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ABSTRACT

The Haskell Transition Evaluation was based on meetings with Haskell staff and students during July and August of 1972. Although neither the full complement of faculty nor student body was available at these sessions, the evaluation team felt confident that those attending did furnish them with direct and honest responses. The administrative staff also assisted the team with all reports and data relative to the school program. Team members prepared individual position papers on major topics in the evaluation. These, in turn, were digested and combined with conference data into the final report. The transition evaluation was prepared to serve as a guide in Haskell's move toward full junior college status. The table of contents includes the following: (1) the objectives of a comprehensive junior college; (2) an analysis of Haskell Indian Junior College--faculty, students, curriculum, facilities, and administration; (3) a summary of 17 recommendations; and (4) 6 appendixes--a bibliography of materials reviewed by the Haskell transition evaluation team, a history of Haskell Indian Junior College, 1972, a statement of the school's philosophy, minutes of the Haskell transition evaluation team meetings, the consultants' recommendations, and job descriptions of administrative personnel.
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October 10, 1972

Memorandum

To: Chairman, Haskell Board of Regents, Haskell Indian Junior
College, Lawrence, Kansas
Area Director, Anadarko Area Office
Director of Education Programs, Central Office
Chief, Division of Evaluation and Program Review, Albuquerque
Field Services Administrator, Albuquerque

From: Chairman, Haskell Transition Evaluation Team

Subject: Haskell Transition Evaluation

The Haskell Transition Evaluation is transmitted herewith. It is based on meetings with Haskell staff and students during July and August of this year.

Although neither the full complement of faculty nor student body was available at these sessions, the Team felt confident that those on board furnished it with direct and honest responses. The administrative staff also assisted the Team with all reports and data relative to the school program.

Team members prepared individual position papers on major topics in the evaluation. These in turn, were digested and combined with conference data into the final report by Dr. Clyde Stiner, Dean of Instruction of Lorain County Community College.

The Transition Evaluation was prepared to serve as a guide in Haskell's move toward full Junior College status. Progress in this direction has been highly successful and hopefully, the report will have a positive impact on Haskell's program for the 1972-73 school year.

Henry H. Rosenbluth

Enclosure

Permanent Team Members: John Peterson
Dan Sahmaunt
Kelsey Kennedy
Haskell Administration Representative

John Stanley
Wayne Johnson
Clyde Stiner

I N T R O D U C T I O N

Haskell is a symbol to Indian people throughout the Nation. To some, it represents the threshold toward personal economic opportunity and independence, to others, it provides a solid rock of confidence upon which to build a cultural life as an Indian, while to still another group, Haskell is the common denominator or equalizer allowing Indian youth to compete in an increasingly complex modern American Society. Perhaps, it would be more accurate to blend all these views since the current crop of students and faculty are more eclectic in their ideas of its role than the Haskellites of yesteryear.

One cannot formulate a purely objective description of the school, despite a detached relationship. The emotional feeling often accompanying individual and collective explanations of Haskell's program is remarkable indeed; and although the spirit may be stimulating to the observer, emotion is clearly not the substance which furnishes the strength for an educational program in transition.

Haskell will always evoke a positive emotional reaction among Indian and non-Indian people. Whether or not it can guarantee a strong positive image as an institution of higher learning will depend greatly upon the commitment of its staff and students to reach for a high standard of performance.

The Haskell Transition Evaluation Team sought not only to assess the Haskell program in terms of its goals as a comprehensive junior college but also serve as the devil's advocate to get the ship back on

course if need be. The North Central Regional Accreditation, contemplated at Haskell for the coming year will enable the school staff to review their program cooperatively in greater depth. This review should be assisted by the Team's recommendations.

It is essential that an educational institution establish a philosophical ideal that will allow the creation of goals, carefully conceived toward which it may move. These goals serve as navigational beacons, firm, yet flexible should Society call for a change of direction. Haskell has developed a philosophy; goals have been set. These steps call for the creation of a comprehensive junior college which should prepare its students for a successful life. Outmoded practices and programs remain strong, however, and are naturally resistant to change. Those that are in conflict with the new philosophy of the institution should be discarded in the interest of the new constituency which has placed its trust in the present educational directions. It is important that other institutions to which Haskell graduates aspire see them in the emerging role. This does not negate the value of strong basic programs which have been part of Haskell's tradition but it does seek to raise the level of training and achievement both for the terminal and college transfer programs.

During its assignment at Haskell, the Team studied the development of other junior college programs with a similar evolution: high school, vocational-technical school, comprehensive junior college. The junior college, which was a phenomenon two decades before is an integral part of the higher education scene throughout the Nation. Haskell is still

unique, however, because few junior colleges are predominantly residential. None have an all Indian student body nor are any federally operated. These differences will always subject Haskell Indian Junior College to examination by the educational community. Haskell should be willing and prepared to assume increased responsibilities to Indian students who will become part of that community.

Henry H. Rosenbluth

September 26, 1972

Dr. Henry Rosenbluth
123 4th Street, S.W.
P. O. Box 1788
Educational Planning and Development
Albuquerque, New Mexico 87103

Dear Henry:

Enclosed is the report of the Haskell Transition Evaluation Team as prepared by the consultant.

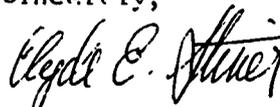
You may decide not to duplicate the various appendices that we decided to include as a part of the total report, as these do add immensely to its size. However, I do feel that they are important in terms of the preparation and understanding of the report.

The report includes discussions of basic concepts, illustrations of ways of proceeding on specifically identified problems, suggestions in many areas and finally, a group of recommendations that summarize the entire report.

It is the hope of the team that the report will serve as source material for ideas, concepts and recommendations for the continued development of Haskell Indian Junior College. Perhaps it can serve as a catalyst to encourage administration, faculty, staff and students of Haskell in making the transition to a junior college.

Finally, I would like to express my personal appreciation for the opportunity of working with you and the team, as well as the many fine Haskell family that have assisted in so many ways in this task.

Sincerely,



Clyde E. Stiner,
Dean of Instruction,
Lorain County Community College
Elyria, Ohio 44035

CES/jm

REPORT OF THE
HASSELL TRANSITION EVALUATION TEAM

July 11, 12, 1972

August 8, 9, 10, 1972

Lawrence, Kansas

September 20, 1972

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A meeting was held at Haskell on Thursday, July 7, 1972, to discuss the request of the Anadarko area and Haskell Indian Junior College for an evaluation of certain aspects of the Haskell program. As a result of this meeting, Dr. Henry Rosenbluth was the unanimous choice to be chairman of the committee which would be called the Haskell Transition Evaluation Team.

The first meeting of the team was held on July 11 and 12 at Haskell with Dr. Rosenbluth acting as chairman. A second series of meetings was held at Haskell August 8 and 9 with the consultant, Clyde E. Stiner in attendance and Dr. Rosenbluth serving as chairman.

This report has been prepared by the consultant and represents the work and recommendations of the Haskell Transition Evaluation Team.

HASKELL TRANSITION EVALUATION TEAM MEMBERSHIP

- Mr. Dan Sahmaunt,
Acting Area Director of Schools, Anadarko
- Mr. Kelsey Kennedy,
Personnel Officer, Muskogee Area Office, Bureau of Indian Affairs
- Mr. John Peterson,
Superintendent, Southwestern Indian Polytechnical Institute,
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- Mr. John Stanley,
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- Mr. Wayne Johnson,
Student, Haskell Indian Junior College, Lawrence, Kansas
- Dr. Henry Rosenbluth, Chairman,
Education Specialist, School Operations, Bureau of Indian
Affairs, Washington, D. C.
- Mr. Clyde E. Stiner, Consultant,
Dean of Instruction, Lorain County Community College, Elyria, Ohio
- Representatives of the Haskell Indian Junior College Administration

ACKNOWLEDGMENT

The Haskell Transition Evaluation Team gratefully acknowledges the sincere cooperation of the entire staff of Haskell Indian Junior College. The team would like to compliment all of the people at Haskell for their willingness to meet with it and for their helpful cooperation and frankness in presenting their views and feelings concerning the total operation of the program at Haskell. They were courteous, friendly and cooperative in all matters and the team would like to express appreciation for this kind reception.

The team had the opportunity to talk with many people in the administration individually as well as with numerous faculty members and some of the students. Everything that the team saw or heard while on the campus at Haskell indicates that all personnel firmly believe in Haskell and wish to see it succeed and prosper as a strong educational institution directed toward the education of the North American Indian. All personnel seemed willing to assist in the transition of Haskell to a junior college; they are friendly and capable and there is no reason why the transition to a junior college can not be made.

There is an awareness that there are problems on the campus and that the administration and staff may need help in solving these problems. There is evidence that there is interest in receiving such help. Some of the areas of mutual concern will be difficult to resolve and may take considerable time; others are of a nature that can be resolved in a more direct and immediate manner.

It is the hope of the team that this report may assist the Haskell family - students, staff, faculty and administration - in the transition process from a vocational-technical institute to a fully accredited junior college.

Foreword

The long range goals of Haskell have not changed substantially over the years. The educational task of Haskell has always been directed toward identifying and analyzing the educational needs of the Indian community as a base for creating an educational program at Haskell. The kinds and levels of programs necessary to achieve this broad objective have been changing over the years and as a result, Haskell has been attempting to change to meet the new needs in Indian education.

In 1965 the last high school class graduated and Haskell evolved into a post secondary vocational-technical school. By 1966 the school was investigating the higher educational needs of Indian young people and the possibility of junior college accreditation. In 1966 initial steps were taken to achieve Kansas State Junior College Accreditation. Final state accreditation was formally received in 1970. With the addition in 1970 of a two-year General Education curriculum leading to Associate in Arts degree, Haskell Institute became Haskell Indian Junior College. To meet the needs of Indian students in an ever changing world, Haskell is developing broad and complete educational opportunities. The comprehensive junior college program now offered expands the Indian student study possibilities across a wide spectrum of educational choices. He can choose to pursue a trade or technical skill, junior college degree, or a combination of both.

Haskell now offers the Associate in Arts degree and the Associate in Applied Science degree. In addition, certificates are awarded for vocational courses of one year duration.

Haskell has made considerable progress in the last two years in moving from a vocational-technical institution to a junior college. A strong faculty has been assembled, a variety of curricula has been initiated and placed in operation, a varied and challenging student body has been brought together, detailed plans for rebuilding and/or adding to the physical facilities of Haskell have been prepared, and the administration demonstrates willingness and interest in the transition process. This committee and others have recommended some changes in the instructional organization, one of which is to restructure the administration so that all instruction would fall under one Dean of Instruction. This recommendation has now been implemented.

A restructuring of the administration has been undertaken. A Board of Regents has been established to work with the administration and the Bureau of Indian Affairs in an effort to bring the Indian people directly into the main stream of the operation of Haskell.

A committee structure has been recommended previously by

Dr. Alexander Lazzarino of the University of Kansas. The administration has acted on this suggestion and has appointed a series of committees which are now beginning to function. This committee structure needs to be reviewed and possibly strengthened particularly as the committee structure required for North Central self studies becomes operative.

The Faculty Committee with broad faculty representation has been organized to advise the administration of faculty points of view and concerns. The Student Senate has been organized to advise the administration of student interests and concerns.

In addition, the following committees have been identified and established with memberships appointed as of October 15, 1971:

- Executive Council
- Faculty Committee
- Committee on Faculty Rights, Privileges and Responsibilities
- Committee on Campus Planning and Development
- Committee on Athletics and Eligibility
- Committee on Student Publications
- Assembly Committee
- Library Committee
- Student Union Activities Board
- Committee on Outside Contacts
- Committee on Traffic and Safety
- Faculty Social Committee
- Haskell Junior College Faculty Association Council

Thus a series of student committees, faculty committees, and student-faculty committees have been initiated and have begun to function. These committees will have a major role in changing Haskell from a vocational school to a junior college. In addition, a review of Haskell catalog and various faculty committee reports indicates that the curriculum and course structure at Haskell are undergoing careful review and analysis which will undoubtedly lead to changes within courses and curricula.

OBJECTIVES OF A COMPREHENSIVE JUNIOR COLLEGE

In discussing the transition that Haskell has undertaken to become a comprehensive junior college there is only one place to begin and that is with a clear statement of the purposes or objectives of a junior college. Generally the objectives attempt to provide educational services in five broad areas:

1) General Education:

To provide post-secondary school general background and experience for all students in conjunction with study in their major academic field.

2) College or University Transfer Education:

To provide the requisite courses for two years of collegiate study for students who are interested and competent to carry their studies to the Bachelor's degree.

3) Occupational or Technical Education:

To provide programs of education and training beyond the high school, but below the professional level, for students seeking immediate entry into the productive labor force in business, industry or government organizations and for people already employed but seeking to improve or learn new skills required in the changing economic and cultural environment.

4) Adult or Continuing Education:

To provide programs of continuing education appropriate to and consistent with the level immediately above the high school in the educational system to assist adults of all ages to meet changing educational, cultural and economic conditions and to implement changes in their personal objectives.

5) Guidance and Counseling:

To provide for all students the necessary testing, guidance, and counseling which will enable each one to know and to accept his strengths and limitations and to choose the program most suited to him in the light of objective information and his personal situation at the time.

These purposes and objectives or mission of the institution are the foundations upon which the entire structure must be built. This is as it should be and final full accreditation will certainly be based on how well Haskell is functioning to meet the purposes that have been stated.

A junior college, like other educational institutions, acquires its uniqueness and distinctiveness by the effectiveness with which it utilizes its resources to implement its stated purposes, goals or mission. Accordingly, the purposes or objectives of the institution become paramount in distinguishing it from other institutions. How well its programs are planned, supported and operated in order to reach or attain the purposes of the institution is the only real measure of the success or failure of the institution. An institution then can best be judged with the standard of how well it is meeting its stated purposes and objectives.

SUGGESTION:

The administration and staff should review the objectives and purposes of Haskell in relation to the five broad areas described above and establish objectives and purposes for Haskell Indian Junior College for the years immediately ahead.

For purposes of analysis the team will consider the operation of Haskell under five broad headings:

Faculty

Students

Curricula

Facilities

Administration

FACULTY

The Haskell faculty is well qualified and compares favorably with the faculties found in junior colleges across the country. This applies equally to the occupational-vocational-technical faculty as well as to the general education faculty. Thus, a very strong faculty base is already in existence and its strengths can and should be used in developing a strong junior college. Dr. Lazzarino's report of July 12, 1972 points out in some detail the areas of success already experienced in the transition process.

The team met with various faculty members individually and collectively as well as with the officers of N.F.E.C. In all of these discussions, the growing issue of faculty participation in the governance of Haskell is evident. It is no longer a question of whether or not faculty should be allowed to participate, but rather how, on what bases, and to what extent they will participate. This is not unique at Haskell. All institutions of higher education and particularly the junior colleges, have been experiencing the same growing pains. Haskell has moved positively in response to these pressures.

