee thought the planning would be to get away from the homogeneous student body which had been intellectual and generally non-social. All persons interviewed agreed that little consideration had been given to minorities or students who did not have a "B" average in high school. They supported this thinking by the fact that Kalamazoo College had very limited support services available for these types of students.

There were two in-depth attrition studies conducted, one in 1969-70 (96) and the other in 1972-73 (95). The authors divided the reasons for leaving into: academic, financial, health, social-society, and the institutional tone. The findings in both studies revealed that students left, not because of one reason, but because of a combination of reasons. The major reasons given in both studies were: (1) diseatisfaction with academic program, (2) financial problems, and (3) emotions problems.

The written and published materials, mainly the Danforth Study of 1967 (99), the <u>Kalamazoo College Review</u> for the years 1967-68 (156), 1969-70 (158), 1971-72 (160), 1972-73 (155) and the <u>President's Report</u> 1970-71 (159), gave a more positive view of how the present student and future students were in the future plans of Kalamazoo College.

### Question Seven: Training Programs

Question seven was concerned with what training programs had been sponsored by the college for the student personnel staff, student leaders, resident advisors, and paraprofessionals. With regard to training programs for the student personnel staff, those persons

interviewed stated there were programs developed on paper but never were implemented.

There was a modified tuition refund program available for at least five years, 1968-74. Kalamazoo College always allowed time off for professional conferences; seminars and meetings, and in most cases paid the costs involved. The written and published materials did not contain any information in this area.

Concerning training programs for student leaders, those persons interviewed stated that in 1964-65 the last student leadership conference was held. No program since 1964 had been available for student leaders. The information contained in the written and published materials was in the student newspaper, the Index, 2/14/68 which questioned the leadership ability of the student leaders and suggested a vigorous training program for them.

With respect to training programs for <u>resident advisors</u>, those persons interviewed stated that the floor advisors always received training before they started their jobs. The material in the programs changed, but the general time frame remained the same, with general selection and training sessions held in the spring. The program included "nuts and bolts" as well as sensitivity to others. The programs were led by Kalamazoo College staff and faculty as well as persons from outside the college. There was a real attempt in recent years, 1970-74, to run an in-service training program but it had not developed.

The written and published materials did not contain information on this area.

With reference to training programs for <u>paraprofessionals</u>, no one interviewed knew of any paraprofessionals being used on campus other than

the resident advisors. The written and published materials did not contain any information on the use or training of paraprofessionals.

### Question Eight: Rules and Regulations

Question eight was concerned with what changes of rules and regulations there had been and what brought these about. It was mentioned by all persons who were interviewed that during the period 1963-647-1973-74 Kalamazoo College moved from a management position and style of in loco parentis to one of "self-determination." It was mentioned that the change by the administration could be seen by looking at student handbooks and catalogs written before 1970-71 and those written after 1972. Throughout the period of study, administrative changes in rules and regulations were written in the catalogs and student handbooks. In addition the student newspaper, the Index, and the year-end report, the Kalamazoo College Review, contained articles from students and administrators concerning the changes in the area of rules and regulations.

Those persons interviewed believed that the following were the major changes, and the written and published materials supported their views.

1. Women's Hours and Visitation. At the start of the period women students still had hours to keep which were stated in the student handbook for 1964-65 (148) 1965-66 (149) and 1966-67 (150). The system of hours was gradually changed until in 1968 when all restrictive hours were dropped. The area of visitation started in society rooms and then in residence hall rooms. The program ran the range of only on very special occasions for a very limited period of time, as stated in the student

handbook for 1965-66 (149), to the possibility of 24-hour visitation, as stated in the student handbook for 1972-73'(153). The changes in hours and visitation were basically brought about by student pressure. It was admitted by all persons interviewed that the members of the dean of students office were in favor of changing at a quicker rate, but President Hicks was against the "decay" of social morals.

As one interviewee put it, Kalamazoo College started worrying - less about sin and more about the development of the student who must be able to fit into the society outside of the college environment. In addition it became very difficult to enforce the rules that were in the catalogs and student handbooks. The student newspaper, the <u>Index</u>, contained articles and editorials by students, faculty and administrators pertaining to women's hours and visitation, from 1963-64 to 1971-72, which supported the view of those persons interviewed that the students were pressuring for change.

2. Drinking in Residence Halls (1971-72). It was agreed by those persons interviewed that there had been some student pressure in this area, and realistic knowledge of the students and administrators prevailed that it was being done in residence halls currently and had been done in the past. The major factor was the passing of the age of majority which took effect January 1, 1972. In the fall of 1971 Kalamazoo College allowed drinking in the residence hall rooms by those who met the legal are (18) defined by the State of Michigan.

Until the change, the administration took a strong stand against drinking as noted in the catalog for 1963-64 (138:35), "Kalamazoo College will not colerate drinking on or off campus." The student handbook for 1972-73 (153) reflected the change by the administration concerning

drinking on campus with some limitation and procedures which were explained in detail.

The <u>Index</u> contained articles, editorials, and letters to the editor during the period 1963-64--1973-74, concerning the use of alcohol by students on and off campus.

- Chapel and Forum. All persons interviewed agreed that chapel was a main issue in the early part of the period 1963-64--1973-74. Chapel was required for all students in 1963-64 and was stated so in the catalog for 1963-64 (138). During the period the requirements and penalty point system were changed and new statements were written in the catalogs for  $\ell$  1964-65 (139) and 1965-66 (140). The Index contained articles and editor als from students, faculty and administrators concerning the chapel program and requirements. In 1969-70 the chapel program was changed to the College Forum but was still a requirement for graduation. Both the catalog for 1969-70 (143) and the Index 11/26/69 contained the new requirements. It was mentioned by several persons interviewed that in 1973-74 freshmen had a Forum requirement, but no action was being taken by the administration if students did not attend. The changes were brought about by student pressure for changing the requirements, and by the faculty and administration, who were trying to improve the experience so that it would be educational and valuable to the total Kalamazoo College community.
  - 4. <u>Coeducational Residence Halls</u>. Those persons interviewed believed that students and the dean of students staff worked together to bring about the change. The <u>Index</u> contained informational articles by students and

staff about the development of the coed housing plan. The key informational articles printed in the Index were on 11/1/68 and 8/13/70. At the same time (1968-1970) there was student pressure to live off campus. It was believed by those persons interviewed that with the change to coed housing and "self-determination" in the residence halls the pressure to live off campus had lessened. In the summer of 1974, six women students lived together on a trial basis in a college-owned house on a co-op basis. This was mentioned by one interviewee and in Dean Long's "Report-Dean of Student Services." (162.5) It was mentioned by all persons interviewed and stated in all catalogs and student handbooks that all students while attending Kalamazoo College in Kalamazoo, Michigan, must live on campus unless living with parents or married.

- 5. Firearms. Those persons interviewed stated that the rule on firearms had changed several times during the period 1963-64-1973-74. This was supported by written and published materials. The 1963-64 catalog (138) contained the statement that no firearms of any kind were allowed. In the student handbook for 1965-66 (149) the statement was that guns were allowed during hunting season but must be stored with the head advisor. The student handbook for 1967-68 (150) contained the administration's position that no firearms of any kind were allowed on campus. The changes were brought about by the administration because of the concern for safety.
- 6. Residence Hall Rules: Those persons interviewed stated that the rules and regulations in the residence hall became more formal and detailed during the period 1963-64--1973-74. This was supported by

information from student handbooks from 1964-65 through 1973-74. Key examples were the student handbook for 1970-71 (151), the student handbook for 1971-72 (152), the student handbook for 1972-73 (153), and Friday! (105). In addition there were numerous articles and editorials in the student newspaper, the <u>Index</u>, throughout the period 1963-64 to 1973-74.

The changes were brought about by what was happening in the area of due process across the nation's college campuses and by the students who wanted to know what was expected of them.

- 7. Kalamazoo College added several rules and regulations, especially in 1969. The following were mentioned by those interviewed and found in written and published materials.
- A. <u>Drugs (1969)</u>. Prior to 1969 the catalog and student hand-book contained the administration's policy concerning drinking but did not specify drugs. The 1969 catalog (143) contained the administration's policy which was in accordance with state and local ordinances.
- B. <u>Disorderly Assembly (1969)</u>. It was believed by those persons interviewed that this was an outgrowth of the national situation and not the local Kalamazoo College situation. The statement by the administration in the catalog for 1969-70 (143) was to inform all students and to protect Kalamazoo College.
- C. Unlawful Presence in a Closed or Restricted Area of a Building (1969). It was thought by those persons interviewed that this was an
  outgrowth of the thefts that had been occurring on campus and was to
  lessen the possibility of students taking over a building. The administration' position was in the catalog for 1969-70. (143)

- D. <u>Disorderly Conduct (1969)</u>. Those persons interviewed stated, as did the administration's statement in the 1969-70 catalog (143:25), ". . . that Kalamazoo College was an education institution and open to hear individual opinions or feelings, other persons' rights must be observed as well as all local, state, and federal laws and regulations." Included in the statement was the definition of disorderly conduct that Kalamazoo College used and an indication of what type of action Kalamazoo College would take.
- E. <u>Sexual Misconduct (1970)</u>. The student handbook for 1970-71 (151:35) contained the administration's position concerning sexual misconduct. Kalamazoo College subscribed to and expected students to abide by the standards of sexual conduct articulated by college, local, state and national laws. The statements gave examples of sexual misconduct. There was no mention of sexual misconduct in the catalogs or student handbooks after 1971-72.

It was generally agreed by those persons interviewed that student pressure brought about many of the changes; however, in some cases, the dean of students office staff had been recommending changes, but no action was being taken. The time of student unrest brought to the attention of students and Kalamazoo College that there was a need to clearly state the college's position on several key issues. It was believed by some of the interviewees that some changes in rules came about because the old rules could not be enforced and the students and staff knew it; therefore, the student behavior was not being affected. Some rules were changed by the new president to show he had faith and belief in the students, and to prove to others that students could handle "self-determination" in the residence halls.

## Question Nine: College Staffs

Question nine was concerned with what effect changes had in tuition and fees, enrollment; size of faculty, size of support staff, and changes in administrative personnel on the student personnel office and staff.