A committee structure suggested by a previous consultant has been placed in operation. It is imperative that the committee structure at Haskell be constantly reviewed and improved so that the views of the faculty and staff may be heard, considered, and evaluated. There should be no doubt in the minds of the faculty and staff that they are not being represented or heard in matters which are of a significant concern to them and have a direct and important bearing on their careers as professional educators and on their students. The involvement of the faculty and staff in the governance of the institution is in keeping with the recommendations made relative to administrative structure. The point was made that decisions should be made as close to those immediately involved in the problem as possible and the suggestions made here reinforce that concept. The team heard many comments from the faculty, both individually and in groups, in which they voiced concern over the decision making process at Haskell. This points out the necessity of good committee structure which will provide for the faculty, staff and students being represented on the committees which are of direct concern to them. It further points out the necessity for a clear statement of the area of responsibility and the function of each committee. And finally, the authority of the committee must be clearly spelled out. Is it a decision making body or does it serve in an advisory capacity only. The emphasis for both the administration and the committee must be on a common goal for the development and growth of Haskell.

There is uncertainty and concern over many items, such as:

- 1) Changing directions in the institution.
- 2) Possible inequities in salary structure, qualifications of faculty and work loads.
- 3) Possible reduction or elimination of some courses or curricula.
- 4) Building plans that are in process will need to be reviewed.
- 5) Recent regulation on Indian preference for faculty and staff appointments.
- 6) Student involvement in the operation of Haskell.
- 7) A union of federal employees at Haskell must be considered.

These concerns are not unique problems at Haskell. Many of them can be found in varying degrees in any junior college, but it is apparent that they do exist at Haskell and certainly contribute to the present feelings voiced by the faculty and staff.

One of the problems which is causing concern and mistrust within the total faculty is a lack of procedure through which preparation in a teaching field in other than straight academic degrees may be recognized and properly regarded. In the opinion of the team, it is necessary and desirable that a single salary schedule be implemented at Haskell. This would go far to reduce and possibly eliminate one of the very critical sources of discontent within the faculty. There are various ways at arriving at such a goal, but a single salary schedule where all teaching faculty can compete for a higher level of pay is desirable. The team would suggest that entry qualifications for those in general education be established. Many junior colleges define this as a Master's degree in the subject matter field. Entry qualifications would then be defined and established for those in the occupational-vocational-technical fields in a manner which makes it possible for well qualified individuals without degrees to begin at the equivalent level of those in general education with degrees. There are many ways of equating competence in today's complex society. Formal education as required in earned degrees is only one of these ways. Apprenticeship, work experience, supervisory experience, in fact, earning a living in one's chosen field represents a preparation for teaching that can be equivalent to formal education. Many universities are devising

plans to incorporate this very concept into their degree programs. Once these basic entry levels are established, educational experience, whether in education in a particular specialty, or education and/or additional experience in business, the professions or industry, may be equated in order to make it possible for all staff members to be moved forward on a salary schedule without undue delay or complication. Many junior colleges have made attempts to accomplish the above mentioned goals and there are many patterns that could be examined. The specifics are not nearly so important as the adoption of the concept that formal education is only one aspect of the ability to teach in a junior college.

All faculty should be qualified to teach in a particular subject matter area. No one questions this concept. The problem begins when we attempt to define the basic qualifications for teaching. Traditionally, people in education have defined or perhaps equated formal education as the only reliable means of establishing teaching qualifications. In general, this has resulted in the development of the idea that the more formal education one has acquired, the better qualified one has automatically become to teach. Most of us from experience, as students, know that this is not necessarily true.

In an attempt to examine ways of judging teaching qualifications the following ideas are proposed for all faculty positions in the junior college:

- 1) Formal education in the subject matter field.
- 2) Teaching experience in secondary schools and/or colleges.
- 3) Practical experience in the occupational, vocational, or technical field of instruction.

It would be ideal if all junior college instructors could present credentials in all three of the above areas. However, this will not always be possible, and therefore some compromise will have to be worked out. For example: It may not always be possible to hire instructors who have had previous experience. How much weight this factor should have in a particular situation would become a matter of judgment and would have to be considered in relation to the basic qualifications of the individual in the remaining two areas. The same reasoning applies to all three of the basic qualifications.

From this premise it is now possible to consider any teaching position in the junior college and make basic agreements on the relative importance of each of the above three areas, always keeping in mind that competence in a particular field of teaching is the most important factor.

Usually all faculty positions in the junior college can be classified under two broad divisions: those in which formal education is the generally followed pattern of preparation; and those in which practical experience in the occupational-vocational-technical field is the generally followed pattern of preparation. Another possible way of considering this problem is around the courses the instructor is being hired to teach. If the emphasis is on development of those attitudes and skills essential to employment in a particular occupation, the instructor should have had practical experience in that occupation. If the emphasis is on the development of academic ability the instructor should have had broad experience in that particular subject in college.

For those teaching in subject areas where college credit is considered as the general pattern of preparation; the Master's degree in the subject matter field is the minimum entry requirement. Additional related course work in graduate credits from an accredited institution, including a doctorate, should be recognized in some incremental manner.

For those teaching in a subject area where practical experience in the occupation is considered as the general pattern of preparation, there should be evidence that the individual is a master of his occupation. This can be determined in a variety of ways: Performance of the job or through performance tests, holding of certain licenses or awards, apprenticeship and journeyman experience, supervisory experience in the occupation, or teaching the occupation in apprenticeship or on-the-job training programs.

Additional experiences above the minimum established in any of the areas referred to above should be recognized in some incremental manner.

Experiences in other junior colleges shows that it is desirable to emphasize that the issue of qualifications needs to be clearly defined in order to avoid cloudy areas that can create suspicion and doubt. It is recommended that the qualifications of every faculty member be reviewed and that the individual's position be agreed on as placing him in subject areas where college credit is considered as the general pattern of preparation, or in subject areas where practical experience in the occupation is considered as the general pattern of preparation. As new employees are hired, this agreement and understanding should be secured in writing at the time of initial appointment.

Another factor which needs to be examined is the matter of faculty teaching loads. Faculty teaching loads in junior colleges vary tremendously from one school to another. As a basis of beginning a discussion, let us assume that 15 quarter hours of

teaching might constitute a regular load for a general education faculty member. Since there are usually few laboratories involved in the general education courses, 15 quarter hours of credit might be a fair yardstick for determining how much teaching a general education faculty member should be responsible for. In the occupational-vocational-technical subjects, the number of quarter hours of instruction is not nearly so significant as laboratory contact hours now occupy a considerable block of time, and are more significant than the quarter hours of credit involved in the course. Accordingly, a standard of 20 contact hours might be established as a reasonable basis for the amount of time an instructor should spend in this type of instruction. An amount of time in quarter hours and contact hours should be determined as being a reasonable teaching load, and this standard should apply to all instructors whether they be in general or in technical fields of instruction. Some courses in science may involve a large number of contact hours and hence, the governing factor for some instructors in general education would well be served by using contact hours instead of credit hours. The reverse may be true in some occupational-vocational-technical programs and quarter hours may be more suitable than contact hours. The important point here is that an agreement must be reached relative to the number of hours of credit being taught and an equivalent number of hours of contact with students to be interpreted as an equal load.

Another possible approach is student credit hours of instruction per division. In general education a standard of 360 student credit hours of instruction might be set as a standard for the total institution. This standard might be exceeded in certain cases and not attained in other cases, but the institutional average of 360 would be the agreed goal towards which the institution would strive. In the occupational-vocational-technical courses a standard of 240 student credit hours of instruction might be set as a standard for the total institution. The difference in the two standards, 360 versus 240, is justified on the premise that laboratory courses carry fewer hours of college credit in relation to classroom instruction time than do general education courses. Also laboratory courses usually must have smaller numbers of students per section due to the individualized nature of the instruction. The standard adopted, for example 240, might be exceeded in certain cases and not attained in other cases, but the institutional average of 240 would be the agreed goal towards which the institution would strive. The attempt here is to reduce the teaching load discussion to the lowest common denominator which is the student credit hour.

In addition to teaching there are other duties to be performed. One of these is assisting in student advising. The team would like

to suggest that the Haskell administration and faculty explore the possibility of faculty assisting in student advising on educational matters only. The professional counseling staff has expertise in broad counseling areas not usually found in individual faculty members. On the other hand, individual faculty members are in an excellent position to advise students on curriculum matters and/or occupational goals. It is possible that a team approach might be developed in which decisions effecting the educational experience of a student at Haskell would be made only by a committee consisting of the student, a counselor, one or two faculty members from the area of specialty of the student and one or two faculty members outside of the student's area of specialty. Thus all persons concerned could be involved in every educational advising decision effecting Haskell students.

The committee structure at Haskell has been previously referred to. The recommendations of October 16, 1970 by Dr. Lazzarino proposed a Committee for Academic Affairs. This committee has been appointed and is now active. The team would like to suggest that with the appointment of a single Dean of Instruction that this committee be renamed a Curriculum Committee and report directly to the Dean of Instruction. The curriculum committee should be the group through which all curriculum matters are cleared. All courses, course descriptions, curricula, credit, and requirements relative to degrees or certificates should be considered by this curriculum committee. If it is to be effective the committee should be broadly based from the entire faculty with administrative representation as well as faculty with the members elected or appointed, or a combination of both. The recommendations of this committee should be forwarded to the Superintendent. While the Dean may approve or disapprove the specific recommendations of the curriculum committee, he should be obligated to present the work of the committee to the superintendent, with or without his personal recommendation or endorsement. The curriculum committee is a very important and influential group and its importance can not be overestimated in the shaping of the educational programs of Haskell in the years ahead.

SUGGESTIONS:

- 1) Continue the development of faculty committees at Haskell.
- 2) Involve faculty in the decision making process at Haskell through committee participation.

- 3) Clearly spell out the area of responsibility and function of each committee.
- 4) Design a system to recognize other areas of teacher preparation in addition to formal education.
- 5) Classify all faculty by qualification where either college credit is considered as the general pattern of preparation or where practical experience in the occupation is considered as the general pattern of preparation.
- 6) Design a schedule of teaching loads that will be acceptable and usable at Haskell.
- 7) Take active part in student advising on educational matters through a team approach.
- 8) Continue to develop a curriculum committee.

STUDENTS

The student body at Haskell is different in many ways from that found on a typical junior college campus. The typical junior college usually serves a small regional area which could be limited to a single county within a state. Because the student body tends to come from a small geographical area, almost all of the students live at home. Very few junior colleges operate dormitories. Three that do so are:

Yakima Valley Community College,
Yakima, Washington
Wenatchee Community College,
Wenatchee, Washington
North Idaho Junior College
Coeur d'Alene, Idaho

In a typical junior college, the student body is diverse in nature and will consist of individuals with varying interests, backgrounds and abilities; the ages will vary from 18 to 80; the course loads will vary from a single course to an overload which may be allowed only by permission from the college; many will have part-time work in addition to going to school. The outstanding characteristic of the student body is diversity and there may be little in the way of a common bond to hold the students together.

The Haskell student body is different. The age span within the group is relatively small; the number of courses taken by one student is similar to that of the others; the students live in dormitories on the campus or off of the campus under certain conditions; the students come from American Indian homes located within the fifty states; they represent many tribes with a wide range of tribal customs and educational goals.

The educational experiences of the students applying for admission to Haskell appear to be in transition. More and more of the Indian students are completing high school in public institutions rather than in the private residential Indian schools as they have in the past. The change adopted nationally within the last year permitting 18 year olds to vote certainly includes Indian youth and it is probable that the legal age of maturity will be lowered from 21 to 18.

All of these factors, and there may be others, tend to point up the necessity for Haskell to develop ways and means of listening to the students as they express their concerns, problems and interests, and to respond to the students in a positive manner in light of the changing social and legal responsibilities. The team

would like to bring to the attention of Haskell that the student body in a typical junior college has been given more responsibility and involvement in the operation of the junior college than is generally true in a technical institute. Junior college students are mature individuals and their concerns must be incorporated into the operation of Haskell. The members of the Board of Regents of Haskell are cognizant of this and have moved in the direction of insisting that students be appointed to various college committees. Participation in college committees is one of the best ways of having students involved in the college operation. The team supports the concept of having students appointed to all Haskell committees in which student interests are involved. The contribution of the students to the success of the committee structure at Haskell can and should be a major one.

The team had the privilege of meeting and talking with a few students on the Haskell campus. These young people indicate that they are fundamentally pleased with their experiences at Haskell; that they would make the same decision about entering Haskell if the opportunity were repeated; and that they intend to advise their relatives and friends to enroll at Haskell. These are compliments of high order and indicate a great deal about the general student experience as viewed by some of the student body.

At present, Haskell is operating on an open door policy with more or less of a first-come-first-served basis. This is a fairly typical junior college approach to admissions and one that is difficult to fault. However, it would appear that Haskell may be confronted with larger numbers of students in the years ahead than it may be able to accommodate. This trend is not true in many junior colleges as enrollments have tended to level off in the last two to three years. Decisions will have to be made concerning the number of students to be enrolled and the various curricula to be available at Haskell. These decisions should include considerable input from students even though many other factors will have to be a part of the final curriculum arrangements that are decided upon for the institution. Admission practices at Haskell should be reviewed so that those students most likely to profit from the educational programs available can be admitted to them. This may involve a testing program which would help in determining the academic level of the student at the time of his admission and his occupational or life work desires and goals. Then, through counseling, an attempt would be made to match the qualifications of the student with the requirements of particular programs available at Haskell.

Faculty members feel that some of the students presently being admitted to Haskell have deficiencies in reading, English and

mathematics. If these deficiencies could be identified at the time the student is admitted, programs could be planned which would enable the student to reduce or eliminate them early in his experiences at Haskell. However, attempts along this line should not be overdone. If a student is deficient in English, the specific deficiencies should be identified, and short intensive units should be planned by a learning center to help him overcome the specific problems. It should be possible for a faculty member to refer a student to the learning center for specific help in the above mentioned areas as they come to light in the work of the student.

There should be no hesitation on the part of Haskell to seek well qualified students for any of the programs offered. However, the door must be kept open for those students who may need special help in order to further their education. In planning student schedules and loads, Haskell should make an attempt to keep the student moving along at a pace which will result in the student's completing a two year course in two years. For every student who stays at Haskell three years, another student is denied an opportunity to attend the college.