With regard to <u>tuition and fees</u>, it was generally agreed by those persons interviewed that the increases in tuition and fees had minor effects on the student personnel office and staff. Some students verbalized that they were paying more for less service while others wanted more services especially in the area of student activities. The written and published materials did not contain information concerning this area.

With reference to enrollment, all persons interviewed noted the fact that enrollment during this period had been stable, around 1,350 students. Therefore, enrollment had no effect on the student personnel office or staff. However, the information reviewed from the registrar, and covered in question one, indicated an increasing enrollment rather than a stable enrollment. One interviewee made the comment that with the size of the student personnel staff, it was very difficult, if not impossible, to do what should be done for students. All too often the student personnel staff members found themselves in mechanics and paper work rather than working with students. The written and published materials did not cover information pertaining to this area.

With respect to changes in the size of the faculty and any effect it had on the student personnel office and staff, no one interviewed could see any direct relationship between the size of the faculty and the student personnel staff. It was generally felt by the persons interviewed

that the size of the faculty had been relatively stable during this period.

The written and published materials contained no information pertaining to this area.

with a view to the <u>size of the support staff</u>, those persons interviewed believed that this area had been relatively stable and no effect had been seen. The written and published materials contained no information concerning this area.

With regard to changes in <u>administrative personnel</u>, all persons interviewed agreed that with the change in presidents and other key administrators, there seemed to be a more positive attitude towards the students, the student personnel office and staff.

In the <u>Index</u> 1/12/72, the editor noted what he felt was the opening of a new positive era for the students and administration with President Rainsford at the lead. The other written and published materials did not contain information pertaining to this area.

Concerning rules and regulations, all persons interviewed agreed that the changes had a direct effect on the student personnel office and staff. There was a feeling by the staff members of being more free since Kalamazoo College moved from in loco parentis to "self-determination" in 1972. The student personnel office and staff were less involved in discipline which some felt reduced the number of students they saw. Others disagreed and believed that they were seeing more students because students felt more free to approach staff members. The written and published materials did not contain information pertaining to this area.

### Question Ten: Physical Facilities

Question ten was concerned with what changes in physical facilities had been made for the student personnel functions. Those persons interviewed noted the following changes, which were supported by written and published materials. The supporting information was basically from the catalog for 1970-71 (142) and 1973-74 (147) and the Kalamazoo College Review for 1968-69 (157) and 1970-71 (159).

- 1. Three new residence halls and one additional wing to an existing residence hall. In 1970 on a limited basis coed housing was tried which in 1973-74 had developed to include residence halls for: single sex, and coed by floor or by wings.
- 2. The college union and swimming pool were added in 1970.
- 3. The dean of students staff office space changed twice because of remodeling but square footage remained about the same.
- 4. The society lounges were discontinued as societies went inactive.
- 5. The lounges and recreational areas of the residence halls underwent changes to become more useful to the students.

# Question Ekeven: Centralized or Decentralized

Question eleven was concerned with whether the student personnel office had been organized on a centralized or decentralized concept during the period 1964-1974. Those persons interviewed believed that at the start of the period 1963-64 the office was basically centralized with the exceptior being psychological counseling. With the razing of the old administration building in 1969 and the addition of the union, Hicks

Center in 1970, the student personnel space became decentralized. The decision-making process had always been centralized in the dean of students during the period 1963-64--1973-74.

No one interviewed really knew what all the personnel changes made in July 1974 might bring in the area of decision making. There had been talk about centralizing office space in the union but no plans/were developed.

The written and published materials did not contain information as to whether the student personnel office was centralized or decentralized.

### Question Twelve: Costs

Question twelve was concerned with what changes in tuition and fees there had been and why. Tuition and fees increased to keep pace with inflation, which was stated by those persons interviewed and supported by the <a href="Kalamazoo College Review">Kalamazoo College Review</a> for 1968-69 (157) and 1970-71 (159). However, those persons interviewed felt there were two other reasons for increases:

- 1. In the middle of the period (1966) salaries increased and might have caused additional tuition increases; and
- 2. Readjustment of the comprehensive fee and room and board rates. Until the early 1970's a portion of the room and board rate was used to balance the loss in the comprehensive fees. The readjustment was brought about by student pressure to live off campus. It was feared that if this came about the students living on campus would be underwriting the ducational costs of those living off campus.

It was mentioned by those persons interviewed that the costs did not rise as much as they might have because of a grant for the foreign study portion of the academic program. Kalamazoo College started a program to remain as flexible as possible in 1972-73. Therefore, the college set firm policies pertaining to academic tenure. Some persons interviewed saw this as one way to help keep tuition and fees down by keeping a part of the overhead, faculty salaries, flexible.

The average yearly cost is shown in Table 18. The information was taken from the college catalog for each year (138, 139, 140, 141, 142, 143, 144, 145, 146, 147). The costs were based on tuition and fees, room (double occupancy), and board (20 means per week).

Table 18. Average Yearly Cost--Kalamazoo College

•						1968 1969	1969 1970	1970 <u>1971</u>	1971 <u>1972</u>	1972 <u>1973</u>	
					no						
Cost	2185	2288	2288	2357	info	2472.5	2616.25	2681.25	2818, 25	2818, 25	3025

# Question Thirteen: Portion Student Pays

Question thirteen was concerned with what portion the students paid of the total educational cost.

Those persons interviewed who believed that they had current information agreed that students paid 66 percent which included room and board. The only supporting information from written and published materials was printed in the student newspaper, the <u>Index</u> on 4/22/71. Table 19 was printed in the <u>Index</u> on 4/22/71 and compares the percentage of income from the income sources in 1964-65 to 1968-69.

Table 19. Comparison of Income\* 1964-65 to 1968-69-Kalamazoo College

***************************************	<u>1964–65</u>	1968-69
Tuition and Fees	60.9	65.5
Endowment	9.7	6.2
Federal Grants	~ 9.8	5.5
Gifts `	16.6	17.3
Other	1.8	3.5
Business	1.2	2.0
Total	100.0	100.0

Figures are percentages

## Question Fourteen: Student Unrest

Question fourteen was concerned with student unrest during the period 1963-64--1973-74. Those interviewed were asked to try to include: what the issues were; what form the unrest took; what percentage of the student body participated; what action the student personnel office and staff took; what the end results of the unrest were; and what the opinions of non-student personnel administrators were as to how the student personnel staff handled the unrest.

It was agreed by those persons interviewed that it was difficult to get students involved in campus activities at Kalamazoo College. The students were very academically oriented and, therefore, did not want to take the time from studies. It was mentioned by several interviewees that during times of unrest, students would participate when they did not have classes.

The following was what those persons interviewed saw as student unrest and which was supported by written and published materials. Most of the supporting information was in the <u>Index</u> for the years 1963-64 to

1973-74, Friday! (105) and Kalamazoo College Review for 1967-68 (156), 1968-69 (157), 1969-70 (158) and 1970-71 (159).

- The issues were women hours, visitation, 1. In loco parentis Issues. drinking on campus, coed residence hall, and the rights of students. The form of the unrest was that of working on committees, articles in the student newspaper, and informing all the campus via meetings and position papers. The liberalization was a gradual process which started in the beginning of the period 1964-65; however, the major changes were seen in 1968-69 women hours, 1971-72 drinking on campus, 1971-72 24-houra-day visitation, 1970-71 coed housing on a trial basis and campus wide in 1971-72, 1970-71 the rights of students and the court system. studen. participation varied from a low of ten percent to a maximum of 80 percent participation. The role of the student personnel office and staff was that of helping students to work within the committee system and keeping the communication lines open. The results were that over time changes were made giving students more freedom. One of the issues not resolved by 1973-74 was that of living off campus. It was being studied by committees and some alternatives were being investigated. At times the student personnel office and staff were viewed as doing their job by just keeping communications open; at other times they were seen as helping to lower the moral standards of the students. It was felt by those interviewed that during President Hicks' term the student personnel office and staff role was to keep in the background and let the president make decision.
- 2. War in Southeast Asia 1967-1972. The issue was the United States' military involvement in Southeast Asia. The forms of the unrest were

teach-ins, classes called off, marches, both local and national, rallies on campus, articles in the student newspapers, and the organization of several clubs centered around the issue. The participation ran from 20 percent who were in marches, wrote letters to the student newspaper and were active in clubs to a high as 60 percent who took part rallies, workshops and scheduled campus meetings. The student personnel office and staff role was to know what was happening, and to keep communication lines open and violence down. There were no real end results on campus except all parties had the opportunity to practice free speech, people felt a part of a national movement, and the campus was better informed on the issues. All administrators knew that the president was handling the situation and that the student personnel office and staff were just to help communications lines stay open and be informed as to what was happenings, which most thought they handled in the best way possible.

3. Black and White Tension 1968-69. The issues were local in nature running from selection of students to a budget for the black student organization. The forms of unrest were demands to the president, sit-in at the administration building for one hour, rallies, and articles in the student and local newspapers. There were 20-30 percent of the student body actively involved with a much higher percentage supporting the effort. The president and his advisory committee handled the situation from start to finish and the role of the student personnel office and staff was that of listening posts. The end results were: (1) Black studies course was added; (2) Kalamazoo College agreed to hire a black admissions counselor; (3) Separate housing was not approved because of restrictions on the use of Federa monies, but housing policies changed enough to allow pockets

- of in residence halls; and (4) the black student organization did records a budget outside that of the student commission. The opinion of administrators about the student personnel office and staff involvement was that they did what was right—to stay out of it directly and let the president and his advisory committee control the situation.
- Lakey Case 1969. The issue was "In loco parentis," specifically visitation. The forms of the unrest were picketing, boycotting of classes, articles, in the student newspaper and a test of the judicial process. The support and participation was good as compared to that of national issues. The range of participation ran from 30-35 percent of the student body. The student personnel office and staff role was that of ke ping the information correct and seeing that the judicial process worked. The end results were: (1) Suspension of Lakey; (2) changes in student handbook in clarifying rules and regulations; and (3) establishment of the student court system. The role of the student personnel staff was to keep all parties informed of the due process proceedings. The opinion of the administrators was that the student personnel staff did what was right.
- Any building. The campus mascot, Ruggels, a dog, was prohibited by the dean of students from being on the campus. The forms of the unrest were articles for the student newspaper and a petition drive. The participation was high by the number of signatures on the petition but low by those who were actively involved. The role of the student personnel office and staff was that of enforcing the rule and trying to explain

the reasoning for it. The end result was that Ruggels was allowed on campus, but not in buildings. Some administrators felt that the dean was correct in his managing of the events and that students were searching for an issue.