The present practice of holding a certain number of places in a wide range of occupational-vocational-technical fields should be re-examined carefully. The team agreed with recommendations of previous consultants that Haskell would be well advised to offer fewer programs in the occupational-vocational-technical areas but should concentrate their resources and facilities into a relatively few vocational-technical areas. Courses of study with extremely low enrollments need to be reviewed at length to determine whether or not the field is still a viable one in terms of job opportunities and whether or not Indian youth show any inclination or interest in it as a life work. The team heard one student question his choice of an associate degree program. He wondered whether or not he should reconsider and enroll in a vocational-technical program. Thus it would appear that Haskell students, as students everywhere, are questioning the values of all aspects of higher education. The planning at Haskell should recognize our changing job market as well as changing attitudes of students toward all higher education. In order to involve all interested persons in the educational advising process of Haskell students, it is suggested that a team approach be explored. The educational advising team for any Haskell student could consist of the following:

- 1) The student
- 2) The counselor
- 3) One or two faculty members from the area of major interest
- 4) One general education faculty member
- 5) One other faculty member who is not from the major interest area.

Such an approach to educational advising at Haskell might help to reduce some of the feelings of insecurity and indecision that Haskell students may have about their educational and vocational choices.

As indicated elsewhere, the team is recommending that follow up studies of all students who have attended Haskell are a matter of concern. Important information and feed back from former students and graduates of Haskell are an important part of listening to students and learning of their ideas and concerns.

The team would like to suggest that the Bureau of Indian Affairs, the Haskell Board of Regents and the faculty and staff of Haskell consider the possibility of opening enrollment to non-Indians on a tuition basis in those curricula which are not being filled under the present rules of admitting only Indian youth. It is recognized that this would represent a departure from a practice of long standing. However, it is suggested that it be reviewed carefully with consideration being given to these possible advantages:

- 1) Haskell would become more of a cross section of society
- 2) Enrollment might be improved in some areas of present concern
- 3) Additional competition may raise the level of attainment of the student body. This could possibly be a step toward developing excellence in all phases of the operation at Haskell.

The team finds that the current practice of separating vocational-technical students in all of their classes regardless of the subject is undesirable. In the opinion of the team, every effort should be made to have as wide a representation of students as possible in all classes which are not highly specialized. Certainly those courses which can be classified as general education for all Haskell students should be so comprised. As a further example, all health careers students might be enrolled in a single health science course.

SUGGESTIONS:

- 1) Strive to develop common bonds of interest within the Haskell student body.
- 2) Establish a variety of ways for students to be heard on all matters of concern to them.

- 3) Establish a system of responding to student expressions.
- 4) Encourage students to be active on the committees to which they are appointed.
- 5) Examine admissions procedures to encourage the admission of able students without closing admission to others who could profit from work at Haskell.
- 6) Encourage students to complete their programs in minimum time requirements.
- 7) Consider the aptitude and interest of Indian students as well as job opportunities in planning curricula.
- 8) Open enrollment to non-Indian students on a tuition basis.
- 9) Reduce the number of classes and courses which are presently segregated by curriculum.
- 10) Establish a team approach for the educational advising of all Haskell students.

CURRICULUM

In its long history, Haskell has undergone many changes from its original purpose as established at the time of its opening - changes in direction and level of educational offerings and in the underlying philosophy of the institution. Once again, Haskell is confronted with the necessity of a change in direction and purpose which must be reflected in a changing curriculum. For a considerable period of time in recent years, Haskell programs have been primarily in a vocational-technical direction for most of its students. Two years ago, the decision was made to change Haskell into a junior college, and for the past two years the staff has been working diligently towards bringing about a new institution from the old. One of the facets of operation most directly involved in this change is the curriculum of the institution. Within the last two years faculty members have become almost evenly divided in numbers between those in vocational-technical and those in general education. This has brought about many complications in all aspects of the college operation, but none more complicated than the evolution and development of the curricula and courses of study for the student body.

Before examining the curricula in detail, some overall observations are in order. Before any curriculum is established in an institution, the purpose of the institution must be firmly established and agreed to and accepted by all partners in the enterprise. At Haskell this would include the Bureau of Indian Affairs, the Board of Regents, the administration, the faculty, and the students. A clear and concise statement of the purpose or educational mission of Haskell is the base upon which all curricula should be built. The team is well aware that Haskell is in the process of trying to achieve accreditation by North Central. A clear statement of the purpose of the institution is absolutely essential as a step toward this goal. In fact, the institution will be judged in large measure on how well its stated purposes are being attained through the programs in operation. Education on all levels is undergoing close examination and re-evaluation and North Central is caught up in this change as well. Much emphasis is now placed by North Central on the learning outcomes of the work of the educational institution.

This means specifically that what is happening to the individual student during his experiences at Haskell will be closely examined and questioned. Are the changes that are measurable and observable in the student in harmony with the purposes as stated by the institution? Specifically, in a technical or occupational program, are the graduates of these programs employable in the area of

their training and are they being placed upon completion of the program in the field for which they are being trained? Furthermore, what is happening to the graduate two, three or five years after graduation? In effect, the new emphasis is on outcomes of the educational process. In what ways are students being changed and how does Haskell measure and evaluate the changes that they intend to produce in the student? The key word is accountability for the educational experience provided by Haskell. If examination and follow up studies indicate areas of concern and problems, what is Haskell doing about it?

An examination of the Haskell catalog and course offerings as presented in the schedule of classes leads to the conclusion that, over the years, a proliferation of courses and curricula has developed. The size of the student body is presently estimated at between 1100 and 1400 students. In the opinion of the team, it would be desirable to reduce both the number of curricula and the number of courses being offered. Concentration in fewer areas of specialization would be both desirable and logical and would make possible a better educational program. The team will not make specific recommendations to delete any curriculum; however, the team would like to suggest some questions that can be addressed to any curriculum in an attempt to determine whether or not it should be instituted or retained.

Directing ourselves for the moment to the occupational-vocational-technical curricula, the team would want to consider, but not necessarily limit an examination to the following:

- 1) What is the situation both presently and in the foreseeable future for employment in the particular field?
- 2) Is employment in this field going up or down, and at what rate?
- 3) Will the graduates of the program be employable in entry jobs upon completion and will they have sufficient preparation to progress in the field after graduation?
- 4) Is the field or area of preparation broad enough for employment possibilities to give Haskell graduates from all parts of the country an opportunity for employment when they have completed the program?
- 5) Is the occupation of a nature to interest and attract and hold Haskell Junior College students in it as a field of preparation? Unless it has sufficient appeal to attract Haskell students in sufficient numbers to support it on a cost effectiveness base, its introduction and operation should be questioned.

- 6) Is the necessary financial support for facilities, equipment and faculty available or likely to be made available without draining excessive resources from other programs? Is there a limit to the total number of programs that can be offered and maintain an acceptable level of excellence?

In the occupational-vocational-technical areas, a core curriculum might be explored either across the board, applying in all areas, or a core curriculum might be developed in certain selected occupations or vocational fields.

This would provide a period of time for the student to find himself and develop interest before high specialization begins. This concept deserves much study before being rejected as impractical as more and more research has indicated that a core program can be developed.

In turning to general education and college transfer programs, the team would want to consider, but not necessarily limit an examination to, the following:

- 1) What is the purpose of a particular course or subject in the general education curriculum?
- 2) Is it intended as a required course for all students, or for certain students, or is it strictly an elective?
- 3) If the course is designed for students in the vocational-technical areas, has the content and sequence of the course been developed in cooperation with the vocational-technical faculty?
- 4) Can the course be offered once a year, or every two years, and still accommodate the majority of students who might elect it?
- 5) Is the course usually found in the first two years of a four-year college program?
- 6) Do the institutions to which Haskell graduates apply for admittance accept the course for transfer without question?
- 7) Are there sufficient numbers of Haskell students who will elect the course in relationship to its cost?
- 8) Can additional resources be made available to sustain the facilities, equipment and staff necessary to operate the course without draining badly needed resources? Elective

courses should be kept to a minimum so that suitable class size may be maintained.

- 9) Is it possible to establish a maximum number of courses which the institution will offer? When this number is reached, no new or additional courses will be introduced unless something is dropped. It is much easier to introduce new courses than to remove those which have outlived their usefulness.

Many junior colleges are organizing the curriculum in vocational-technical areas under broad headings and we would like to examine this briefly. One distinction usually made is in the length of the program. If it is to be two years in length, it generally leads to an associate degree, usually Associate in Applied Science or Associate in Applied Business. Programs designed to be completed in less than two years are usually one year or less in length and may result in the awarding of a certificate of completion. The first consideration in examining occupational-vocational-technical programs is to try to determine what length of time is normally required to attain the level of proficiency needed for entry employment in the given occupation. There are various standards which can be used for reference as a help in arriving at the above decisions. Some of these are established by licensing procedures, some are established by employment patterns and customs and others may depend entirely on the number of skills to be taught. It must be borne in mind that the length of time allocated to a particular educational program should not be confused with the level of difficulty involved. The objective of the program is the critical consideration in determining the length of time required in the program. Students enrolled in the shorter length programs should not be regarded as being either slow learners or incapable of completing a longer program. It may be that at this point in time, that particular student may not wish to pursue his education further. It is possible that some of the work in the certificate programs could be acceptable toward the work required in the degree programs.

Many junior colleges now offer programs of varying lengths to various segments of their student body and so it is possible for a student to be enrolled in a program which could be completed in six months, another in a program requiring 12 months, and a third student in a program requiring 18 months.

Many junior colleges are dividing their occupational-vocational-technical programs into broad headings; for example:

Engineering Technologies including, but not limited to the following: Mechanical, Telecommunications, Printing, Auto Mechanics, Diesel Mechanics, Chemical, Electrical, Industrial, Graphics, Civil,

Electro-Mechanical, Aeronautics, and many others.

Business Technologies including, but not limited to the following: Accounting, Business Administration, Wholesale Management, Retail Management, Hospitality Management, Data Processing Programming, Secretarial, with emphasis on medical, legal, executive, scientific or engineering fields.

Health Careers including, but not limited to the following: Practical Nurse, Registered Nurse, Operating Room Technician, Dental Technician, Dental Assistant, Dental Hygienist, Physician's Assistant, Medical Assistant, X-ray Technician, Medical Laboratory Technician, Inhalation Therapist, Rehabilitation Therapist.

Public Services including, but not limited to the following: Police Science, Fire Science, Corrections, Public Administration, Crime Laboratory Technician, Day Care Center Personnel.

Almost all of the occupational-vocational-technical programs found in junior colleges can be identified under one of the above general headings. Programs of less than two years falling in the above areas would still be offered in the overall divisions. It is generally agreed that all vocational-technical programs should consist of three components:

- 1) Vocational-technical courses which, by definition, apply specifically to the particular vocational-technical skills area and comprise 50% or more of the total program.
- 2) Vocational-technical related courses which, by definition, are applied to the specific field; e.g. science and mathematics.
- 3) General education courses which, by definition, apply to all students in the institution.

The above stated ideas can serve as a unifying force at Haskell in assisting both faculty and students to accept the concept that Haskell is one institution. A mixing of the vocational-technical students and the general education students in as many course offerings as possible is highly desirable.

The general course offerings of the junior college can be classified in many different ways depending on the number of faculty involved, the variety of course offerings and possibly the administrative structure of the college itself. Without attempting to place subjects in particular divisions, the general education areas have two main functions:

- 1) To provide those course offerings necessary and required for the first two years of a program designed to transfer to the four year institution.
- 2) To provide service courses to the occupational-vocational-technical fields in general education. These two functions are not one and the same, and must be clearly delineated and identified in order to avoid unnecessary and undesirable confusion. Many illustrations could be given. Three examples follow:

First: Science

For the purpose of transfer to a four year institution, it would be desirable and necessary that courses in chemistry, physics and biology be available to those students who wish to transfer these courses to a four year institution. These courses should then be designed and taught so that the student who satisfactorily completes them will be well prepared and ready for courses that will follow in the four year institution. On the other hand, almost every occupational-vocational-technical curriculum will need some science instruction. The exact nature and amount of science to be taught will have to be determined and will undoubtedly vary from one of these curricula to another. This is not to be interpreted that they can not be grouped so that all health careers might take the same science courses. However, it is likely and predictable that science suitable for health careers education may not be the same as that required and necessary for the engineering technology curriculum.

Second: Mathematics

For those students who wish to transfer to a four year institution, mathematics courses must be available which will prepare the student to proceed in the four year institution with a sound foundation in mathematics. However, mathematics courses must be designed for the business curricula and may be grouped around a core of courses common to the business curricula. The same may apply in the engineering technology careers. The amount of mathematics will vary from one occupational goal to another. It seems obvious that an electrical technician will need more and different mathematics than a person pursuing a program in civil technology.

Third: English

A series of English courses must be designed for the transfer student which will prepare him to be successful on the four year campus in competition with those students who received their first two years of English instruction on the four year campus. On the other hand, the main goal of English instruction for the occupational-vocational-technical curricula should be to develop the ability for the student to communicate orally and in technical writing. This means a much more direct approach to the teaching of English with specific skills clearly identified and instruction limited to the attainment of these skills.

In summary, it becomes obvious that the transferability of service courses designed for the occupational-vocational-technical fields in general education should be designed to fit the needs of the particular occupation. The transferability of the course to another institution is a secondary consideration. Many four year institutions are now designing programs to admit, as juniors, graduates of the vocational-technical career programs without reviewing on a course by course basis every unit of credit included in the associate degree. These are referred to as two-plus-two programs. Such programs are now in operation in engineering technology fields, in public service areas and are being developed in the health careers fields. Some business curricula are being developed along these same lines, but in general, business colleges have not been so quick to move in the two-plus-two arrangement as have the other areas. This gives added emphasis and recognition to the concept of the inherent value of the two year program in the vocational-technical fields.

SUGGESTIONS:

- 1) Discontinue those curricula not meeting current and future needs of Haskell students.
(Low enrollment - poor placement opportunities)
- 2) Introduce new curricula indicated as meeting the current and future needs of Haskell students.
(Attractive to students - excellent placement)
- 3) Continue the efforts already begun to regroup small instructional departments into broad fields of interest or divisions.
- 4) Direct the vocational-technical curriculum towards excellence in the expanding employment areas in health careers, engineering technical careers, business careers and public service careers.

- 5) Identify course offerings in general education by function - either transfer or service courses for the vocational-technical curricula and plan them to meet those functions.
- 6) Consider a net reduction in course offerings at Haskell. (Too many courses now offered for size of student body.)
- 7) Explore the advantages of adding the Associate in Applied Business degree.
- 8) Explore the advantages of adding the Associate in General Studies degree.
- 9) Investigate the core curriculum concept in both vocational-technical education and general education.
- 10) Develop courses in science and mathematics suitable for more than one vocational-technical curriculum.
- 11) Schedule classes so that vocational-technical students and general education students may be mixed in general education courses or electives.
- 12) Consider the concept of two-plus-two programs being developed in many four year institutions in vocational-technical fields.