- 6. Bomb Threat of the Chapel Fall 1969. The chapel symbolized something that a student did not like. The form of unrest was a bomb threat on the chapel. Participation was very low--one person. The student personnel office and staff informed administrators and authorities of the threat and tried to find and help the student. The result was that the student was found, received mental help, and was placed in the judicial process. Administrators thought that the student personnel office and staff did what was called for.
  - 7. Suite 206 1970. The issue was drinking (beer) in a residence hall room. The participation was low but the student newspaper, the Index, (91) contained all the details of the event. The student personnel office and staff placed the case into the judicial process. The end result was that the judicial system handled the case. The administrators thought the case and incident were handled correctly.
  - 8. Served Meals 1966-67. The issue was that the students did not want served meals, but rather cafeteria style for all meals. The change would also bring about a change in the dress code for served meals. The unrest was in the form of committees, petitions, and some incidents of not being dressed properly for served meals. The student personnel office and staff were to channel the student interest into the proper committee and help students prepare position statements. The end result was that the served

meals and the dress code were dropped in 1967-68. The work of the student personnel office and staff was viewed as positive by other administrators.

9. Kent State Killings 1970. The issue was the use of force at Kent State which resulted in the deaths of four students. The unrest took the form of a teach-in, with classes being cancelled for a few hours. The student participation was about 20 percent. The role of student personnel staff was to see that the students' request for cancelling classes was channeled to the right people. The end result was a teachin. Administrators were satisfied because no negative comments were made.

There were numerous letters to the editor of the <u>Index</u> during the total period 1963-64 to 1973-74 covering a wide range of topics that students felt were unfair, but the topics did not command the attention of the campus. It was stressed by all interviewed that, in almost all cases, the student unrest took the nonviolent form.

#### Question Fifteen: Student Personnel Budget

Question fifteen was concerned with what percentage of the total college budget went to the student personnel office.

Since budget information was top secret, no one interviewed had any data about what percent of the budget went to the student personnel office. There was a general feeling that it had increased with the addition of staff. All persons interviewed thought it would be relatively small. There was general agreement that there should be more openness about the budget.

The information in Table 20 was taken from Kalamazoo College

Review for the years 1967-68 (156) 1968-69 (157), 1969-70 (158), 1970-71 (159), 1972-73 (155). The information was from a table entitled Balance Sheets.-Expenditures (Dates were Sept. 30 of each year). The data indicate a slight increase in both the dollar amount and the percentage of the total operating budget.

Table 20. Student Services Budget--Kalamazoo College

<u>Year</u>	ş	Student Services	Total Expenditures	Percent of Budget for Student Services (Not Computed in the Reports)
1967		\$207,470	\$3,660,893	.05667
1968		259,047	4,073,611	.06359
1969		290,657	4,391,895	.06618
1970		309,663	4,670,900	.06629
1971		325,250	4,971,571	.06542
1972		351,684	5,312,121	.06620
1973	2	372,461	5,343,445	.06970

## Question Sixteen: Services Added or Deleted

Question sixteen was concerned with what services had been added or dropped by the student personnel office during the period 1964-1974. The information from those persons interviewed correlated with information from catalogs and student handbooks.

At the start of the period, 1963-64, the services which reported to the dean of students were health, academic counseling, job placement, financial aids, housing, and student government as reported in the <a href="Kalamazoo College Catalog 1963-64">Kalamazoo College Catalog 1963-64</a>. (138)

The additions mentioned were career planning, 1972-73; experimental education--wilderness programs, 1973-74; expanded student activities, 1970-71; and the dean of the chapel, 1968. The career planning was an

outgrowth of placement and counseling for freshmen students. The program started in 1972-73 with the formation of path groups. Path groups consisted of freshmen students who received counseling in their career interest. Experimental education—wilderness program was a favorite "pet" of President Rainsford. The program was coordinated by the dean of the chapel. The program was still developing and had expanded for the 1974-75 school year with additional programs.

Expansion of the dean of students office into the student activities area in 1970-71 was a result of the addition of the union, Hicks Center, which created the opportunity for greater involvement as well as more programs. The addition resulted in the addition of a new full-time position. Before this time, the student activities were handled mainly by the associate deans.

The deam of the chapel started reporting to the deam of students in 1968. Before this he reported only to the president. At one time before 1963, the deam of students reported to the deam of the chapel who really was a vice president. In 1968, a change in chaplains brought about a change in the reporting function. The deam of the chapel reported to both the deam of students and to the president. The double reporting was still in effect in 1973-74. It was generally agreed by those interviewed that the deam of chapel, in most cases, reported to the deam of students. There was some mention of residence hall security by both those persons interviewed and also in the student handbook for 1972-73. (153) The security on the Kalamazoo campus was managed by the maintenance department. However, the director of housing and head resident advisors established the times and procedures for the security of the residence halls.

The only service deleted from the dean of students office during the period was that of financial aids in 1967-68. The change came about with the change in dean of students. When Dean Collins left the dean of student's position, financial aids were moved into the admissions area. The rationale for this was that in a private college the financial aids program was key to whether a student enrolled or not.

## Question Seventeen: Student Personnel Future Plans

Question seventeen was concerned with what were the future plans of the student personnel office. All persons interviewed agreed that 1973-74 was a time of change within the student personnel office. No one interviewed had long-term plans, but rather had short-term one-year plans. Moreover, all plans had the same general theme, that of survival.

The written and published materials did not contain information pertaining to the future plans of the student personnel office.

[At the time of the Kalamazoo College campus visit, the dean of students and two other staff members had just resigned and the reorganization had not fully developed.]

## Question Eighteen: Computer Use

Question eighteen was concerned with what usage the student personnel office made of the computer. All persons interviewed agreed that very little use was made of the computer. No one interviewed knew of any future plans to use the computer capabilities in the student personnel office. The written and published materials did not contain any information pertaining to the use of the computer and the student personnel office.

# Question Nineteen: Financial Support

Question nineteen was concerned with the voluntary financial support of the college during the period 1964-1974. No one interviewed knew for sure, but all had some feelings or had heard rumors. The rumors centered on the theme that, during the activists' years, some donors had stopped giving. However, during this time, Kalamazoo College communicated with donors about what was happening on Kalamazoo's campus, about what the administration was doing, and what support Kalamazoo needed during these trying times. Donors to Kalamazoo College have been very loyal to the college. Most persons interviewed felt that the donors remained loyal during the difficult times. There was however some concern b, those persons interviewed pertaining to donors. Much of Kalamazoo College's money came from donors who had been giving for many years and were now at an age where they cannot be counted on for more than a few years. Therefore, Kalamazoo College has to find new sources of money to replace the old.

The written information in the <u>Kalamazoo College Review</u> for 1967-68 (156), 1969-70 (158) and 1972-73 (155) indicated some fluctuation in gift giving, especially in 1967-68 and 1969-70. The information in Table 21 was received from the Council for Financial Aid to Education. The information shows that for the period 1964-65 through 1972-73 the gift giving pattern had been up and down. The years with significant declines were 1967-68, 1969-70 and 1971-72. Column 23 represents the market value of the endowment fund. The market value declined only once in the period 1964-65--1972-73, which was in 1969-70. During this time the securities market, which is the foundation of most endowment funds, declined

Table 21. Voluntary Financial Support--Kalamazoo College

									*	
	1964	1965	1966	1967	1968	1969	1970	1971	1972	
	<u> 1965</u>	<u> 1966</u>	<u> 1967</u>	<u> 1968</u>	<u>196</u> 9	<u> 1970</u>	<u> 1971</u>	<u> 1972</u>	<u> 1973</u>	
1.	2,702,647	2,420,253	2,822,009	1,355,357	2,046,380	1,040,821	2,014,311	1,337,542	1,267,859	
2.	298,485	436,201	359,334	507 <b>,</b> 767	585,217	961,219	615,294	477,482	523,528	
3.	2,404,162	1,984,052	2,462,675	847,590	1,461,163	579,602	1,399,017	860,160	744,331	
4.	876,870	1,126,058	102,716	706,834	1,000,350	420,208	261,266	188,462	471,595	
5.	17,555	23,834	19,520	17,316	30,163	24,320	16,309		10,434	
6.	433,977	331,622	170,848	735,850	143,093	207,427	1,085,717	161,817	442,055	
7.	744,640	631,188	1,791,704	196,332	494,117	310,668	381,460	750,010	108,605	
8.	628,150	227,779	710,905	141,146	309,346	55,162	265,709	215,438	192,465	
9.	1,455	79,772	26,316	57,879	69,311	41,036	3,850	11,745	42,705	
10.	389,498	130,000	1,424,773	693,026	94,319	o Î	1,081,249	72,406	69,820	
11.	47,485	118,199	36,287	8,440	2,005	0	0	942	21,513	
12.	Ó	6,495	6,545	6,965	7,100	6,949	7,287	7,500	7,910	
13.	0	6,290	6,500	6,-542	6,782	6,949	7,287	7,500	7,910	22
14.	0	1,642	1,953	1,829	1,715	1,715	1,715	2,055	2,039	21
15.	0	50,928	14,927	84,556	76,975	74,567	93,399	119,566	135,033	
16.	0	161,000	2,690	5,437	6,762	7,658	6,996	4,405	3,748	
17.	0	1,089	161,590	225,027	226,311	245,266	271,873	274,316	295,599	
18.	.0	180	86	141	142	87	110	87	67	
19.	0	9,385	NA	5,437	6,762	7,658	31,996	4,405	3,748	
20.	0	0	NA	6,906	7,403	8,583	9,265	8,519	8,820	
21.	0	0	75	109	105	113	115	106	114	
22.	1,849,094	2,663,000	NA	2,552,300	3,476,600	3,763,257	3,763,369	4,070,423	4,206,515	
23.	8,943,426	9,146,000	11,812,000	13,500,000	13,470,000	12,223,750	15,278,285	17,547,600	16,498,000	

Key to Columns. (1) Grand Total of Support \$, (2) Current Operation \$, (3) Capital Purposes \$, (4) Corporations and Business \$, (5) Religious Denomination \$, (6) Alumni \$, (7) Non-Alumni Individuals \$, (8) General Welfare Foundations \$, (9) Other Groups and Sources \$, (10) Bequests \$, (11) Annuities, Life Contracts, Insurance \$, (12) Total Number of Alumni of Record, (13) Number of Alumni Solicited, (14) Number of Alumni Donors, (15) Dollar Value Alumni Gifts \$, (16) Dollar Value, Non-Alumni Gifts \$, (17) Dollar Value, Total Gifts to Fund \$, (18) Number of Non-Alumni Parent Donors, (19) Amount of Contributions by Non-Alumni Parents \$, (20) Amount of Corporate Support from Matching Gifts \$, (21) Number of Gifts Matched, (22) Expenditures, Educational and General and Student Aid \$, (23) Endowment Market Value \$.

NA = Not Available

significantly. Many institutions, educational and non-educational, found themselves in financial troubles because of the stock market decline.

# Question Twenty: College Challenges

Question twenty was concerned with what the greatest challenges were facing the college. All persons interviewed mentioned the need to establish a strong financial base which could withstand inflation. This would involve finding new sources of money and utilizating the funds. Another factor mentioned by all persons who were interviewed was the need for a self study. This would include reviewing present academic programs and calendar, and defining Kalamazoo College's mission in a campus community. It was felt by some interviewees that the student percept on of on-campus life must be changed from negative to positive.

Dr. Rainsford addressed the challenges facing Kalamazoo College in the Kalamazoo College Review 1971-72. (160:18)

There is a kind of new adrenalin flowing in the system forcing us to look at ourselves in ways that we have never done before. And to our amazement and delight we are discovering that this can be an exciting prospect because Kalamazoo College is secure enough to be flexible and take risks to confront the need for change in program terms . . .

Finally, with regard to governance, it is becoming clear that in order to be healthy as an institution, the needs of the college itself require cultivation on the part of all the various segments of the academic community. Faculty, students and administrators who desire a vital, innovative institution must give attention and care to the institution itself. In order to be effective, this transactional process will make many demands. Among them will be openness in communication, direct intellectual and emotional confrontation, a problem-solving posture, the ability to integrate institutional with individual needs, the willingness to recognize and deal with conflict whenever it occurs, and risk-taking when the ultimate consequences are still unclear. This means the leadership must be decentralized. It must be used whenver it can be found in the institution. It means we must all have some commitment as advoc te-educators. Kalamazoo College in whatever form will outlive us all. "It will be here when our children's children are here, but what we do in our time will be a permanent part of what that college will be . . . .

Dr. Rainsford in the <u>Kalamazoo College Review 1972-73</u> (155:18) stated:

As a church-related liberal arts college, we are concerned not only that the value system of our students be developed, but also abstract in concept, yet particularized when applied to individual students, staff or faculty in our institutional setting. These are values that express the worth of the individual, the authority of love and trust in the Christian heritage, the excitement and discipline of an intellectual or artistic creation, the responsibility of community, and the importance of the development of the whole person-mind, body and spirit. The job for any educational institution in general and Kalamazoo College in particular is to turn these desirable theoretical objectives in specific and observable institutional characteristics . . . .

The persons interviewed supported the written and published materials concerning the challenge facing Kalamazoo College.

# Question Twenty-One: Student Personnel Challenges

Question twenty-one was concerned with what the challenges were facing the student personnel office. All persons intorviewed mentioned getting the student personnel office and staff working together, and using faculty resources in helping the student personnel office and staff in maintaining and developing the counseling programs. Some interviewees saw the major challenge as establishing the student personnel staff as equal educational partners with faculty. One person viewed the challenge in a period of change is to find direction, establish a mission, and to function with this direction and mission as the foundation for all actions.

The written and published materials did not contain information on this area.

The findings are included in Chapter VI.

#### CHAPTER VI

#### FINDINGS AND RECOMMENDATIONS

## The Problem

The eleven-year period from 1963-64 to 1973-74 was a period of change and challenge on the campuses of most American colleges and universities. Inevitably the student personnel offices were affected by the events of this period. The most critical change was an assault on the concept of In loco parentis. The chief student personnel administrators found themselves in a role-function conflict. As dean of students (or vice presidents) they found themselves as boundary setters, attempting to mitigate conflict between student, faculty, and administration, while attempting to explain and interpret one to the other. Concurrently they were an administration control agent, disciplinarian, counselor, administrator of the total student personnel area, and a facilitator of student growth and development. (Crookston, 53:45)

Most of the student personnel studies conducted during the period, 1963-62-1973-74, were of large public colleges and universities. The findings and recommendations were directed at the larger colleges and universities and might not have been appropriate for the small private colleges throughout the United States. Hence the researcher studied three small, private liberal arts colleges in

Michigan to look for and identify changes and trends, during the period 1963-64 to 1973-74, in the administrative behaviors and practices of the student personnel program and staff.

A descriptive methodology was used. The principal methods were the collection and review of: (a) published and written materials from each institution and (b) personal interviews with student personnel staff members to obtain a deeper understanding of information. received from published and written materials. Twenty-one specific questions covered the areas: changes in the student personnel staff and why; the different management styles used by the institution, the student personnel office, and by individual student personnel staff members; the changes in the level of student participation in specific programs and activities; institutional future plans; training programs in the area of student personnel; changes in rules and regulations and the reasons for such changes; changes in the area of responsibility of the student personnel office; educational costs; changes in the budget of the student personnel office; voluntary financial support of the institution; student unrest during the period 1963-64--1973-74 and challenges facing the institution and the student personnel office.

Information regarding student personnel policies was compiled into individual case studies. Comparisons were not made among the colleges. The findings from each college, however, were combined into principal findings related to all three institutions.

#### Findings

The purpose of the study was to identify the changes and trends in the administrative behaviors and practices of staff members of the student personnel office in three small liberal arts colleges in Michigan.

The information obtained from the twenty-one questions used in personal interviews provided the major source for findings in the study. Other sources included published and written materials. The responses from the specific questions were analyzed and reported for each of the three colleges in the case studies which were developed. Principal findings obtained from the three case analyses follow. They represent a synthesis rather than being related to specific questions.

1. All three colleges established some form of community government during the period 1968-70. The student personnel staffs at all three colleges were involved in the establishment of the community government. Chapter II, Review of Related Literature, the sub-topic area, "Student Participation in Institutional Decision Making," dealt with the community government philosophy. Specific remarks (all in the period 1966-70) by Harold Taylor How to Change Colleges: Notes on Radical Reform (48), Algo Henderson, "Effective Models of University Governance" (28), Joseph Katz and Nevett Sanford, "The New Student Power and Needed Educational Reforms" (21) and Earl McGrath, Should Students Share the Power?: A Study of Their Role in College and University Governance (34), all made strong cases for student participation is some form of community government structure. The student

personnel staffs at all three colleges supported student participation in community government.

however, there were other writers who did not believe in opening up the decision-making process to students. Specific remarks by Herbert Stroup, Toward a Philosophy of Organized Student Activities (47), Myron Wicke, "College Trusteeship 1969" (51), Fred Kerlinger, "Student Participation in University Educational Decision Making" (22) and Kingman Brewster, "The Politics of Academia" (52), each made a case against student involvement in the decision-making process.

Alma, Hope and Kalamazoo all experienced a decline in student interest and participation in community government in the 1970's.

The possibility of decline of student interest was pointed out by Kingman Brewster (52:42):

I do not think that the great majority of students want to spend very much of their time or energy in the guidance and governance of their university. They want to live and learn up to the hilt, and made the most of what they know to be a very unusual and remarkably short opportunity to develop their capacities by trial and error in the pursuit of personal enthusiasms. Over and over again this has been demonstrated even in times of crises which shook and threatened the existence of the institution . . .

So assumption number one which led me to the conviction that broader sharing of responsibility for ultimate academic decisions is not the primary thrust of useful university reform is: The majority is not sufficiently interested in devoting their time and attention to the running of the university to make it likely that "participatory democracy: will be truly democratic."

Assumption number two is that most students would rather have the policies of the university directed by the faculty and administration than by their classmates.

2. Changes did take place with respect to student personnel programs and the avolvement of students in them. Danforth studies were

conducted at Alma and Kalamazoo Colleges in 1966-67 which lead to changes in the student personnel and student life areas. At the same time a self study similar to the Danforth was carried out at Hope College. Some of the most notable changes in all three institutions were: students became members of faculty committees; the government structure in residence halls were modified which gave students more responsibility; additional student personnel programs were started especially in the areas of counseling and student activities; the roles and functions of head resident advisors were examined and modified; there were changes in the communication channels within the student personnel programs to allow freer two-way communication and there were some changes in procedures in the student personnel programs to provide better services or programs and to improve the operations of these services and programs.

- 3. Recruitment of a broader segment of racial minorities was actively pursued in most colleges during the period of this study. Often times the problems were compounded by the lack of understanding of the special needs and cultural characteristics of minority students on the part of other members of the college community. At all three colleges relatively little was done to sensitize the academic and local community or to change the environment until their special problems began to surface.
- 4. The three colleges experienced a decline in Greek social organizations and student participation in these organizations. Similarly on the nat onal level this trend was noted in The College Student and His

Culture (21), "Contemporary Student Activism" (43), The Community

Student (50), and in numerous fraternity and sorority magazines as well
as newspapers and weekly news magazines.

At Alma in the mid 1960's the faculty voted to dissolve the Greek system. However, two years later the vote was changed. At Kalamazoo in the early 1970's all Greek organizations were inactive. During the period under study the typical role of the student personnel staff at the three colleges concerning Greek organizations was that of reacting to what the Greeks did wrong. Thereby, not usually projecting a positive image to the Greeks which caused the feeling that the student personnel staff was anti-Greek.

5. Al. three colleges developed and clarified rules and regulations concerning student behavior more in keeping with human rights. Alma, Hope, and Kalamazoo Colleges were not unlike other colleges before the additions, as was noted by T. B. Dutton, J. R. Appleton, and F. W. Smith in, "Institutional Policies on Controversial Topics." (12)

All three colleges fashioned their student rights statements and due process procedures from Thomas Brady and Leverne Snoxel,

Student Discipline in Higher Education (4) and the Joint Statement on Rights and Freedom of Students. (187) The actions of all three colleges were in accord with the finding of T. B. Dutton, F. W. Smith and T. Zarle, "Institutional Approaches to the Adjudication of Student Misconduct" (13) as to what most institutions were using in the area of due process.