During the meetings of the team at Haskell, a recurring concern was discussed. Counselors, faculty, and administrators emphasized that many students entering Haskell were not prepared in the fundamentals of reading, English and mathematics. The establishment of a series of entrance tests was proposed and certainly should be explored. Dr. Lazzarino, in his consultant's report of July 12, 1972, also directs attention to this problem. The team would direct attention toward the concept of assistance for the entering student who is deficient in these fields so that he may develop from the point at which he enters Haskell to a point at which he can succeed in the various curricula. The establishment of a developmental education center designed to assist all students who may need special assistance in order to succeed at Haskell is proposed. The center would provide special help in the fundamental skills in reading, English and mathematics which might be provided through organized classes or on an individual basis depending on the numbers needing help. In addition, tutoring service through the center could be provided for any Haskell student needing individual help in any Haskell course offering as this need might arise. The tutoring service could be made available either at the request of the individual student or by faculty referral. It should be noted that many junior college students lack good study skills and habits. Short courses in how to study or in the development of study skills might be of great assistance to certain students. The staff for such a center would have to be composed of those who have had special training in developmental education. The activities of the center should be directed toward assisting students with immediate and specific problems. A student should not be assigned to the developmental education center for long periods of time, but should be given specific help in as short a time as possible. He may be redirected to the center as other needs are discovered or arise.

The development of such a center might well provide additional assistance in working toward the attainment of a standard of excellence in all Haskell programs.

SUGGESTION:

Consider the establishment of a developmental education center to assist all students who may need special instruction in order to succeed at Haskell.

The team recognizes that accreditation by North Central is the most important single goal that Haskell can work toward in establishing itself as a junior college. In the interim, while accreditation is being sought, it would be advisable for Haskell to arrange meetings with other junior colleges, institutions of higher learning and B.I.A. post graduate schools in order that they might plan together in facilitating the transfer of students from one institution to another. A coordinating committee composed of some of the members of the Haskell faculty and administration would work with a coordinating committee from each of the identified types of institutions and work out the common problems in curricula, credits, etc. that can lead to complications as Haskell students attempt to transfer, or as students from other institutions attempt to transfer into Haskell.

An attempt should be made to identify those schools to which Haskell students and graduates are most likely to apply for admission and an attempt should be made to work out ways to ease the transition from Haskell to the receiving institution. This can be done on a simple basis beginning with chosen courses and ultimately leading to where other institutions may accept the associate degree from Haskell as being equivalent to the first two years in the receiving institution. Nothing that has been said should be construed to indicate that Haskell would need to lose control of its curricula or courses, or in any way compromise with its philosophy in order to work with other institutions.

SUGGESTION:

Establish liaison committees with selected institutions in order that common interests may be identified and cooperative approaches to common goals may be developed.

The team would like to emphasize three points that follow from the discussions on curriculum which may not be specifically identified up to this point.

- 1) The B. I. A. should establish clearly the intention of having Haskell become and remain a junior college. The persistent rumors that Haskell may become a four year institution serve no useful purpose and should be stopped with a clear statement in this regard.
- 2) Cooperative planning with S. I. P. I. in matters of curriculum is essential and desirable and should be pursued with vigor and dispatch. The American Indian will benefit greatly from the positive effect of such efforts.
- 3) The building program of Haskell must be reviewed in light of the directions suggested throughout this report, and particularly in regard to the proposals on curriculum. Facilities are built to accommodate curriculum needs and any modification in the curriculum has immediate and direct effect on building plans.

FACILITIES

An extensive set of plans that reviews the present physical plant and makes wide ranging projections for the years immediately ahead has been prepared by Haskell. It is called Program of Improvements, HASKELL COMPLETION, Project Number W-56 277, Lawrence, Kansas. This is a comprehensive document and if approved and followed will provide Haskell with an enlarged and mainly rebuilt physical facility.

The team recognizes that many of the proposed changes in the physical plant are necessary and in some instances long overdue. Many of the present buildings are old and generally outmoded and the team in general is in complete agreement with the concept of rebuilding and remodeling the Haskell physical plant. The team did not address itself to a building by building review of the Haskell Completion Project. That task is far beyond the scope of the Haskell Transition Evaluation Team.

However, the team does have some strong recommendations to make in relation to the proposed building program. These recommendations are made despite the possible delay in beginning some phases of the proposed construction for the following reasons:

- 1) Facilities in a junior college are designed around some specific purpose. This is particularly true in regard to the vocational-technical facilities.
- 2) Laboratory space required and the equipment needed may be expensive and not easily remodeled and converted to other uses.
- 3) Recommendations made elsewhere in this report relating to the discontinuing of some curricula and the adding of new and different curricula at Haskell.

Accordingly, the team recommends that the proposals made in Program of Improvements, HASKELL COMPLETION, Project Number W-56 277 be thoroughly reviewed. This review should include, but not be limited to the following:

- 1) Coordinate building plans with curricula changes and include facilities for those new programs contemplated. Example: Health Careers.

- 2) Recognizing that facilities must be planned far in advance only emphasizes the necessity of planning curricula in the same way. The two can not be separated.
- 3) Library facilities should be planned to include the modern concept of a Learning Resources Center with the inclusion of various types and kinds of learning assisting equipment now available.
- 4) Plans should include facilities for a Developmental Education Center to assist those students entering Haskell with below standard levels of attainment in English, reading and mathematics. The inclusion of facilities for assisting in learning how to study and for tutoring in a variety of subjects is desirable.
- 5) The possibility of incorporating study areas in dormitories with remote control access to audio and video taped programs of instruction should be studied.
- 6) The possibilities of a language laboratory using taped programs should be reviewed in light of the many languages being offered.
- 7) Building plans at Haskell and at S.I.P.I. should be reviewed and planned together to avoid unnecessary duplication and to profit from the experiences of each institution.

ADMINISTRATION

Considerable time was spent by the team on August 8 and August 9 reviewing and discussing the organizational structure of Haskell. It is obvious from these discussions that considerable work has already been done in an attempt to restructure the administration of the junior college. Obviously, some form of line and staff structure must be established and maintained. Accordingly, the team will present some ideas relative to a line and staff organization.

In general, we believe it is educationally sound to have as few layers of administration involved in the organization of a junior college as possible. The size or enrollment of the institution should be also kept in mind in trying to keep good communication between the top administration and all levels of the organization. Communication must move freely and easily in either direction; that is, from students and faculty to the chief administrator or superintendent and from the superintendent to the faculty and students.

The North Central Accreditation Association does not require a specific pattern of organization and administration and will probably not even suggest a specific pattern. They will attempt to judge the effectiveness of the structure and organization rather than its form. This seems to be a logical and reasonable position and one which the team completely supports.

Accordingly, the following suggestions or proposals are made with the idea of encouraging the examination and study by Haskell in terms of what could best be put to work for Haskell and should not be interpreted as the way a junior college should be organized.

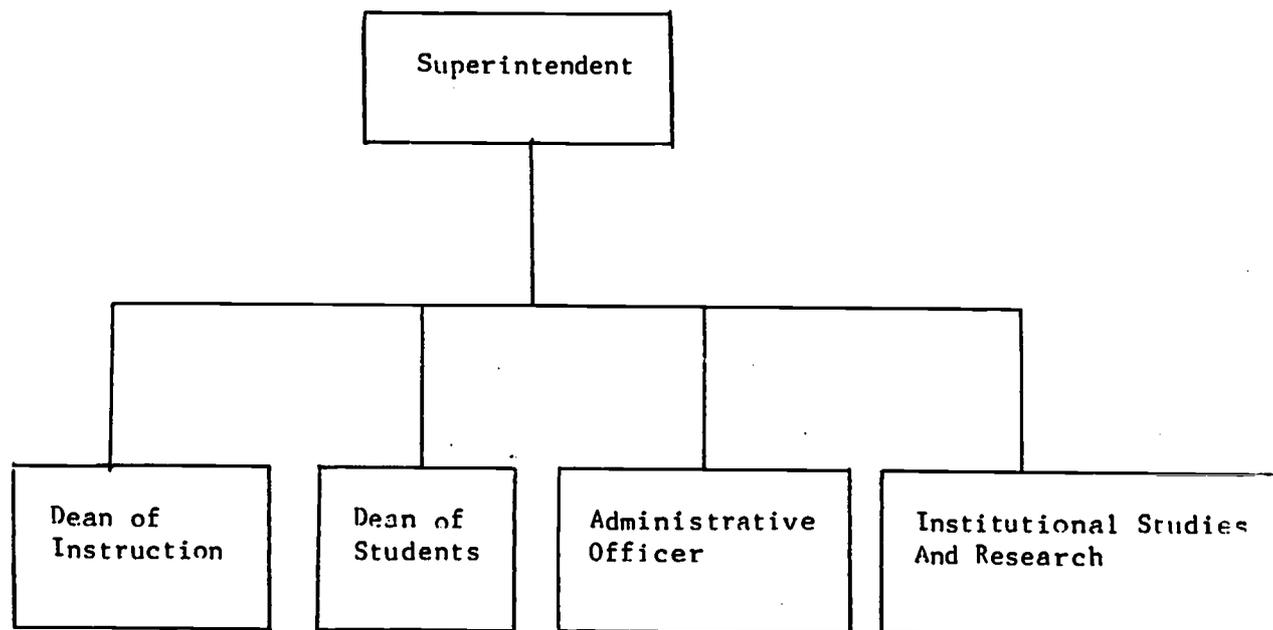
The superintendent should have a small number of people reporting directly to him, and only in those key areas which can not be handled in any other way.

- 1) Dean of Instruction is responsible for all aspects of instruction, and reports directly to the superintendent.
- 2) Dean of Students is responsible for all aspects of student life and should report directly to the superintendent.
- 3) An Administrative Officer is responsible for all fiscal matters, operation of the physical plant, personnel management of non-teaching employees, etc... He should report directly to the superintendent.

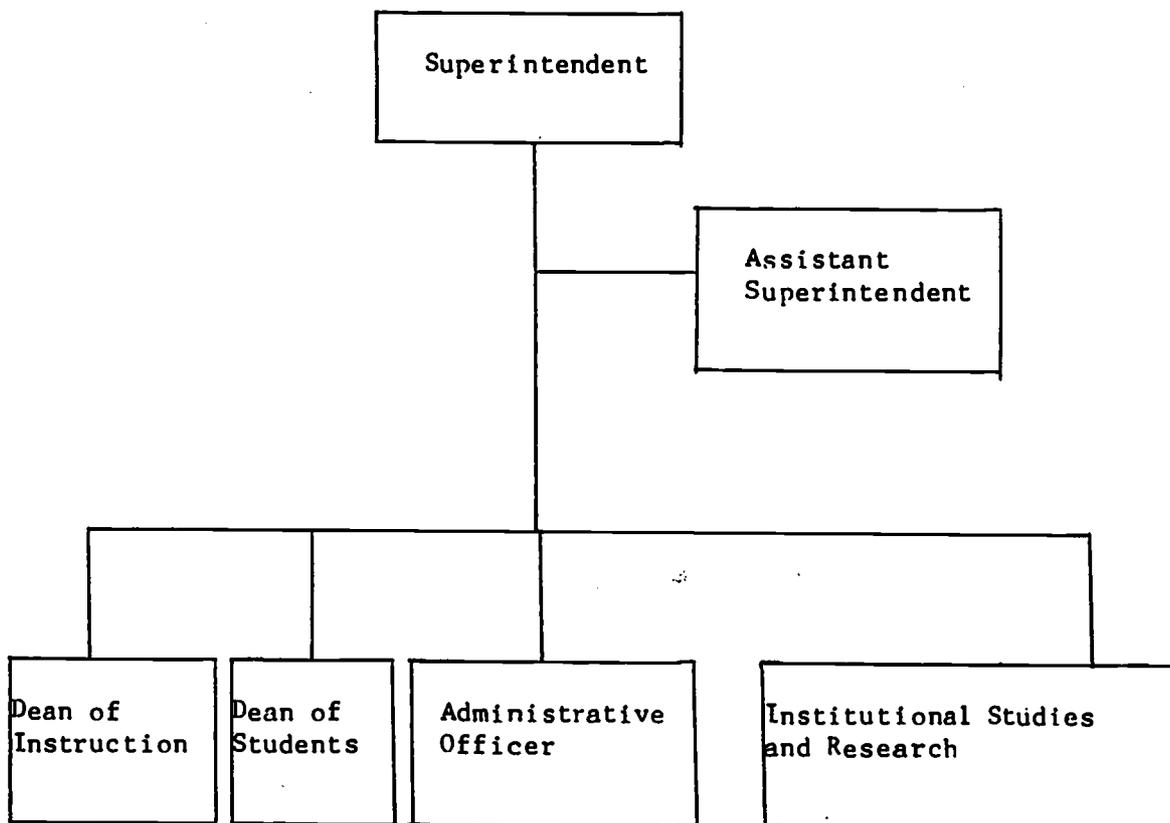
- 4) A Director of Institutional Studies and Research should report directly to the superintendent.

The following chart will illustrate:

Chart #1



An Assistant Superintendent could be fit into this overall pattern as shown on Chart #2



In the opinion of the team the assistant superintendent should be a staff position reporting directly to the superintendent and performing those tasks assigned by the superintendent as he deems best in the interests of the institution. The superintendent may delegate as much responsibility in any of the areas to the assistant superintendent as indicated in Chart #1, but care must be taken to avoid a dichotomy between the office of the superintendent and the office of the assistant superintendent. A division in philosophy, procedure, interpretation of policy, application of financial resources, or in any facet of the total operation of the institution will ultimately lead to a division between the office of the superintendent and that of the assistant superintendent. There appears to be within the total organization of Haskell at the moment, a serious division as a result of changing from a vocational and technical

orientation of many years standing to a junior college and introducing a broad general curriculum. This division is now centered between two deans, a general education dean and a vocational technical dean.

This committee has found that all people involved at Haskell, as well as others whose advice and recommendations have been sought off campus, have recommended that to help resolve this difficulty, one dean of instruction who will be responsible for all parts of the instructional program be appointed. This recommendation has now been put into effect. The writer's recommendation concerning this may be found in the appendix. It is imperative that this division not be transferred from the dean's level to the superintendent's level.

A junior college is a complex organization due to the wide range of interests, backgrounds and directions of the students and faculty, and the wide range of curriculum offerings. If people of diverse backgrounds and experiences are to work together and understand problems and concerns of each other, they must be brought together and positive efforts must be made to have the diversity of the junior college brought to bear on its problems, interests and concerns. More participation on the part of more people is obviously called for. Communication within the junior college can become a complex problem. Differences of opinion must be brought to the surface, heard and shared decisions arrived at in order that the majority can understand the nature of the problem that is under discussion. Diversity does not have to be a weakness if properly used, coordinated and directed. It can become a bulwark of strength.