The majority of the work in this area at Alma, Hope, and Kalamazoo Colleges was done by the student personnel staff with the

final statements and procedures being written by legal counsel.

6. Alma, Hope and Kalamazoo Colleges developed a more formal and legal student handbook in the late 1960's but the language was more informal in the student handbook prepared for 1973-74. The student personnel staff at all three colleges were responsible for the writing and publishing of the student handbook after 1966-67. A principal reason for assumption of greater responsibility by the staff was the establishment of the handbook as a recognized official college publication. This greater control of the handbook and its contents was instituted, not uncommon among colleges with a religious affiliation. This type of control has been discussed by Henry Nelson in, "A rescriptive Analysis of the Policies and Practices Governing the Standards of Conduct at a Group of Selected Church Related Colleges." (56) Dutton, Appleton and Smith (12) predicted that more colleges would assume responsibility for the writing and publishing the student handbook after 1965-66.

The sections of the student handbook from 1967-68 through 1972-73 which reflected the more formal and legal tone were: campus rules and regulations; rules, regulations and procedures for living in college owned housing and the community government and judicial structure. The atudent personnel staff at all three colleges believed that the student handbooks for the period 1967-68--1972-73 caused the students to view and approach the administration and most of the student personnel staff with a too formal and legalistic view. This was not the desired relationship wanted by the student personnel

staff. Therefore, at all three colleges the 1973-74 student handbook was prepared to be more informal and attempted to establish and communicate to the students a helping and supportive student personnel program and staff. The 1973-74 student handbook referred students to the college catalog for the rules, regulations and procedures of the college which remained formal and legal in tone.

7. All three colleges experienced budget difficulties in the latter part of the period under study. The budget difficulties were noted in the <u>President's Reports</u> and <u>Annual Reports</u> of Alma, Hope, and Kalamazoo Colleges. During these years <u>The Chronicle of Higher</u>
<u>Education</u> contained numerous articles concerning the budget difficulties facing higher education institutions.

Accordingly, the student personnel programs at the three institutions also suffered from budget deficiencies. Staffs were reduced, with the work load added to the remaining staff members. In some situations higher level positions were not restaffed, but lower level positions were substituted at a net cost savings. For the most part, student personnel programs were not being fully funded to meet the needs and desires of the students and the collages. Important decisions concerning the college were being made in terms of budget considerations and services to the students and college. In the period of 1971-74 the budget considerations usually outweighed the service aspect.

8. In 1973-74 the student personnel programs at Alma and Kalamazoo Colleges ere reorganized to report to the academic administrative

officer. The direction of the reorganization was contrary to findings reported in the study of Crooks on and Atkyns. (53)

The major reasons behind the reorganization at both Alma and Kalamazon Colleges were: (a) cost saving by not replacing CSPA, budget considerations and (b) the concern that the reorganization would integrate the academic programs and the student development areas more effectively. In the early 1970's there was concern expressed within the student personnel profession with regard to student personnel programs being reorganized and reporting to the academic administrative officer rather than reporting directly to the president. The term, trend, was being used in student personnel publications and at association meetings with respect to student personnel programs being reorganized and reporting to the academic administrative officer. However, no study could be located to support the belief that a trend was established.

- 9. In all three colleges the student financial assistance programs were moved out of the student personnel area and into the business office. The relocation of the student financial assistance programs did not just happen at Alma, Hope, and Kalamazoo Colleges but was a trend within higher education which was noted by Crookston and Atkyns. (53)
- 10. During the period under study there were a number of title changes in the student personnel program. The changes were in response to the changing role, function or image of the student

personnel program. An example of the change was from <u>dean of students</u> to <u>dean of student affairs</u>. During this same period there were several reorganizations of student personnel programs and changes in staff titles. An example was the change from dean of men and dean of women, usually with some overlapping functions, to associate dean or director, with specific areas of responsibility and little if any overlapping of functions.

The student personnel staffs at all three colleges changed their professional "image" several times during the period. The changes and general time period were: 1964-65 "mother-father" types: 1966-68 "friend," but one who had to enforce rules and regulations; 1969-71 "structured professional," concerned about the individual student and professional ethics.

The changes at the three colleges concerning organization, title, and image of the student personnel programs and staff agreed with the findings of T. Dutton in his reported study, "Research Needs and Priorities in Student Personnel Work" (54), E. Greenleaf, "How Others See Us" (20), B. Kirk, "Identity Crisis" (55), E. Birch, "An Investigation of Selected Assumptions and Beliefs of Chief Student Administrators" (52), and B. Crookston and C. Atkins (53).

11. The management style for the three colleges was typically that which was pursued by the president. The president at most other colleges and universities across the country tended also to imprint their management style on lower level administrators. The president's

Influence on the organization and his administrators was mentioned by John Millett, <u>Decision Making and Administration in Higher Education</u>

(36), Ian McNett, "A New Style of Presidential Leadership Is Emerging as 'Crisis Managers' Confront the 1970's" (935) Clark Kerr, "Presidential Discontent" (23) and N. Demerath, R. Stephen, and R. Taylor, Power, Presidents and Professors. (9)

- 12. The respondents at all three colleges indicated that one of the greatest challenges was to establish the student personnel programs and staff on a more equal basis with the academic sector. The challenge was not new or limited to just Alma, Hope and Kalamazoo. The challenge was discussed as one that was facing the entire student personn 1 profession by R. DeFarrari, College Organization and Administration (8), T. Dutton, "Research Needs and Priorities in Student Personnel Work" (54), E. Greenleaf, "How Others See Us" (20) and B. Crookston and G. Atkins. (53)
- 13. The overriding challenge facing all three colleges was to obtain financial support, maintain a qualified faculty and staff, and a student body which was adequate for the colleges to persist as a private liberal arts college. The chaldenge is the same one facing most private liberal arts colleges in the U.S.A. in the late 1970's and 1980's and has been discussed extensively in the Carnegie Commission in The Future of Higher Education, Financing Postsecondary Education in the United States by the National Commission on the

Financing of Postsecondary Education and The Committee for Economic Development Report on Financing Higher Education.

#### Discussion

The majority of findings of this study prevailed at most higher education institutions as discussed in the review of literature in Chapter II. At the same time it would be inappropriate to draw any conclusions regarding practices in the majority of the small private liberal arts colleges from a sample of three. The researcher does, however, believe some discussion of findings in the study worthy of discussing for the implications they may have for profession in the years ahead.

the Period 1963-64--1973-74. The administration expected the student personnel staff to represent an administration position and have the students accept it; on the other hand, the students were looking to the student personnel staff to champion their cause. At times this conflict in expectations produced misunderstanding and mistrust on the part of both administration and students concerning the role of the student personnel staff. In fact, the student personnel staff found themselves in the role-function conflict which was discussed by Crookston and Atkyns. (53) For example, the college administration did not want to change, especially in the area of parietals, and

the students wanted, and in some cases demanded change. The student personnel staff was caught between these two positions and found it very difficult to build trust and rapport with either administrators or students.

2. Why Were the Student Personnel Staff Placed in the Role Conflict

Position? The student personnel staff found themselves in this

position for two reasons. (1) in most cases the student personnel

staff members were reactors, not change agents and (2) they allowed

themselves to be manipulated by both administrators and students.

For the most part many student personnel staff members were not prepared for the events of the mid and late 1960's. Because of their unpreparedness they found themselves reacting or "putting out fires" rather than preparing the college for the changes which were coming. There were numerous examples of this. Included would be; parietals, new rules and regulations and racial problems. In the area of parietals most of the student personnel staff members were aware of the changing desires of incoming students in the late 1950's and early 1960's. But they did not try to communicate to the other administrators the changes in attitudes and different life styles of the new generation of students. Instead they attempted to change the in-coming students to accept the college's position concerning parietals. Many students came to college during this time period looking forward to their college experience, but in the area of student life found a more restrictive environment than they left at home.

Because of this the student personnel staff found themselves reacting to direct pressure from students for change and a college administration that did not want to change.

In the area of new rules, regulations and procedures, the student personnel staff found themselves reacting to pressure from other college administrators and alumni to keep the campus peaceful and safe. This reactive position was noted by K. White in her study on student unrest. (60) In most cases the new rules, regulations and procedures were not in response to events on the campus but rather what was happening on other campuses. Here, again the student personnel staff did not prepare the other administrators of these colleges, or students, & many cases, with adequate notice of what pressures for change they would be facing. Some might say that in most cases the student personnel staff as well as the rest of the college community were caught unprepared for the student unrest of the mid 1960's. addition, it could be said that most local communities and the nation as a whole were unprepared for the mass demonstrations in the late 1960's. In response to the above, part of the responsibility of the student personnel staff was to communicate to other administrators and to students what was happening and what might happen in the future on campus. Therefore, a part of this responsibility was for the student personnel staff to be aware of what was happening in society and in particular that was happening in the high school setting.

With respect to the "radical" problems, in most cases the student personnel staff was just as naive concerning occurrences and

consequences as the rest of the college community. Student personnel staff should have been sufficiently sensitive to their campus environment so that they could have helped the students to adjust to and understand their environment. Where were the student personnel staff when the three colleges in the study were planning to actively recruit minority students? Did the student personnel staff try to sensitize the academic and local communities about the decision and its ramifications? In most cases the answer to these questions was no. When problems did occur, the student personnel staff dealt with them.

Many student personnel staff members reacted after the fact. By being reactors and not planning and preparing the college community for the changes which were possibly coming, the student personnel staff became involved in role conflict.

It was not uncommon, at the three colleges studied, for the student personnel staff to be moved out of direct decision making by the administration when a serious situation emerged. The president and/or other administrators would assume responsibility for the college's actions. In many cases the student personnel staff members became "listening posts" or "message carriers." The basic reason for the student personnel staff to be moved aside was a lack of confidence in their ability to anticipate and deal properly with the situation. However, by this action the president was encouraging students to by-pass the student personnel staff.

It was also not uncommon for student personnel staff members to be placed in a delicate position by students themselves to champion the students' cause. In many cases, the student personnel staff took a position because they believed that the students would get "lost in the system," that the students were more vulnerable to administrative pressure than the student personnel staff, and that the student personnel staff had an inherent responsibility. Regardless of the student personnel staff's rationalization they allowed themselves to be placed in the difficult position by the students.

In most cases, administrators and students determined how the student personnel staff was to be used in the change process.

Most student personnel staff members have tried to improve this self-determined or imposed position during the period studied.

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3. Starf Members in Student Personnel Programs Want to be an Integral Part of the College. This topic was consequential in student personnel writing and also at local, state and national student personnel meetings during the entire period studied. The student personnel staff members have attempted and are still desirous of establishing their work on a more equal footing with the academic sector of the college. The student personnel program and staff have attempted to establish themselves within the college community in a number of ways.

First, the student personnel staff have changed their "image" several times during the period 1963-64--1973-74, by modifying their working relationships with students, faculty and administrators. The image changes and general time periods as identified through the interviews and written materials were: 1963-65 "mother-father" types; 1966-68 &3 a "friend," but one who had to enforce rules; 1969-71 as

"structured professional," structured and legal in dealings with students; and 1972-74 "friend-professional," concerned about the individual student and professional ethics. In addition the student personnel program changed titles during the period to better express their role and function. The change was first from dean of students to dean of student affairs and then to dean of student development.

These image and title changes were noted by Reynold (57), Rogers (58), Upcraft (59), Kirk (55), Dutton (54), Greenleaf (20), Birch (52) and Crookston and Atkyns (53).

Second, student personnel staff members realized that they needed to be individuals of multiple abilities. Student personnel staff members had to relate to many different types of students and student groups, but this was not enough. They also had to understand the college environment, articulate the mission of the college, and apply their skills and abilities to achieve the desired results. In addition the student personnel staff members tried to elevate their professional status. This was done partially by having most of the entering level staff members after the mid 1960's pursuing or have earned degrees in either counseling or student personnel work. The student personnel staff members, during the period studied, became more professional in their work through work experience, advanced course and degree work, and attendance at professional conferences, seminars and workshops. During this period some student personnel staff members commented that they should not become too professional

and specialized. These comments were usually from the established staff who were not trained in counseling or student personnel work and/or who were satisfied with their current position in the academic community. The changes mentioned above occurred at all three colleges studied and were mentioned on a national basis by Greenleaf (20), Kirk (55), Birch (52) and Crookston and Atkyns (53).

The student personnel program and staff have attempted to change and become more an integral part of the college, however, (1) have in-roads been made, (2) have the changes been more cosmetic than real, and (3) have they communicated what they want? There are members of the student personnel profession who present conflicting answers to these questions. One significant question being asked by college presidents, academic administrators and student personnel staff is if student personnel programs want to be an integral part of the college community with equal professional standing with academic faculty, should not the student personnel programs and staff report to the academic administrative officer? The investogator's response is that the student personnel programs and staff should not report to the academic administrative officer. This response is developed in the remaining discussion topics.

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4. Student Personnel Programs and Staffs Becoming Part of the Academic Structure. Alma and Kalamazoo Colleges reorganized their student personnel programs in 1973-74 and provided their answer to the above question by the student personnel programs reporting to the academic

administrative officer. A main reason for the programs reporting to the academic officer rather than the president was the change might more effectively integrate the academic programs and the student development areas. It is now imperative that the student personnel staff communicate with the president and also other administrators on the importance of the student personnel programs and staff reporting to the president. If such a concept is not communicated, the student personnel programs and staff will again start reacting to a new organization that they would have planned for in advance.

The importance of the student personnel programs and staff reporting directly to the president of the college must not and cannot be minimized. The responsibility for communicating this reporting aspect must be accepted by the student personnel profession and each student personnel staff member. On the individual campus the major responsibility for communicating the reporting aspect is that of the CSPA. Reasons for reporting to the president vary from campus to campus; however, there are some basic ones. First, at most colleges the majority of a student's life on campus is not spent in the class-Today, most colleges state that they are interested in developing the total person. The terminology differs among colleges but the concept is the same. Such a total development concept must account for the developmental process that takes place outside the classroom. In most institutions the student personnel program and staff have responsibility for co-curricular activities and time. Therefore, the student personnel programs and staff must report to the president.

Secondly, many academic administrators have been appointed from faculty positions. In addition most academic administrators have not been exposed to student personnel programs, functions, or responsibilities other than in a superficial way. However, they will be making important decisions concerning the student personnel programs. At Hope College a comment was made in reference to the president, but the same comment could be made about any academic administrator, "he is 110 percent academic." What would happen to the student personnel programs and staff; thereby, the students development outside the classroom, if the student personnel programs reported to an academic administrator like the one mentioned above? There cannot be a definite answer to the question because of the many variables involved. However, the decision to change a situation is usually based on improving that situation. The change is usually made after all the advantages and disadvantages for the proposed of refully evaluated. It is the responsibility of the to make certain the administrators who will disadvantages fully understand what t to the concept of developing the total pe In the case of A art of such an evaluation process was rela ítions.

5. Student Personnel Programs and Staff at the Mercy of the Budget.

In all three colleges studied the student personnel programs and staff were usually the first affected by limited budgets and the last to benefit from increased budgets. The student personnel programs and

Secondly, many academic administrators have been appointed from faculty positions. In addition most academic administrators have not been exposed to student personnel programs, functions, or responsibilities other than in a superficial way. However, they will be making important decisions concerning the student personnel programs. At Hope College a comment was made in reference to the president, but the same comment could be made about any academic administrator, "he is 110 percent academic." What would happen to the student personnel programs and staff; thereby, the students development outside the classroom, if the student personnel programs reported to an academic administrator like the one mentioned above? There cannot be a definite answer to the question because of the many variables involved. However, the decision to change a situation is usually based on improving that situation. The change is usually made after all the advantages and disadvantages for the proposed change are carefully evaluated. It is the responsibility of the student personnel staff to make certain the administrators who will evaluate the advantages and disadvantages fully understand what the proposed change would mean to the concept of developing the total person.

In the case of Alma and Kalamazoo Colleges part of such an evaluation process was related to budget considerations.

5. Student Personnel Programs and Staff at the Mercy of the Budget.

In all three colleges studied the student personnel programs and staff were usually the first affected by limited budgets and the last to benefit f om increased budgets. The student personnel programs and

staffs were viewed by administrators with budget control and direction as a staff function, not as a line function. In other words, the student personnel programs and staff were not an integral part of the college for budget consideration but rather an appendage. In times of limited money staff operations were first cut because they were perceived to be but a service area to the main function of the organization.

One method for student personnel programs to become more favorably viewed and possibly considered as an integral part of the college by budget administrators would be to develop and use an accountability model. Many student personnel staff members do not believe that many of the functions they perform can truly be costed out in an accountability model. Therefore, in many cases, student personnel staff tend to be opposed to the use of accountability models. However, in times of tight money the data received from the accountability model are used to determine budgets and the pressure is great on all programs of the college to cost out their results.

If a program staff cannot define and cost out final results, then do they really know what they are doing? This can be part of the reason why the student personnel programs and staff are not considered an integral part of the college and viewed equally with the academic profession. Therefore, the student personnel staff must develop and use an accountability model in their programs. The accountability model should constantly be evaluated and improved to provide the most meaningful and acceptable data possible to the student personnel staff and budg t administrators.

Possibly the student personnel staff should first establish their programs as line functions with the administrators who control and direct budget decisions and then establish themselves with the academic faculty. In the current economic times the budget considerations are assuming an increasingly role in the decision-making process of the college.

6. The Leadership Role of the Chief Student Personnel Administrator.

A principal role and responsibility of the chief student personnel administrator will be to provide some cohesiveness to all the services offered to students. Strong leadership is needed to communicate student needs to other administrators, to plan for changes in the developmental service programs, to evaluate current programs to determine if they are meeting the needs of the students and the college, and to serve as a focal point in the developmental and service area.

Another principal role and responsibility of the chief student personnel administrator will be to develop programs and ways to educate the college community about the importance of the role and function of the student personnel programs and staff.

The chief student personnel administrator must provide leadership within his staff so that the staff members become change agents rather than reactors.

The period studied was a very challenging time for all personnel in higher education but especially for the chief student personnel administrator. Some in the student personnel profession believe that

many of the pressures and challenges of the period (1963-1973) have diminished and that more stable times are ahead. Some of the pressures and challenges have changed, but the future for the student personnel staff will be very challenging especially in the areas of accountability, their roles as change agents, reporting to the president of the college and playing a more significant and well understood role in the college.

### Recommendations for Future Research

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The investigator has demonstrated that the administrative behaviors and practices of the student personnel program and staff have changed during the period 1963-64--1973-74. The study was limited to three private liberal arts colleges in Michigan. The same study procedures could be used for private liberal arts colleges in other states during the same time period, 1963-64--1973-74.

A study is needed to compare the impacts that the student personnel program and staff have on the management style and decision—making process at private liberal arts colleges where the student personnel area reports to the president in comparison to where it reports to the academic administrative officer. Such a study could select Alma College and Kalamazoo College as colleges where the student personnel area reports to the academic administrative officer; and Hope College and other Michigan private liberal arts colleges where the student personnel area reports to the president. This type of study could provide data on differences in the impact upon the

decision-making process the student personnel programs and staff had in the different reporting structures. Furthermore, a study of this kind could establish some data which would be helpful to private liberal arts colleges considering reorganization of administrative structure.

A further study is needed to review and evaluate the current accountability models used in higher education to develop an accountability model specific and directly applicable to the unique services and developmental programs of the student personnel area. The development of a general model should not be placed on busy student personnel staff on the local campus. Most student personnel staff do not have the time or the expertise to develop an accountability model for the student personnel programs. The accountability model could help the student personnel program and staff provide better developmental programs services for the students and college.

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APPENDICES

APPENDIX A

# GENERAL MOTORS INSTITUTE

1700 WIST THIRD AVENUE FLINT, MICHIGAN 48502

OFFICE OF THE DEAN OF STUDENTS

June 5, 1974

Mr. Robert DeYoung Dean of Student Affairs Hope College Holland, Michigan 49423

Dear Dean DeYoung:

I enjoyed talking to you on the phone May 30, 1974. At that time you agreed to receive a packet of information pertaining to a study I would like to do at Hope College. The study would become part of my thesis to complete my Ph.D. in Higher Education from Michigan State University.

The study is entitled: Office of the Chief Student Personnel Administrator in the Smaller Liberal Arts Colleges in Michigan: Changes and Trends in Administrative Behavior and Practice 1964-1974. I have enclosed an overview of the proposal.