The traditional style of administration and decision making does not address itself to either the potency or the variability of the human factor. The classical approach to organizing for the task to be done has been to divide the several functions of the organization into logical or manageable units, write detailed job descriptions for each unit, fit the man to the job, and finally give him the authority to get the job done. Inevitably, such an approach tends to place a premium on adherence to the structure and goals as perceived by the designers. Command, conformity and continuity become the watch words of such a system rather than cooperation, freedom to act and innovation. No formal provisions are made either to tap the latent talents of or to systematically evaluate the feed back from those individuals who, because they are located closest to output phase of the organization, are most sensitive to change. The result is that the organization finds itself increasingly unable to cope with change.

The last few years have been a period of rapid change in school administration at all levels and in almost all institutions. Many books have been written about why this has occurred and is continuing to occur. Let us merely say that a school can no longer be operated in the old traditional manner.

Now addressing ourselves to the specific conditions at Haskell, the easiest way to say it is that everyone wants into the action of administration. Ways and means must be found to accommodate some of the mounting pressures and demands of students, faculty and staff, as well as the Indian population in general, and to recognize and hear their ideas and opinions as they are considered in the operation of Haskell. This is not an easy or simple task. Too many times individuals and groups demand participation in administration without having to assume the responsibility for their demands. The key to success is to provide ways and means for all persons involved to know that their concerns and interests are being considered, but they must be considered in light of the other groups and individuals who make up the overall Haskell family.

As an example: If we should elect the topic of the use and ownership of automobiles by Haskell students, it would be fair to assume that student opinions and ideas and recommendations would be different from those of parents of these students. It is possible that the opinions of the Board of Regents might be different from either the students' or the parents' desires. The faculty and staff and administration of Haskell might have still other concerns relative to the use of automobiles by Haskell students within the Haskell campus and community.

The decision making process in almost all educational institutions today is a shared one and this is in keeping with ideas of a democracy in action. One tried and valued procedure is the development of a committee structure which will permit information, ideas and concerns to move in both directions within the organization from the chief administrator to the students, faculty and staff as well as from the students, faculty and staff to the chief administrator. The committee structure already begun at Haskell is designed to bring about the above goals. It is too early to ascertain how well it will function, but a well thought out committee structure with committee membership representing those segments of the college community that should be represented on a committee can provide the vehicle for the flow of information in both directions. It should be pointed out that it takes time for committees to begin to understand their tasks and their opportunities and limitations. Their effectiveness will depend to a great extent upon the abilities and interests of the individual members who make up the committee. It is important that the committee membership be representative of those whom it needs to

represent, and that its specific tasks and responsibilities be spelled out in order that its work may be directed in the proper channels. One committee must not overlap the work or problems of another committee.

It is always difficult to establish clear lines of authority and responsibility and a committee structure may not assist in this process. An administrator may delegate authority to an individual or a committee, but it is not equally possible to delegate the responsibility for the ultimate decisions that effect the operation of the institution. The key to success here is in achieving a balance and understanding between the chief administrative officer and the various committees.

SUGGESTIONS:

- 1) The assistant superintendent should become a staff officer reporting to the superintendent and handling those specific tasks assigned to him by the superintendent.
- 2) The organizational structure at Haskell should have as few layers of authority as possible.
- 3) Authority should be placed with supervisors who are as close to the action as possible. Authority to act should be delegated to the first line of supervision as soon as first line supervision can be developed to accept the added responsibilities.
- 4) A possible dichotomy of authority and responsibility at all levels within the organization must be avoided. For example, one committee versus another committee.
- 5) Development and improvement of the committee structure already in operation should be continued.
- 6) All committee membership should be reviewed to insure that the membership is a true representation of the desired segments of the college community.
- 7) In-service training programs for committee chairmen should be devised so the chairmen may function effectively.

- 8) Provision to consider all feed back and to listen before decisions are reached must be made by the administration. Intelligent co-workers are not interested in discussing conclusions.
- 9) Arrangements for lateral communication within the organization, not only from top to bottom and back, should be made by the administration. Horizontal communication can provide critical communication and cross fertilization of ideas and concepts.
- 10) Acceptable and periodical reviews that assess the accomplishments of individuals and/or committees must be established.
- 11) Appointment of a coordinator for the transition process in moving Haskell from a Vocational-Technical Institute to a junior college. This person might also be the individual to head up the self-study that North Central will require of Haskell as it moves from its present position to that of full accreditation.

Some time was spent by the team on August 8 and August 9 discussing the pros and cons of adding a research specialist to the Haskell staff. There appeared to be general agreement that others whose advice had been sought from time to time recommended that such action be taken. A research specialist should center his attention for the immediate future on recruitment and admissions problems, particularly in those areas of instruction with very limited enrollment and develop plans that might lead either to the elimination of certain programs or the addition of new curricula based on these studies. Equally important would be the beginning of a series of follow up studies of Haskell graduates and former students. Follow up studies are needed in all phases of the total program at Haskell. The team was unable to secure information relative to what has happened or is happening to the students at Haskell after the immediate report made at the time the students left the institution. Follow up studies of all Haskell students are essential and should reflect what is happening to the student for a period of years after leaving the school. The success of the Haskell student in a transfer institution is just as important as a successful work experience record of the occupational, vocational or technical student. The interpretation of all types of follow up studies should be one of the most important tools in revising and updating courses and curricula of whatever nature.

There are many other tasks to which a research specialist could devote his special training. For example, he could provide information to feeder institutions so that those entering Haskell will be prepared to succeed in the programs available at Haskell. Follow up studies are so essential that the team recommends that these be given top priority.

SUGGESTIONS:

- 1) That a research specialist be added to the Haskell staff.
- 2) That a broad research program in relation to continued evolution of Haskell be developed.

In the meetings at Haskell, it became apparent that cooperation between Haskell and Southwestern Indian Polytechnical Institute (S.I.P.I.) was highly desirable. The possibilities of Haskell and S.I.P.I. working together are challenging and intriguing and should be explored from every possible angle. The common cause of Indian higher education should bring the two institutions together. Let us consider some of the ways cooperation could begin.

- 1) Curricula that are equal and/or parallel do not necessarily have to be developed in both institutions. Each institution should concentrate its efforts and resources in directions which compliment each other rather than conflict or compete with one another. Accordingly, long range plans for curriculum development should be coordinated between these two schools. The important concept should be that the particular educational opportunity is available to all Indian students, rather than whether the student attends one institution or the other. It certainly appears that in the years ahead there will be more Indian students seeking admission to either institution than can be accommodated properly, either in terms of facilities or in terms of job opportunities upon completion of the program.
- 2) If Haskell and S.I.P.I. are to work closely together for the improvement of higher educational opportunities for Indian students, the time schedule and calendars of the two institutions should be coordinated. This would make it possible for a student to transfer from one institution to another with a minimum of time loss. It would also tend to maximize the use of dormitory and space facilities available at each institution. The particular style of educational calendar finally chosen is not important, but it is important that both institutions adopt the same pattern. There are many plans of school calendars presently in vogue. There are trimesters, semesters, quarters, and modifications of all of these. There are advantages and disadvantages with each of them. The writer would talk strongly in terms of the quarter system, believing that there are good and sufficient reasons for this particular type of arrangement. However, this is purely a personal opinion and there are many others who would disagree and could cite equally strong reasons for their preference.
- 3) Where possible, individual courses, particularly those in the area of general education, and as many others as possible, should be developed along parallel lines. Again this would permit and facilitate the transfer of a student from one institution to the other without undue repetition of course work previously completed. This would result in the student who is unsure of his educational objectives or one who changes his mind to make a fresh start without undue penalty.

- 4) The possibility of staff exchanges between S.I.P.I. and Haskell should be explored. These could be arranged on either a term basis or an annual basis and could serve to improve understandings and offer new challenges to faculty at both institutions. Student exchanges could also be explored either on a short term or a longer period of time, depending on the interest and need of the individual student.

SUGGESTION:

That the Bureau of Indian Affairs, Haskell, and Southwestern Indian Polytechnical Institute begin long range cooperative plans which will result in a minimum of duplication of facilities and offerings and a maximizing of opportunities for the Indian student. This cooperative plan could result in raising the standards of performance in each institution and in improving cost effectiveness in each institution. Unless this is done, a dissipation of funds and resources for Indian education beyond the high school will result.

The transition from a vocational-technical institute to a junior college could be made easier for all personnel by introducing some training plans that would assist personnel at all levels to understand the changing role of Haskell as a junior college. These plans would include, but should not necessarily be limited to:

- 1) Workshops on the Haskell campus conducted by recognized leaders in junior college activities;
- 2) Visitations by various faculty and/or administrators to institutions of all kinds that fit particular situations on the Haskell campus;
- 3) Attendance at sectional, regional and national meetings;
- 4) Visitations by individuals or groups to ongoing successful programs on campuses of other junior colleges;
- 5) Exchange programs with other institutions involving faculty and/or administrators;
- 6) Encouragement of faculty and staff to enroll in college programs that offer specific appeal to the individual involved which will result in an improved situation at Haskell upon the return of the individual. Special reference is made to Higher Education Personnel Training Programs, 1972-73, U. S. Department of Health, Education and Welfare, Office of Education, Washington, D. C. - DHEW publication (OE) 72-74.

SUGGESTIONS:

- 1) That a variety of in-service programs be initiated to assist personnel at all levels to better understand the changing role of Haskell as it becomes a junior college.
- 2) That additional suggestions of possible assistance in in-service programs might be obtained by contacting, among many others, the following:

Dr. Norman C. Harris, Professor, University of Michigan,
Ann Arbor, Michigan

Dr. Omar Olson, President, Lorain County Community College,
Elyria, Ohio

National Office of the American Association of Junior Colleges,
Washington, D. C.

During the meetings of the team with the Haskell administration, faculty and students, it became apparent that the relationship of the Haskell Board of Regents to the Bureau of Indian Affairs and the Haskell administration is not clearly defined. There are many reasons why considerable confusion and misunderstanding either exists or is developing in regard to the role of the Haskell Board of Regents. It is not necessary for the team to attempt to develop these reasons. The important fact is that misunderstandings are developing and steps should be taken to reduce and hopefully eliminate these difficulties before they become more critical than they are at present. One of the serious problems that is resulting from the above condition is that the administration of Haskell is placed in an untenable situation between the Bureau of Indian Affairs and the Haskell Board of Regents. No administration can long survive let alone provide leadership in such a position.

SUGGESTION:

That the role of the Haskell Board of Regents be clarified by the Bureau of Indian Affairs.

SUMMARY OF RECOMMENDATIONS

Review the purposes and objectives of Haskell in relation to the five broad areas of educational services expected of a comprehensive junior college.

Review the curricula in line with the suggestions identified in this report.

Establish a liaison committee with Southwestern Indian Polytechnical Institute to begin at once on common goals in Indian education.

Design a system to recognize other areas of teacher preparation in addition to formal education.

Design a schedule of teaching loads that will be acceptable and usable at Haskell.

Establish an institutional research program that will begin at once on the work of admission problems, placement and follow up studies.

Continue and enlarge present efforts to involve Haskell students in all phases of the operation of Haskell in keeping with the trends in junior colleges.

Establish a team approach for the educational advising of all Haskell students

Consider the establishment of a developmental education center to assist all students who may need special instruction in order to succeed at Haskell.

Attempt to deliberately intermingle all students in as many class situations as feasible.

Continue and develop the committee structure at Haskell. Faculty and administration working together can produce excellence in all phases of Haskell operation.

Develop plans for assisting faculty and administration to adjust to the change at Haskell as it moves toward accreditation as a junior college. Specific suggestions as ideas only are given elsewhere in this report.

Provision to consider all feed back and to listen before decisions are reached must be made by the administration.

Begin a thorough and intensive review of the building plans presently being considered for funding and revise them in keeping with the results of curriculum revisions and in harmony with the results of cooperative planning with Southwestern Indian Polytechnical Institute.

Consider opening of enrollment to those other than Indians, particularly in areas of instruction not being filled by Indians. This is a sound educational premise and could result in raising the level of performance of all students.

The Bureau of Indian Affairs should review the developing role of the Haskell Board of Regents and attempt to clearly establish the Board's authority and responsibilities in order to avoid possible future misunderstandings in the operation of Haskell.

Explore the advantages of appointing someone within the institution to head up the transition process and to act as a catalyst and prime mover in initiating and following through on modifications and changes as they develop.

APPENDICES

Appendix A

Bibliography of materials reviewed by the Haskell Transition Evaluation Team:

- 1) Haskell Indian Junior College Bulletin, 1972-73
- 2) Haskell Indian Junior College Student Handbook, 1972 (Mimeographed copy)
- 3) Haskell Indian Junior College class schedule, Fall, Spring, 71-72
- 4) Haskell Indian Junior College organizational charts
- 5) Program of Requirements, Haskell Completion Project number W-56 277, Lawrence, Kansas. Division of Plant Design and Construction, Bureau of Indian Affairs, Albuquerque, New Mexico, Robert A. Dudley, chief
- 6) Minutes of Haskell Board of Regents meetings, April 14, 1971 through July 26, 1972
- 7) Minutes of Haskell Executive Council meetings, November 3, 1970 through June 2, 1972
- 8) Minutes of Haskell Faculty Committee meetings, February 3, 1971 through May 11, 1972
- 9) Minutes of Haskell Student Affairs Committee, December 9, 1971 through May 18, 1972
- 10) Minutes of Haskell Student Senate meetings, November 23, 1971 through March 28, 1972
- 11) "The Emerging Role of the Community Junior College" by Edmund J. Gleaser, Jr. in Peabody Journal of Education, July 1971
- 12) "High School and Junior College - Allies or Adversaries?" by John Grable in The Clearing House, December 1971
- 13) "Prescription for Junior College Dropouts" by Harold F. Landrith in School and Society, January 1971
- 14) "Student Personnel Services in Two-Year Colleges: A Time for Charting New Directions" by Jane E. Matson in Peabody Journal of Education, July 1971
- 15) "The Community and Junior College: An Overview" by W. A. Harper in Peabody Journal of Education, July 1971
- 16) "Curriculum Trends and Directions in American Junior Colleges" by Raymond E. Schultz in Peabody Journal of Education, July 1971
- 17) "The Federal Government Behind the Open Door" by Marie Martin in Peabody Journal of Education, July 1971
- 18) "Faculty Development in American Community Junior Colleges" by Joseph W. Fordyce in Peabody Journal of Education, July 1971
- 19) "Education for the New Student at Community Colleges: A Legacy and a Hope" by Andrew Goodrich in Peabody Journal of Education, July 1971

- 20) "The Future of the Community Junior College: by James L. Wattenbarger in Peabody Journal of Education, July 1971
- 21) "The Community Junior College and the Second Reconstruction in Higher Education" by Derrell C. Roberts in Peabody Journal of Education, July 1971
- 22) "Higher Education and Change" by Ralph E. Kirkman in Peabody Journal of Education, July 1971

Appendix B

Haskell Indian Junior College - 1972

HASKELL INDIAN JUNIOR COLLEGE - 1972

Briefly to identify Haskell and its past: Haskell Indian Junior College is an educational institution for American Indians. Established in 1884, it is among the oldest government supported schools in the United States.