I have in addition to the overview enclosed the following: back-ground information on myself, list of persons whom would like to interview, list of published and written materials I would like to analyze, list of questions and topics to be covered during the personal interviews, and a tentative time frame.

I have chosen Hope College to meet the desired cross-section of liberal arts colleges and student personnel offices in Michigan.

My Doctoral committee has accepted the proposal. The committee is made up of Dr. Walter F. Johnson, chairman; Dr. Louis Stamakatos, and Dr. Samuel Moore, II.

If you have any questions, please call me collect at 313-766-2940, Thank you for your time and hopefully assistance in my study.

Sincerely,

RICHARD R. WARMBOLD Associate Dean of Students-Services

RRW: jo enc.

得:

July 2, 1974

Mr. Robert DeYoung Vice-President Student Affairs Hope College Holland, Michigan 49423

Dear Bob:

Thanks to you and Hope College for agreeing to help me with my study. I will by all means return the information that you have sent me.

If it is alright with you, I will continue to use you as my contact with Hope. If you would rather have me work with another member of your staff, please send me their name and phone number.

Per our conversation of July 1, 1974, I have enclosed the persons to be interviewed if possible. In addition, enclosed are interview information sheets to provide the purpose and topic areas for those who will be interviewed.

I have tentatively set up a two-day visit to Hope for July 17 and 18. If possible, the first day I would like to spend most of the time going over information from written and published materials not received before the visit; the second day being basically spent interviewing staff. If because of vacation schedules, other meetings, etc., the first day could be used for interviews.

Since I will be staying two days, if you could recommend a place on campus or near campus, I would spend the night.

I will call you on July 11 to confirm my visit and get directions as how to get to the campus, where to park, and answer any questions you have.

If you have any problems with the dates, please call me collect. GMI is off July 4 and 5 with classes resuming July 8.

Thanks for all your help and time. Have a good and safe Fourth of July.

Sincerely,

Richard R. Warmbold Associate Dean of Students-Services

Enc.

July 2, 1974

Mr. Robert DeYoung Vice-President Student Affairs Hope College Holland, Michigan 49423

Dear Bob:

Enclosed are informational forms that, if possible, I would appreciate having you return before my campus visit. If any of the information which I have requested is considered confidential and should not be released, please state that on the form. If your institution does not have some of the information I have requested, please leave that part blank.

I have tried to define the terms and explain what information I desire. The information and definition of terms is attached to each major area to help whoever fills out the form. If you prefer, I will fill out the forms at the time of my campus visit.

Please direct any questions pertaining to the forms, type of information, and use of information to me. Thank you for your help.

Sincerely,

Richard R. Warmbold Associate Dean of Students-Services

88.

Enc.

### PERSONAL INTERVIEWS

The persons to be interviewed, if possible, are:

- 1. President.
- 2. Chief Student Personnel Administrator.
  - 3. Student Personnel Office Staff who have been on campus for more than five years.
  - 4. Staff who are relatively new to campus.
  - Past staff members who are still on campus but no longer in the Student Personnel Office.

## LIST OF PUBLISHED AND WRITTEN MATERIALS

It is recognized that not all institutions have the information listed below, some might consider part of the information confidential and will retain the right to only release that information the institution wants released.

The material for each year of the eleven-year period, 1964-1974, will be analyzed. In some cases where the material was not done on a yearly basis, it will be noted by date of report and time span the report covers.

- 1. Institutional annual reports.
- 2. Student newspapers.
- College catalogs.
- 4. Student handbooks.
- 5. Future plans (examples 5 year and 10 year).
- 6. Studies on student life.
- 7. Enrollment figures.
- 8. Student costs.
- 9. Personnel--size of staffs.
- 10. Institutional self studies.
- 11. Agenda and minutes of Board of Trustees meeting pertaining to student personnel.

Plus whatever else the institution feels would aid in the study.

#### INTERVIEW INFORMATION SHEET

Thesis: Office of the Chief Student Personnel Administrator in the Smaller Liberal Arts Colleges in Michigan: Changes and Trends in Administrative Behavior and Practice 1964-1974.

Personal interviews of 45 minutes to 60 minutes will be one method of data collection.

The purpose is to identify the changes and trends during the period 1964-1974 in the administrative behavior and practice of the student personnel office. Then to examine these changes and trends to see how and why they came about.

The <u>Need</u> for the study is to see if student behavior has been influenced by administrative behavior and practice of the student personnel office and by an individual student personnel staff; and to see if student behavior has influenced the administrative behavior and practice of the student personnel office and the individual student personnel staff member. To make student personnel people aware of why change comes about and how their behavior and practice could affect student behavior during the process of change. Student personnel people must be aware that influence for change does not go in only one direction—administration to student—but is a two-way process.

# Topics to be Covered in Personal Interview

- 1. Student costs.
- 2. Student enrollment figures.

- 3. Training programs for professional student personnel staff, paraprofessionals, and student leaders. Evaluations of these programs.
- 4. Institutional future plans (5 year, 10 year, as examples).
- 5. Level of student participation in campus activities.
- 6. Changes in the student personnel office personnel.
- 7. Management style used by the institution, student personnel office, and individual student personnel office staff.
- 8. Physical facilities changes in the areas of responsibilities of the student personnel office.
- 9. Services which have been added and/or dropped by the student personnel office.
- 10. General budget information.
- 11. Computer use in the student personnel office.
- 12. Student unrest--issues, participation.
- 13. Future plans of student personnel office.
- 14. Change in policies, rules and regulations.

Researcher: Richard (Rick) Warmbold

Education: B.S. Alma College, 1964; M.S. Michigan State University, 1971; Ph.D. presently being worked on.

Hometown: Paw Paw, Michigan

Work Experience: General Motors Institute, Flint, Michigan. Present
Associate Dean of Students-Services. 1971-74 General Supervisor of Student Activities. 1968-71 Head Resident AdvisorSupervisor of Housing.

Family: Married, wife Marlianne; Children-Richard R., II (8/68), Christopher (6/69), and Lorianne L. (6/74)

Interest: Family projects and activities, wine making, cooking, lawn and gardening, and live cultural and contemporary entertainment.

## DEFINITION OF TERMS FOR DATA

Each college was requested to furnish desired data on specially designed forms. Included with each form was the definition of the desired data. The definitions were:

### Attrition

- A student is classified, for example, as a freshman from the first day of registration freshman year until the student registers for the start of their sophomore year.
- 2. Special. Please explain what programs or classifications of characteristic are in this category. If there is more than one program or classification, please list separately.
- 3. Transfers. Students who have on their own decided to leave and go to another institution of higher education within one academic year.
- 4. Withdrawals. All others that did not meet requirements of transfers. This would include students who leave the institution on their own and students who are asked to leave or not return by the institution.

#### Costs

All costs are per academic year. Please explain what an academic year is at your institution. Examples: 2 semesters, 3 terms, or 2 quarters and 1 summer session, etc.

- 2. Fee. Monies the institution collects and spends. This would ontinclude monies for student government if the student government had full control of it. Please itemize this category.
- 3. Room is based on double occupancy.
- 4. Board. Please give cost per academic year. Number of meals per week.
- 5. Special or Miscellaneous. This would include special monies, or monies collected but not used by the institution. Please itemize.

# Graduating Class

- 1. List baccalaureate degrees separately. B.A., B.S., and others vou confer. Do not include Honorary degrees.
- Special. Associate degrees and/or certificates. Please list separately and give brief explanation of program.

### Enrollment

- 1. Fall registration figures are the figures to be used.
- Special. Please explain what programs or classifications of students are in this category. If there is more than one program classification, please list each separately.

### Personnel

- 1. All personnel figures should be based on the start of the academic year.
- 2. By means of an organizational chart or in statement form, please state the function or classification of personnel that make up:

  Faculty, Support Staff, Administration, and Student Personnel

  Categories.

- 3. If at all possible, student personnel should be a category by itself.
- 4. All figures are to be whole numbers.

# Personnel--Administration

- 1. Academic Deans and Department Chairmen are considered administration.
- 2. Part-time administration are persons who work on part-time basis and do not work for the institution in any other capacity.
- Other. Please list separately other personnel who are not covered by the above categories.
- 4. Student personnel should not be included.

# Personnel--Student Personnel

- 1. Part-time student personnel are persons who work on a part-time basis and do not work for the institution in any other capacity. Students are <u>not</u> part-time help but rather have their separate category.
- Paraprofessional undergraduates are students who have received special training. Examples are: Resident Advisor and hot line listeners.
- 3. Undergraduate students working in areas that did not need extensive training or workshops. Examples are: tour guides, receptionist, and general office help.

# Personnel--Faculty

Deans and Department Chairmen are classified as administration.
 Therefore, if they also teach in the classroom they would be

placed in the category-joint appointment with administration.

- 2. Part-time faculty are persons who teach on a part-time basis and do not work for the institution in any other capacity. Students are not part-time.
  - 3. Other. Please list separately other personnel who are not covered by these categories. This could include: (depending on the organization of the institution) library, research staff, admissions, and placement.
  - 4. Professional are persons who have had special training, included in this are counselors, Health Center Doctor, nurse, and other student personnel functions.
  - 5. Support Staff. Could be secretarial, receptionist, etc.

# Personnel--Support Staff

- This category could include secretarial, library, food service, custodial, maintenance, printing, supply, audio-visual, and campus security.
- 2. If your institution contracts out support areas, please list which areas are contracted. Examples of this would be: food services and campus security.
- 3. If the institution pays directly to employees of the hired contractor, then the personnel should be shown. If the contractor hires and pays their people, then personnel should be shown.
- 4. Students of the institution are not part-time help but rather have their separate category.
- 5. Student personnel should not be included.

APPENDIX B

#### APPENDIX B

### THE HISTORY, PHILOSOPHY AND PURPOSE OF ALMA COLLEGE

Alma College was founded in 1886 by the Presbyterian Synod of Michigan. During a long period of the college's history, the Synod served as a corporate owner, guarantor of freedom, and partial financial sponsor of the college. The spiritual and philosophical legacy from the church is part of the heritage of Alma College and contributes to its present philosophy, goals and programs. The college is now a private corporation directed by a self-perpetuating board of trustees.

Never wavering from its liberal arts tradition of education, the college has modified and augmented its curricula in the light of the needs of each era of its history. For instance, during the critical years of World War II, the college sponsored the Navy V-12 unit which was stationed in "The Good Ship Wright" (Wright Hall). Later, during the sixties when enrollments in higher education were expanding rapidly, new residence halls and academic facilities were constructed to meet this nationwide demand.

In 1966 the college left the traditional semester system and embarked on a three-term, three-course program. This program was modified to allow variable credit for different courses and to permit a calendar adjustment. The four-four-one calendar adopted for 1973-74 has two additional advantages of a pre-term for the freshman class and a short intensive spring term at the end of the academic year. The latter term will last four weeks.

Alma College is an undergraduate, coeducational, residential liberal arts college committed to quality and excellence in its educational program and to a deep regard for students as maturing, individual beings. The alm of the college is to foster experiences, both in activity and thought, which will enable the women and men who study here to become rulers of their own lives, to produce the genuinely creative in the world, and to live with a sense of total responsibility for themselves and their fellow men. Such aims take on special significance for higher education in a time of unprecedented change:

In an era when impersonality is the hallmark of our society, Alma College seeks to relate its programs to the individual student, helping him to continue toward the achievement of his individual potentiality and to discover a personal life-style founded on integrity and self-respect.

In an era when specialization threatens meaningful communication between people and the institutions of society, Alma College seeks to enable students to think, to move and to interact with freedom and confidence in a broad intellectual spectrum.

In an era when the potential benefits of scientific and technological advancement are jeopardized by a lack of wisdom, moral concern and responsibility in the use of such knowledge, Alma College seeks to maintain a steady focus on human values which undergird the worth of individuals and the welfare of society.

In an era of proliferation and fragmentation of knowledge, Alma College seeks to create in students an intellectual curiosity about the wholeness of knowledge and a concern for the value judgments which are critical to wise decision making.

In an era generally described as secular, Alma College gratefully acknowledges its legacy as a church-related institution. It aims to perpetuate this inheritance, not by a sectarian stance, but as an academic community wherein its members are critically open to moral and spiritual affirmations.

Alma College has been continuously accredited since 1916 by the North Central Association of Colleges and Secondary Schools. The Michigan Department of Education has given the approval to the pro rams for accrediting both elementary and secondary school teachers.

Membership in the following associations is maintained: Association of American Colleges, College Entrance Examination Board, American Association of Colleges of Teacher Education, Association of Independent Colleges and Universities of Michigan and approval is given by: North Central Association of Colleges and Secondary Schools, Michigan Department of Education, Board of Christian Education of the United Presbyterian Church in the U.S.A., National Council on Accreditation of Teacher Education (NCATE), American Chemical Society Committee on Professional Training and Council on Social Work Education. (Alma College Catalog 1973-74. Alma College, Alma, Michigan.)

APPENDIX C

#### APPENDIX C

THE HISTORY, PHILOSOPHY AND PURPOSE OF HOPE COLLEGE

Over one hundred years ago, Dutch pioneers, seeking new opportunities in a young America, established an academy on the eastern shore of Lake Michigan. Battling hostile forces in an untamed land, they were sustained by a love of liberty and devotion to God that set the guidelines for their new institution. Today this school is Hope College, a distinguished and distinctive liberal arts, four-year, undergraduate college, affiliated with the Reformed Church in America. Its great religious heritage is expressed through a dynamic Christian community—students and teachers vitally concerned with a relevant faith that changes men's lives and transforms society.

Hope occupies a special place in the vast array of educational opportunities in the United States. It makes ats contribution to the vitality and diversity of American higher education through the distinctiveness of its educational philosophy and program. For more than a century, Hope has cherished the conviction—as it does today—that life is God's trust to man, a trust which each of us is called to activate personally by an insistent concern for intelligent involvement in the human community and its problems.

Hope's reason for being is each individual student; its purpose is the growth and development of each student as a competent, creative, compass onate human being; its design is to provide full opportunity for

the fulfillment of each individual student, not for his own selfgratification, but for what he can give to others in service to God and
man.

Hope College holds that a vital faith is central to education and to life--that faith provides both the incentive and dynamic for learning and living.

Hope welcomes able young men and women of all social and economic levels. It is interested in students who sincerely seek to enlarge their minds, to deepen their commitment, and to develop their capacity for service.

Hope provides an adventure in learning and living, not alone for knowledge and wisdom, but for understanding, for meaning, and for purpose.

As partners, in this seeking and searching fellowship, Hope students find a sympathetic faculty of professionally distinguished scholars. They have a genuine concern for the total development of every individual student. Hope's finest teachers are honored to teach elementary as well as advanced courses. Independent work on a highly personal basis is encouraged.

Hope offers a well-equipped and friendly environment. Campus life centers about residence halls which serve as social centers for meals and conversation, and provide congenial surroundings for students to learn from one another. The diversity of student backgrounds, geographic and ethnic origins, and a wide range of personal interests add variety and richness to the group living experience.

Myriad co-curricular activities and cultural events attract almost every student on campus and provide rich opportunities as laboratories

for leadership. The total Hope experience is designed to engender a lifelong love of learning.

Hope prepares men and women who are persons in their own right, uncommon men and women who have a personal dignity based on intelligence, a profound sense of responsibility, and a deeply rooted faith. For more than a century, Hope has sent to the four corners of the world alumni who have enriched their professions and humanity far out of proportion to their numbers. Her graduates aim to go beyond specialization toward a synthesis of all learning into a life of meaning, purpose, and commitment.

Hope College is accredited by the North Central Association of Colleges and Secondary Schools, the National Council of Accreditation of Teacher Education, the American Association of University Women, the American Chemical Society, and is a member of the National Association of Schools of Music. It maintains membership in the American Council of Education, the Association of American Colleges, the American Association of Colleges for Teacher Education, The Michigan Association of Colleges and Universities and the Mathematical Association of America, and Association of Independent Colleges and Universities of Michigan.

(Hope, Hope College 1973-74. Hope College, Holland, Michigan.)

APPENDIX D

D.

#### APPENDIX D

THE HISTORY, PHILOSOPHY AND PURPOSE OF KALAMAZOO COLLEGE

Kalamazoo College was founded as The Michigan and Huron Institute in 1833 through the determination of Reverend Thomas W. Merrill, a Baptist missionary from New England, and Michigan Pioneer Caleb Eldred of Climax.

The two powerful influences they exemplified, religion and democracy, were permanent vital forces as the coeducational institute progressed to become the Kalamazoo Literary Institute in 1837; merged with the local "branch" of the University of Michigan in 1840; and finally became Kalamazoo College in 1855 when the State Legislature amended the original charter and granted to the trustees the power to confer degrees.

This amending of the original charter and the changing of the name to Kalamazoo College, as well as the establishment of a theological seminary, all came about during the twenty-year administration (1843-1863) of Reverend J. A. B. Stone.

Under President Arthur Gaylor Slocum (1892-1912) the modern development of the college began. Endowment funds were increased, new educational facilities were added, and the college became more widely known. The Presidency of Herbert Lee Stetson (1912-1922) was marked by a radical reconstruction of the curriculum, the creation of a modern library, the raising of additional endowment funds, and the strengthening of the faculty.

During Dr. Allen Hoben's administration (1922-1935), education standards became more demanding, and President Hoben's ideals for the college summed up in his own phrase, "A Fellowship in Learning," began to be realized.

This advance continued under the leadership of Stewart Grant Cole (1936-1938), Paul Lamont Thompson (1938-1948), and John Scott Everton (1949-1953).

When Weimer K. Hicks (1953-1971) became president, the college began another period of growth and change, perhaps the most vital in its history. The first years of his administration saw an enrichment of the curriculum, an increase in the quality of the student body while limiting its size, and a strengthening of the financial structure of the college. After five years when, under his leadership, the endowment had already grown to nearly \$7,000,000, the physical plant had more than tripled in evaluation and the college had attracted to its faculty many outstanding professors, exhaustive studies of the academic program were initiated, and The Kalamazoo Plan was developed.

During Dr. Hicks' eighteen years of leadership, the endowment grew to over \$14,000,000. The Kalamazoo Plan for year-around operation was firmly established, and Kalamazoo College--continuing its traditional commitment to academic excellence--became recognized as one of the out standing liberal arts colleges in America.

In 1972 George N. Rainsford became Kalamazoo's thirteenth president. Under his leadership the college is exploring new methods of teaching and learning and revitalizing the link between the college and the community.

By heritage and belief Kalamazoo College is committed to the concept of equal rights, equal opportunities, and equal protection of the law for all individuals without regard to color, creed, national origin, race, religion, or sex. Affirmative action shall be taken to implement this policy.

Liberal learning requires for its highest effectiveness an environment of free inquiry in which the whole range of human aspiration and achievement of knowledge and culture can be subjected to searching scrutiny. Liberal learning which is sponsored under Protestant Christian auspices resists and rejects all claims to absolutism or finality whether made in behalf of intellectual systems, methods of inquiry, or institutions; believing that undivided truth belongs to God, it affirms the relativity of all human apprehensions and expressions of truth, and thus leaves men free to construct and criticize without restraint by any official dogmatism. Learning which is both liberal and Christian specifically denies that an idea which is unpopular is for that reason suspect, or that an idea which is popular is for that reason true, and trusts instead in those canons of discrimination which are given in the Western tradition of historical scholarship and in the Judaeo-Christian ethic.

Standing self-consciously within the tradition of learning which is both liberal and Christian, Kalamazoo College claims for its teachers and students the freedom to engage in the careful and critical examination of the history of ideas; the freedom to create, to hold, to advocate, and to act in behalf of ideas which express their own convictions and integrity; the freedom to engage in the controversy which an unfettered

examination and expression of ideas generates; and the freedom to invite to the campus representatives of points of view which are important to an informed understanding of the conflict of ideas in our own time.

Xalamazoo College is accredited by the North Central Association of Colleges and Secondary Schools. It is an institutional member of the American Council on Education and the American Association of Colleges for Teacher Education, and a member of the College Entrance Examination Board of the Association of American Colleges. Women graduates of Kalamazoo College are eligible for membership in the American Association of University Women.

Kalamazoo College is one of twelve colleges located in Michigan, Indiana, and Ohio comprising the Great Lakes College Association. The general purposes of the association are to promote the educational advancement and the administrative efficiency of the member institutions.

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