Enrollment varies between 1150 and 1200 young men and women from thirty states and one hundred-plus tribes. Tribal affiliations range from Seminoles in Florida to Eskimos in Alaska; from Senecas in New York to Quechans on the Arizona-California border; from Alabamas and Coushattas in Texas to Chippewas in Minnesota.

Wherever in the United States you find Indian people, you will find those who know Haskell. For nearly 100 years they have been sending their children here for an education. Haskell's reputation extends beyond the Indian community into the non-Indian society knowledgeable about Indian education. The Honorable Robert F. Kennedy expressed this acceptance in the Haskell auditorium in 1968, when in announcing his candidacy for the Presidency of the United States he said:

"Indian education must be improved. It is not on a par with public education. Indian schools are not what they should be. Except for this one. I will accept Haskell. Haskell has a fine record."

Haskell's evolution during its 86 years of existence has been continual. From 1885-1890 the school's official name was the United States Indian Industrial Training School. Unofficially the school was always called Haskell, after the Kansas Congressman responsible for locating the school in Kansas. From 1890-1970 the school's official name was Haskell Institute. Since 1970 the school's official name has been Haskell Indian Junior College.

When Haskell opened in 1884 the curriculum centered around the manual labor of agriculture in grades 1-5. By 1894 Haskell was also training teachers in a Normal Department. One year later a Commercial Department was created offering business training. By 1899 the Agriculture curriculum had expanded into a variety of specialized areas such as fruit culture and dairying. A Trades department was added. In 1901 a uniform course of study was introduced by the Bureau of Indian Affairs. By 1927 the secondary curriculum had been accredited by the State of Kansas, and Haskell was offering post-high school courses in a variety of areas. By 1935 Haskell High School graduates were being actively recruited to remain and take up a post-high vocational study. In 1962 the secondary program began to be phased out. In 1965 the last high school class graduated, and Haskell evolved into a post-high vocational-technical school. By 1966 the school was investigating the higher education needs of Indian young people and the possibility of junior college accreditation. In 1968 initial steps were taken to achieve Kansas State Junior College accreditation. Final State accreditation was formally received in 1970. With the addition in 1970 of a two year general education curriculum leading to an Associate of Arts degree, Haskell Institute became Haskell Indian Junior College. To meet the needs of Indian students in an ever changing world, Haskell is developing broader and more complete educational opportunities. The comprehensive junior college program now offered expands the Indian student's study possibilities across a wide spectrum of educational choices. He can choose to pursue a trade or technical skill, a junior college degree, or a combination of both.

HASKELL'S STATEMENT OF PHILOSOPHY AND EDUCATIONAL TASK

Institutional philosophy is in effect a statement of beliefs which begins with basic assumptions and then matures with the institution. Since this must reflect a living philosophy, it should not be confined to formulations from the past. Hence, the institutional philosophy of Haskell Indian Junior College should be premised upon an evolutionary concept which permits and demands constant reexamination and redefinition.

We at Haskell Indian Junior College believe that a free society is dependent upon education for the transmission of values, traditions, and ideals. We believe that education in a free society must enhance the dignity of the individual. Dignity connotes knowledge, self-discipline, and responsibility. Haskell Indian Junior College strives to afford the individual opportunities to develop his talents to the utmost.

The educational program at Haskell Indian Junior College allows a student to pursue various interests. We believe that the college must provide both a general education and the best in specialized study. General education is designed to produce a citizen worthy of a free society; specialized study aims to equip a student to take his place in the vocation or the profession of his choice.

We believe that an education must foster intellectual growth and that the college has the duty of inculcating habits of open-mindedness and disciplined inquiry and of promoting the development of well-reasoned judgment. The college thus contributes to the growth of mature citizens who are capable of stimulating and enriching the world in which they live.

We at Haskell believe that the college should give personal attention to students in an atmosphere of cordiality, friendliness, and respect. We believe that the college should afford the student opportunities to communicate with faculty, staff, and administrators, and we believe that the college should provide adequate opportunities for cultural and social activities which enhance the educational experience.

The goals and objectives of the Haskell program have developed from the needs of the Indian people, the nature of the respective Indian communities, and the belief that post-high school education should be afforded to all high school graduates and other adults.

The educational task of Haskell Indian Junior College is therefore designed:

1. To identify and analyze the educational needs of the Indian community as a necessary prerequisite for the creation of a viable and meaningful course of studies.
- 2.. To provide college transfer and other programs of vocational, technical, business, and general education courses which are directly responsive to the identified needs of the Indian community.

HASKELL'S GOAL AND FUTURE DIRECTION:

As stated in the previously listed philosophy, Haskell must continually evaluate its philosophy and educational objectives. After two years of operation as a Junior College some of the original objectives have been re-inforced, others apparently need re-defining and alteration. Some of our more significant concerns as they relate to the future of Haskell are:

- I. The total concentration of effort by the Central Office, Area Office, Board of Regents, Alumni, and Haskell administration should be in the development of Haskell as an accredited comprehensive Junior College specifically committed and designed to meet the needs of the North American Indians.
 - A. The structure should be similar to that of a community college.
 - B. Some talk by students and members of various Indian communities of the possibility of Haskell becoming a four year baccalaureate degree granting institution must be dealt with in a visible manner. A Junior College and a college or university have completely different missions. Any confusion centering around the issue of a 2 year vs. 4 year will only serve to impede progress toward Haskell becoming an accredited Junior College.
- II. We must look critically at our offerings to ascertain that in our comprehensiveness we do not lose our effectiveness. Perhaps we need to identify those Vocational, Technical, Business, and General Education programs that are the most critical in meeting the needs of the Indian community and concentrate on those areas rather than be too comprehensive. Perhaps a criteria might be followed in determining our future by emphasizing those programs that:
 - A. Require a high degree of technical skill.
 - B. Combines skills with expectations of community responsibilities, civic leadership, supervisory and management responsibilities.
 - C. Require the incorporation of general education courses to more fully develop an individual for employment. (Technical Skills - Management as opposed to basic skills).
 - D. No attempt at judgment is intended in the above, but Haskell must critically determine what it can do well.
- III. Haskell must develop an effective vehicle to get at its primary task of realistically identifying the needs of the Indian community. A difficult task for any Junior College, one considerably more complex but equally important for Haskell. Perhaps this might best be accomplished by Haskell extending its resources to the Indian communities, particularly in the area of continuing education. (Independent Study, contractual agreements for training in home communities, etc.) Haskell needs to develop programs that automatically provide feedback as to the thinking of local communities and how Haskell might serve their educational needs. We must admit that we cannot meet the total needs of any given community, but serve in a quality way those that are mutually agreed on.

3. To provide guidance and counseling, through formal services and informal teacher-student relationships, designed to permit the student to assess his interests, capabilities, and deficiencies in order that he may set realistic and attainable educational goals.
4. To provide vocational and technical programs designed to prepare students for employment and to prepare students to advance beyond the entry levels of employment, into positions of managerial responsibility.
5. To provide a general education curriculum designed to preserve, maintain, and propagate Indian culture and tradition, and to meet the specialized needs of Indian students.
6. To provide a sequence of academic programs compatible with those offered in the first two years by baccalaureate-degree granting institutions.
7. To provide a collegiate atmosphere and co-curricular student activities, limited only by need and resources, which will broaden and deepen the student's culture and enhance his awareness and appreciation of his role in society.
8. To provide educational services to the respective Indian communities which are designed to cope with cultural and societal problems of the respective geographical areas.
9. To extend the physical and cultural activities of Haskell Indian Junior College beyond the campus in order to become a vital part of the local community offering service and becoming involved whenever possible.

These goals and objectives become viable in a collegiate atmosphere where students and faculty participate as partners in the educational venture.

Furthermore, Haskell Indian Junior College encourages each student to discover his own abilities as well as to recognize his own limitations and to plan his educational program accordingly.

Students are encouraged to acquire the basic knowledge and skills necessary for their advanced training or their chosen occupations. They are encouraged to develop the ability to think critically and objectively as well as to make sound judgments. They are encouraged to formulate personal philosophies which will lead them to self-realization.

- IV. Haskell must concentrate on the learning problems of young Indian people. (One of the marked difference of objectives and purpose of a college or university).
- A. We must ascertain whether the problems are real or mythical.
 - B. If they are real, are they caused by:
 - 1. Language difference
 - 2. Cultural difference
 - 3. Etc.
- V. Haskell must give time and effort to the development of various means of student assessment to measure interest, achievement, potential, specific individual needs and problems. Naturally these assessment means will need to accommodate to the Indian community. Perhaps Haskell could become a center for these efforts for the entire Indian community.
- VI. Haskell must give considerable effort to the development of students socially, both in a personal sense and in individual students social responsibility and relationship to a larger community whether it be Indian or Non-Indian. Perhaps the continued development of Haskell in a collegiate atmosphere will assist students in the development of pride and self-determination.
- VII. Haskell must have the flexibility and freedom to experiment in curriculum development in an attempt to determine curriculum content and learning processes that are appropriate and successful for Indian Education. Again, Haskell might through the concentrated effort of the Bureau of Indian Affairs serve the entire Indian community in this respect. Haskell is already making some significant inroads in this direction.
- VIII. Haskell must develop a unique and strong program of admission and placement. To be successful we must be able to counsel students in a home environment or context as to how Haskell might serve the individual student and/or community and follow that student after he has completed his or her program with significant feedback to be used to examine and evaluate our total program.

	<u>Total Admitted</u>			<u>Instructors</u>
	<u>Men</u>	<u>Women</u>	<u>Total</u>	
Auto Mechanics	107		107	6
Business	86	217	303	16
Baking	6	2	8	2
Cooking	5	11	16	2
Carpentry	32	0	32	2
Costume Shop	0	8	8	1
Dental Assisting	15	0	15	3
Electronics Electro-Mechanical Instrument Tech. Radio-TV Tech.	26	0	26	3
Electricity	19	0	19	1
General Education	261	203	464	50
Home Decoration	0	5	5	1
Home Economics	0	3	3	1
Laboratory Technician	4	13	17	1
Machine Technology	12	0	12	1
Masonry	12	0	12	1
Meat Cutting	2	0	2	1
Painting	10	0	10	2
Practical Nursing	0	83	83	4
Printing	23	8	31	5
Refrigeration	12	0	12	2
Radiation Technology	9	3	12	1
Technical Drafting	27	1	28	2
Welding	<u>27</u>	<u>0</u>	<u>27</u>	<u>2</u>
	695	557	1,252	110
No Choice Specified on Application			<u>44</u>	
Total			1,296	

Appendix C

Haskell Junior College

Statement of Philosophy

Institutional philosophy is in effect a statement of beliefs which begins with basic assumptions and then matures with the institution. Since this must reflect a living philosophy, it should not be confined to formulations from the past. Hence, the institutional philosophy of Haskell Indian Junior College should be premised upon an evolutionary concept which permits and demands constant reexamination and redefinition.

We at Haskell Indian Junior College believe that a free society is dependent upon education for the transmission of values, traditions, and ideals. We believe that education in a free society must enhance the dignity of the individual. Dignity connotes knowledge, self-discipline, and responsibility. Haskell Indian Junior College strives to afford the individual opportunities to develop his talents to the utmost.

The educational program at Haskell Indian Junior College allows a student to pursue various interests. We believe that the college must provide both a general education and the best in specialized study. General education is designed to produce a citizen worthy of a free society; specialized study aims to equip a student to take his place in the vocation or the profession of his choice.

We believe that an education must foster intellectual growth and that the college has the duty of inculcating habits of open-mindedness and disciplined inquiry and of promoting the development of well-reasoned judgment. The college thus contributes to the growth of mature citizens who are capable of stimulating and enriching the world in which we live.

We at Haskell believe that the college should give personal attention to students in an atmosphere of cordially, friendliness, and respect. We believe that the college should afford the student opportunities to communicate with faculty, staff and administrators, and we believe that the college should provide adequate opportunities for cultural and social activities which enhance the educational experience.

The goals and objectives of the Haskell program have developed from the needs of the Indian people, the nature of the respective Indian communities, and the belief that post-high school education should be afforded to all high school graduates and other adults.

The educational task of Haskell Indian Junior College is therefore designed:

1. To identify and analyze the educational needs of the Indian community as a necessary prerequisite for the creation of a viable and meaningful course of studies.
2. To provide college transfer and other programs of vocational, technical, business, and general education courses which are directly responsive to the identified needs of the Indian community.
3. To provide guidance and counseling, through formal services and informal; teacher-student relationships, designed to permit the student to assess his interests, capabilities, and deficiencies in order that he may set realistic and attainable educational goals.
4. To provide vocational and technical programs designed to prepare students for employment and to prepare students to advance beyond the entry levels of employment, into positions of managerial responsibility.

5. To provide a general education curriculum designed to preserve, maintain, and propagate Indian culture and tradition, and to meet the specialized needs of Indian students.
6. To provide a sequence of academic programs compatible with those offered in the first two years by baccalaureate-degree granting institutions.
7. To provide a collegiate atmosphere and co-curricular student activities, limited only by need and resources, which will broaden and deepen the students' culture and enhance his awareness and appreciation of his role in society.
8. To provide educational services to the respective Indian communities which are designed to cope with cultural and societal problems of the respective geographical areas.
9. To extend the physical and cultural activities of Haskell Indian Junior College beyond the campus in order to become a vital part of the local community offering service and becoming involved whenever possible.

These goals and objectives become viable in a collegiate atmosphere where students and faculty participate as partners in the educational venture.

Futhernore, Haskell Indian Junior College encourages each student to discover his own abilities as well as to recognize his own limitations and to plan his educational program accordingly.

Students are encouraged to acquire the basic knowledge and skills necessary for their advanced training or their chosen occupations. They are encouraged to develop the ability to think critically and objectively as well as to make sound

judgments. They are encouraged to formulate personal philosophies which will lead them to self-realization.

Minutes of Haskell Transition Evaluation Team meetings
Haskell Indian Junior College
Lawrence, Kansas 66044
July 11, 1972

Minutes of July 11th Sessions, Haskell Transition Evaluation Team

Dr. Henry Rosenbleuth, Education Specialist, School Operations, BIA, Washington, convened the Haskell Transition Evaluation Team, who were appointed by the Central Office, in a meeting with Haskell administration, staff, and students. Those in attendance:

(Designated Team Members)

John Peterson, Superintendent, Southwestern Indian Polytechnic Institute

Pat Loyd, Director of Business Education, SIPI

Kelsey Kennedy, Personnel Officer, Muskogee Area Office

Dan Sahmaunt, Acting Area Director of Schools, Anadarko

(Haskell Participants)

G. K. Cobb, Instructor, Social Science

Everette E. Bowman, Assistant Superintendent

Wallace E. Galluzzi, Superintendent

Bill Burgess, Instructional Dean (General Education)

Jack Naylor, Instructional Dean (Voc-Tech)

Ted Coulter, Instructor, Language Arts (Reading)

Delton Cox, Instructor Specialist

Walter Waldrop, Instructor Specialist

John Stanley, Student

Wayne Johnson, Student

Kenneth Blackbird, Student

Elmer Blackbird, Director of Housing

Sam Morris, Student

Dr. Rosenbleuth asked Haskell's Superintendent to explain to the group the background leading to his request for the evaluation. Mr. Galluzzi indicated that the Board of Regents, in their last meeting, expressed their desire for an evaluation and review of Haskell's progress in the transition from a vocational-technical school to a comprehensive junior college; to examine the apparent problems and anxieties; and make recommendations concerning financial expenditures, direction of the program, staffing, student placement, program weaknesses as evidenced by low enrollment in specific vocations, etc. In complying with this request, Mr. Galluzzi contacted the Area Director and requested a program review. He stressed the need for the review to be completed as soon as possible because Haskell will be undergoing a North Central self-evaluation this fall in connection with their recognized candidacy status. The Area Director forwarded Haskell's request to Dr. Tom Hopkins in Washington (Chief of Evaluations), who along with Mr. Tiffany and Mr. Paxton, came to Haskell earlier in the summer to discuss the evaluation. Dr. Hopkins then developed a memo outlining responsibilities of the evaluators and suggesting topics for study. In addition to the team membership present, other members designated by Dr. Hopkins included Dr. Isaac Beckes (a consultant recommended by North Central), and a representative from the Field Services Office.

Dr. Rosenbleuth indicated that the primary charges given the team were to look at the transition of Haskell from Voc-Tech to Junior College and make recommendations useful for this coming year. He recognized the handicap imposed by the fact that school was not in regular session and perhaps the staff and students available might not be representative of the entire school. He indicated that in addition to the introductory sessions this week, that another week in August would be planned to bring together the work accomplished by the team in the interim with the reports and suggestions made by consultants that he plans to contact. He further stated that the preparation of the final report would not be the responsibility of the team, but rather given to someone with expertise in that area.

Mr. Burgess questioned who would receive the report and what use it would be put to---would the report be used for advisement and to report on current activity at Haskell, or to determine program direction and implement changes.

Dr. Rosenbleuth replied that Dr. Hopkins and Mr. Hawkins would receive the report and that the committee at Haskell working with accreditation would have the document made available to them; that it would be an action report by nature, setting up steps of recommendations and targeting on those objects in Dr. Hopkins' memo that the team and staff feel are most important.

Dr. Loyd inquired where Haskell is now in the North Central process and Mr. Bowman indicated that Haskell has received correspondent status. Dr. Rosenbleuth asked Mr. Bowman to make available to the team copies of accreditation evaluations in addition to the minutes of the Board of Regents, Executive Council, Student Affairs Committee, Student Senate and any other influencing committees.

Dr. Rosenbleuth asked whether Haskell's decision to make the transition to a junior college came from the desire of the staff. Mr. Bowman replied that the direction came from the Central Office.

Dr. Loyd asked if the junior college decision and consortium concept evolved together, and Mr. Bowman indicated that they did not.

Dr. Rosenbleuth reported on the consortium's mission to this point as being to define the different rolls of the member schools and to determine how they will avoid conflict of programs and be able instead to complement.

Mr. Peterson stated that if Haskell has determined to be a junior college and if there is no possible reversal of that decision, then the team's task is to help Haskell achieve their goals as smoothly as possible.

Mr. Bowman stated that he believed there is confusion in the Bureau as to the definition of a comprehensive junior college, seeing only transferable programs as applying, rather than a combination of baccalaureate-bound programs with terminal, job-seeking. Mr. Galluzzi explained Haskell's evolution from a high school to its present comprehensive j.c. program.

The high school was phased out in 1965, leaving a 3-track, post high school program consisting of (1) Business Education (vocational by nature), basically in secretarial science; (2) Vocational (trades), job-oriented; and (3) Technical, job-oriented. Academic instructors left over from the high school program were attached to each track to offer related academic work in English, math, and science. Haskell gradually was made aware of parent and student concern over Haskell's lack of accreditation and eventually, the General Education track was introduced with both vertical and lateral movement within the four tracks encouraged, allowing for program enrichment for vocational-technical-business students as well as opening voc-tech graduates to management possibilities. Input to the junior college development was given by Area and Central Office BIA personnel, paid junior college consultants, North Central and State accreditation staff.

Educational options for each Haskell student are built into the four program types now available---in some tracks, as high as three types are offered: (1) 1-year certificate program, entirely skills practice; (2) 2-year diploma programs which include academic work, but are still basically practical; (3) 64-semester hour Associate of Applied Science degree in the voc-tech-business fields, with criteria in humanities required; and (4) 64-semester hour Associate of Arts degree for students working toward a baccalaureate degree.

Dr. Rosenbleuth questioned whether there are restrictions on the time a student can stay at Haskell. Mr. Galluzzi replied that the reverse is often true, with many students spending five or six semesters because of vocational changes, lighter academic loads, etc.

Mr. Burgess and Mr. Waldrop reported that Haskell has had cooperation with 4-year colleges in accepting Haskell credits.

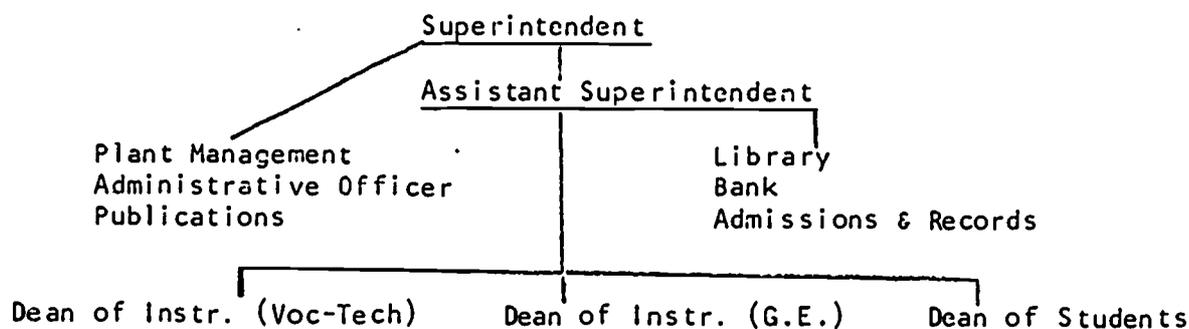
Dr. Loyd asked how far the business course has moved toward business administration. Mr. Bowman indicated that it will not be fully realized until next year when economics, business management, marketing, etc., will be added to the curriculum.

Mr. Burgess reported that the Business Department is introducing skills testing and challenge systems in typing, shorthand, accounting, and will leave more space in student schedules for other courses indicated above. Dr. Rosenbleuth asked for a definition of a challenge. Mr. Burgess explained that tests have been devised to measure student proficiency in most courses (academic), to give him credit without class participation, limited to ten hours in a Haskell career.

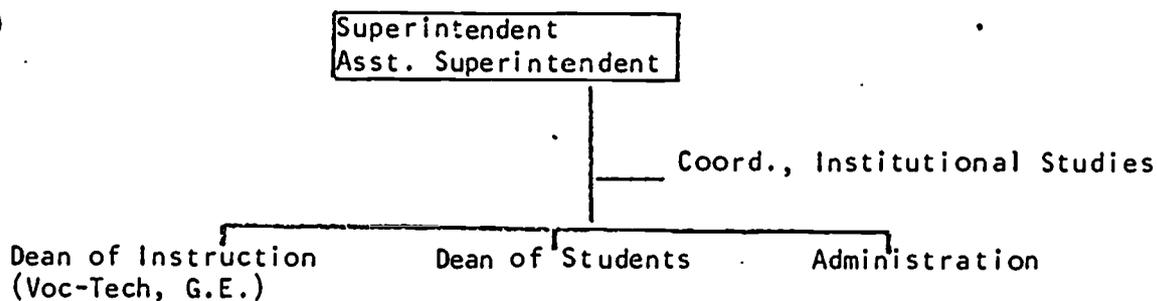
Mr. Peterson asked for a breakdown of Haskell's administrative structure.

Haskell's Administrative Structure

(NOW)



(PROPOSED)



Dr. Rosenbleuth asked what steps Haskell has taken to coordinate qualifications for instructors in grade level-salary between voc-tech and GE. Mr. Bowman replied that the administration believes each instructor should have the right to reach the same level, even if some areas take longer.

Dr. Rosenbleuth suggested that perhaps one goal of this group would be to recommend a plan for training and re-training to meet requirements for Haskell's long-range educational goals. Mr. Kennedy indicated that perhaps training monies should become line items in Haskell's budget.

The meeting was adjourned at 12:00 noon.

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Dr. Rosenbleuth announced that:

- Dr. Lazzarino from Kansas University would join the group in an advisory capacity at 9:00 a.m., Wednesday, July 12th
- a general staff meeting has been scheduled for 1:00 p.m., Wednesday
- that individual staff interviews will be scheduled at half-hour intervals from 2:00-5:00 p.m., Wednesday (and Thursday morning if there is sufficient activity) for interested staff to discuss their observations with the team on Haskell's transition

Dr. Rosenbleuth asked the team members to forward to him by the last week in July an outline of subject topics to be included on the August meeting agenda which should include specific objectives and courses of action in each area assigned, that Haskell might pursue, and attach some sort of time limit or phase breakdown.

Jean M Gibbs
Education Technician
Haskell Indian Jr. College.

7/11/72

Dr. Henry Roesenblouth announced there had been some team assignments made in the 1 p.m. meeting and he announced to Mr. Galluzzi that these team members would and should have access to any and all members of the staff and that it had been suggested that we get some assistance from outside, perhaps Alex Lazzarino. Mr. Galluzzi said Alex had had much input already, but he would phone him and ask if he could attend a briefing session tomorrow (7/12/72). Mr. Galluzzi also stated he felt anyone we asked to be a consultant should be paid and this could be done by purchase order for Mr. Lazzarino. (Mr. Galluzzi reported Mr. Lazzarino would attend the briefing session at 9 a.m. and the staff session at 1 p.m. tomorrow.)

Dr. Roesenblouth said before they broke for lunch we were talking about the new organization plan and training needs are there any further comments or suggestions?

Dean Burgess said since the Bureau has made a commitment to hiring Indian people, promoting and training Indian people we should look inside to see how re-training can be done. We have a large number of staff who are interested in improving themselves, some may be interested in retraining in a new career. He used an example of the Choctaws in Mississippi that have \$2 million to help build a housing development but they did not have trained Indians as carpenters, plumbers, electricians or anyone trained in an administrative or managerial way to manage a construction company. Perhaps if there could have been some way, Haskell could have helped train persons to help out in situations like the aforementioned. The positions in the Division of Institutional Studies could help research the labor market and also help provide needed labor in situations like this.

Dr. Roesenblouth inquired about how Haskell plans its budget. Mr. Burgess and other in the group felt it needed to be looked at but there was a lot of participation by the staff and administration. Is the budget funded on a per student basis asked Dr. Roesenblouth and the answer was no both from Mr. Burgess and Mr. Peterson said the budget is built on a program to provide services, if the money is cut, some of the services are cut. Each program must be established with a priority. We feel the fiscal program should be looked into.

Discussion was held concerning civil service regulations and the requirements of North Central Accreditation. How much latitude do we have; does North Central feel that civil service procedures are hindering the operation of the program. In the representation by NFFE, some of their requirements and regulations may not coincide with the civil service regulations. Mr. Kennedy made the comment that in any large institution systematic procedures and regulations must be followed, but various persons and institutions may interpret or make various applications to the same regulations. In most cases someone decides what needs to be done and then see if there isn't a way it can be done in the system. Mr. Peterson commented if all post high schools could operate with the same interpretation of the manual it would be better than several interpretations, by Anadarko, by Central Office, by Albuquerque and sometimes locally as the case may be.

A plan of operation should be available, not guessing on hiring, firing, rights and privileges. There is a Faculty Handbook committee getting the items together so that a Faculty Handbook can be presented to each new employee. North Central pointed out that a Faculty Manual or Handbook is a necessity as they would ask a student, staff, faculty or any other member of the work force here on Haskell a fact that should be known by all and in several cases the answers were not known. Hopefully a Faculty Manual or Handbook would answer these general questions.

Dr. Roesenblouth asked if there were any problems in the area of auto parking. He asked John Stanley to find out the progress and recommendations made by the Parking Committee that was formed this summer.

Are there particular guidelines for the expulsion of students? John Stanley commented he felt the policies of expulsion of students should be set up by students in their own government. He didn't feel administration or faculty should have the right to dictate how to kick out students. He felt rules should be set up by the institution for particular situations at that institution. Mr. Burgess & Mr. Galluzzi felt that if systems of due process were defined, part of the legal problem would be solved. All felt it was a trend of the times to make more of situations than in years past. From the standpoint of the school administrators there needs to be an interim step you can take to take an individual out of circulation while that individual is going through the right of appeal. Discussion was held concerning the backing of an individual by the government when they are involved in a personal conflict with a student. They all felt it was the duty of the school administration to protect everyone on campus from an individual if that individual has done physical harm to another individual on campus. Mr. Sahmaunt said there was a section of the interim procedure that provides for emergency expulsion of a student in some instances.

All members felt that our schools fit into a particular category because of the age of the students. At Haskell the students tell the administration what part of their records to release. To whom, if anyone, they want their records released to. A blanket rule causes problems. The rules of detention and behavior in Junior Colleges have been looked at but most of the junior colleges are non-residential and all of ours are. John Stanley again commented that he feels the rules and regulations should be looked at. He didn't feel a student should be sent home for missing detail or being late for bed check on several occasions. He felt the academic rules of suspension should be set up by the faculty with student in-put, not entirely set up by faculty or administration.

Break.

Minutes of July 12th Sessions, Haskell Transition Evaluation Team

a.m.

Dr. Rosenbluth opened the meeting at 9:20 a.m. in Sequoyah 125, and the following members of the group were present: Dan Sahmaunt, Wallace Galluzzi, Ted Coulter, Walter Waldrop, Wayne Johnson, Jack Naylor, Kelsey Kennedy, Everette Bowman, Delton Cox, G. K. Cobb, Elmer Blackbird, Bill Burgess, Pat Loyd, and Kenneth Blackbird.

Dr. Rosenbluth announced:

- the tentative date for re-convening in August is the week of the 7th
- the team members should send their reports prior to the end of July to Dr. Henry Rosenbluth, School Operations, BIA, 1951 Constitution Ave, Washington, D. C. 20242. Telephone--202 343-7389.

Dr. Rosenbluth asked that the record show that notes of the session were being taken, but will be edited by the team before publication. He then introduced Dr. Alex Lazzarino and asked him to explain his role as a junior college consultant during the formative planning for Haskell's move into the junior college field.

Dr. Lazzarino indicated that Mr. Galluzzi had contacted Dr. Lazzarino during the fall of 1969 and asked for his evaluation of whether Haskell could launch such a program by the 1970 fall. His original decision was that it could not be accomplished in so short a time, but the decision was made within the Bureau to go ahead. Dr. Lazzarino feels that for Haskell to have accomplished as much as they did in such a limited time was unprecedented, but it also served to intensify the built-in problems such a transition involves when an established program and staff are brought into conflict and competition with a new program and new people.

Some of the problems faced:

- the instructional dean was not hired until June 1st, so a curriculum had to be developed before his arrival.
- the dean inherited many new staff, some of whom he hadn't even interviewed prior to their employment at Haskell.
- voc-technical people were apprehensive about the new program, the related course framework, etc.
- Student Services Division lost professional people in the dorms as they were pulled out to become full-time counselors. This resulted in a loss of communication which had previously existed.
- the philosophy in Student Services was rapidly changing to allow more student freedom and this was difficult for existing staff to deal with.
- voc-tech students were scheduled for a full 40-hour classroom week while the new GE/BE students was averaging 15-20 hours a week.
- voc-tech staff resented a 40-hour teaching load when GE/BE had only 15-20.
- voc-tech students wanted to switch programs to enjoy the lighter load which in turn threatened the voc-tech staff, causing much discontent and frustration.
- there were no adequate tests for proper vocational placement.

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In Dr. Lazzarino's opinion, Haskell has not yet adequately identified the needs of each student in the Indian community before his arrival at Haskell. This was to have been one of Haskell's primary objectives. In a regular community junior college, the staff knows much more about the student body than Haskell is able to, because of the size of the Indian community Haskell serves.

Wayne Johnson observed that the transition of students from home area to Haskell should override Haskell's internal transition. The nature of the student body determines the problems the school will face.

Dr. Rosenbluth asked whether the students were receptive to the change from Haskell Institute, which was a long-established school with a tradition of vocational education, to Haskell Indian Junior College. Mr. Johnson replied that he felt more pride in the junior college distinction, but that students need to identify what the opportunities at Haskell mean to each of them and that this identification cannot be made for them.

Dr. Lazzarino asked whether there were students at Haskell who really did not want to come at all and whether this kind of information should not be part of the investigation of the students before they arrive at Haskell in order to identify this kind of problem. Then a specific counseling program could be designed for this particular problem.

Mr. Blackbird stated his conviction that more comprehensive counseling was needed in the home areas, in the schools and agencies, for effective placement at Haskell.

Mr. Bowman pointed out there is an approximate ratio of 60/40 between public school graduates (high school) and Bureau graduates and that the public schools' counseling services are often totally unfamiliar with Haskell's objectives.

Mr. Kennedy warned against attempting to compare Haskell's uniqueness in Indian education with the operation of public junior colleges.

Mr. Bowman indicated that students often accept enrollment in any vocation or major just to gain admittance to the school, even though the area they really prefer has been closed for enrollment that particular semester. This results in dissatisfaction and a student who is not really dedicated to his training program.

Dr. Rosenbluth indicated that any student should be accepted in the area of his choice, even though the administrative problems are immense. Some possible solutions are through independent study programs and re-scheduling of staff. Haskell should attempt this as soon as possible even though he realizes that changes can't be made as rapidly as in other school situations.

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Dr. Lazzarino indicated that if Haskell can't accept all applicants in the area they request, then Haskell should be ready to begin a selection process.

Mr. Bowman indicated that it has been discussed many times, but that the problem is in determining an accurate criteria for selection.

Mr. Naylor defended the necessity for enrollment 'slots' in the voc-tech area where specific vocational instructors can handle only a limited number of students--where you can neither overload the vocation, nor under-enroll which confronts the staff and students with the possibilities of closing the vocation, re-training staff, etc.

Dr. Loyd observed that a school can only look to student needs and placement demands on reservations and in industry. SIPI takes students until the student/teacher ratio is over 16/1, and then guides students to a related area until an opening occurs in the desired trade.

Mr. Bowman pointed out that Haskell offers all students the opportunity to change vocations/majors each semester and those students have the first choice.

Mr. Kennedy observed that community colleges have captive clientele and that Haskell does not because Indian students have so many other options--Employment Assistant, 4-year schools, other Bureau schools, etc.

Mr. Loyd said that it again comes back to good, original counseling and how effective it is.

Mr. Burgess commented that that only emphasizes the need for Haskell to somehow insure more effective counseling in the home area in regard to the student needs and how they relate to Haskell.

Dr. Lazzarino indicated that he is disturbed by the faulty orientation which allows physical facilities, equipment, and industry needs to determine what Haskell will teach--that the need is to find out what the students want and accommodate the program to those desires.

Dr. Loyd wondered how we can determine skill level and interest level and questioned how well qualified the students are to know what they really want.

Dr. Lazzarino said we need to go out and do a better counseling job, helping students make decisions on what they want and adjust Haskell's program to fit the interest trends. He believes we are rapidly moving toward the necessity of selection and must develop some kind of instrument to effectively measure the possibility of success--including motivation; we must devise ways to handle learning problems; and should begin a long-range study to come up with testing instruments.

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Dr. Rosenbluth indicated that the Bureau has recognized that standardized tests and intelligence tests are not applicable to Indian students; that something to measure individual progress against his own ability is needed. The problem is in determining where the student is, academically, when he comes to Haskell, in order to plan his course to reach a pre-determined competitive goal.

Mr. Kennedy said that Haskell cannot be all things in Indian education and that a determination must be made as to what Haskell's mission is.

Mr. Galluzzi sees Haskell as an educational resource, but is not sure how tribes, parents, and students view Haskell, or what they expect to find at Haskell.

Dr. Lazzarino asked whether Haskell should be selective and offer programs to only the academically-secure students, or cater to the under-achievers and create a program unique for that group of Indian students. Haskell is getting a large percentage of under-achievers, who cannot function in public schools because they are made to feel inferior.

Mr. Cox described his internship at Haskell during the first year of the j.c. program. He worked in all divisions and felt that the school was segmented with jealousies between staff concerning grade, salary, tours of duty, etc. Many students were not attending class, and many instructors were not keeping accurate rolls. He interviewed those students who were not attending class and was told that the students felt most of the classes were better than they expected, but were disappointed with the out-of-school activities. They indicated they would recommend others to come to Haskell.

Kenneth Blackbird said he came to Haskell after flunking out of K.U., working, and then entering the armed services. He felt Haskell was easier than K.U. and he was able to pass without studying. He indicated that Haskell has remedial-level work and individualized help from teachers. He also said that the classes were smaller at Haskell than at K.U.

Dr. Lazzarino said that he felt Haskell students were too quick to bed-mouth Haskell, and are not really aware of the quality of instruction they are getting.

Mr. Burgess asked Kenneth Blackbird if Haskell students take pride at Haskell's junior college designation. Mr. Blackbird said yes, and that they resented implications from other students that it was less than a public school. The student body began to realize Haskell is foremost in Bureau education and students are feeling self-imposed pressure to perform for Haskell's reputation.

Dr. Lazzarino asked Mr. Johnson and Mr. Blackbird to describe the type of problems that veterans encounter in student living and how the situations have improved.

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Mr. Johnson reported that prior to coming to Haskell, he applied for VA benefits and was told that Haskell had not yet been approved. As a result, during the first weeks at Haskell, benefits were not available, but that the situation was remedied before the end of the semester. He also reported that there were rigid dorm rules concerning bed-check and lights-out. He said that he could adjust to the rules, but that other students could not.

Mr. Blackbird reported that a group of students approached the Superintendent concerning relaxation of the regulations early in the school year but that he was not receptive to the change until a larger group of students, led by the AIM leaders who were on the student senate, returned to the Superintendent's office and demanded a change in the rules; and indicated that the students were no longer/to accept regulations they didn't agree with. Mr. Blackbird reported of reading in southwest newspapers that SIPI experienced much the same kind of problems. He charged that Haskell does not offer enough individual activities for the students.

Mr. Lazzarino said he did not believe that student pressure alone resulted in the dorm hour changes. He asked Mr. Galluzzi to summarize the different pressure involved in the attempts to create a collegiate atmosphere.

Mr. Galluzzi reported that pressures, both pro and con, concerning relaxation of dorm rules, possession of automobiles, etc., came from parents, the local community, staff, tribes, BIA, alumni and Indian action groups such as AIM and that opinions within each group varied from pole to pole. Many people pushed for a return to tighter controls by the staff and believed that this would diminish such problems as fighting, drinking, etc.,. Some feel that the 'due process' of student dismissal is a sign of permissiveness and weakness. Most of these same groups feel that they should have a voice in the decision-making processes at Haskell and that they are not receiving that voice. Others, on the other hand, feel that the Superintendent's reliance on the committee system for advice in making decisions is an indication of the administration's inability to make decisions. Those wanting to share in the decision-making often do not want to share the responsibilities for those decisions.

Dr. Lazzarino asked Mr. Galluzzi if he felt that the staff who came with the junior college addition brought different attitudes and demands than he received from the 'old' staff.

Mr. Galluzzi replied that many of the new staff who came from college situations have had difficulty in adjusting to an atmosphere where government regulations exist concerning such things as tours of duty, leave, etc., and this created problems with existing staff who were continuing to honor these regulations. In addition, students were not able to accept instructors who felt free to cancel classes occasionally.

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Dr. Lazzarino asked how Mr. Galluzzi handled such obvious cases of unprofessional conduct. Mr. Galluzzi replied that he usually counseled with the staff. Dr. Lazzarino asked whether this couldn't have been directed to the Committee on staff responsibilities for solution and Mr. Galluzzi indicated that they were still in the formative stage and not yet ready for that responsibility.

Dr. Lazzarino asked Mr. Galluzzi if he saw a need for an intensive orientation of GE staff. Mr. Waldrop interjected that the Voc-Tech people need such an orientation also. He added that, for the first time, the vocational staff at Haskell are having to re-define their roll at Haskell.

Mr. Galluzzi explained how much of the bitterness and hard feelings evolved. Even though he had taken a year to prepare the staff for the addition of the GE track, and had attempted to re-enforce the vocational staff with the continuing need for those programs, influences from above Haskell, in the Bureau, had indicated to all that Haskell was being considered strictly academic and that eventually the vocations would give way. This opened the hostility and competition.

Mr. Cobb reported that as a new instructor in GE, he felt cut by old Civil Service employees and much bitterness still exists. Dr. Lazzarino asked whether it was true that many of the new GE staff acted superior to the old staff and Mr. Cobb agreed--especially, the temporary employees who did not have Civil Service status. Dr. Lazzarino indicated that in the planning, this reaction was predicted.

Mr. Waldrop analyzed the vocational staff's reaction in three ways:

- (1) those who were completely threatened by the new program
- (2) those who were excited by the opportunity to expand their field and offer more options to the students
- (3) those who are totally opposed to a college connotation, feeling that all students did not need college degrees

He further observed that for the first time, communication links were broken and this created most of the problems. He agreed that resentments have been reduced, but still exist.

Dr. Lazzarino recalled informational exchanges that occurred during the first year where voc-tech people were reassured that to meet the comprehensive junior college concept that Haskell was pursuing, a strong voc-tech area must remain and grow. This seemed to reduce some of the tension.

Mr. Galluzzi explained that another contributing factor to the dissention, and one that still exists, is the difference in classification between instructors in the GE/BE programs and Voc-Tech. GE/BE instructors have 1701 classifications which appear to be involved with degrees, and where it appears it will be easier to move from a 9 level to an 11. The

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people in the 1712 series, however, are classified on experience and it appears that it will be much more difficult to qualify for an 11. The kind of problems that appear when people in Voc-Tech who have been in the classroom 15 years and are pretty-well locked into a 9-level, while new GE/BE people can qualify early for an 11, are serious and on-going.

Mr. Kennedy reiterated that job classification is determined by the degree of complexity of the subject being taught, the supervision received, and the availability of reference. It is true that so far, more 1701 jobs have been assigned the increased levels of responsibility and he doesn't know whether the 1712's can equate to that level.

Dr. Rosenbluth observed that public schools are not encumbered by regulations as outlined above, and can, and do, pay equally, based on a more general criteria such as experience and supply-and-demand.

Mr. Kennedy stated that grading is uniform for both series, and that Personnel does not grade the individual, but rather the duties assigned to the position. Mr. Bowman interjected that it is possible, however, to give an 11 to a PhD applicant, based only on the degree.

Dr. Rosenbluth stated that perhaps the group should strive to incorporate into the salary schedule merit rewards for effective production and performance to at least assure qualified voc-tech instructors of the opportunity to reach the same pay plateau as the academic instructors.

Dr. Lazzarino stated that the group should address itself to one severe problem in Civil Service hiring---being forced to take people from the Civil Service register who were perhaps placed there for questionable reasons---such as dismissal from public institutions, etc.

Mr. Kennedy explained that the Bureau attempts to hire qualified Indian people for positions, and these people do not need to appear on the roster. Other ways of filling positions include transfer from other areas, promotion, etc. Actually, the register is often the last resort. Dr. Rosenbluth supported this statement by saying that it is usually possible to get the people you want, if the personnel tools are used correctly, and enough time is allowed.

Kenneth Blackbird indicated that he feels Civil Service regulations often cover up poor performance. He further charged that the Haskell hierarchy submits to staff blackmail and allows poor performance of some staff to jeopardize the lives of Haskell students.

Dr. Rosenbluth admitted that staff with tenure have many of the same rights that students insist on when it comes to dismissal, and that they must be assured of a hearing to protect those rights. Dr. Lazzarino indicated that these problems are no less severe at public schools. He stressed that there must be machinery for a staff committee on ethics to handle such cases, to assure proper hearings, and to make recommendations to the administration.

The meeting adjourned at 12:05 p.m.

Jean M Gibbs
Education Technician

Meeting at Auto Mech Complex
July 12, 1972 1:00 p.m.

Mr. Galluzzi opened the meeting by stating his appreciation of the number of staff that was present, the meeting is to be informational or instructional for an hour or so. He announced that at the last Board of Regents meeting it was asked that a facilities program progress relative to the transition from vocational-technical to the comprehensive program be looked at and all the ramifications caused by the change. Dr. Henry Rosenbluth was charged to head up the evaluation team. I ask your cooperation if Dr. Rosenbluth or any member of the team asks for information. Tentatively the week of August 7th the team will convene again and carry out in depth the approach began at this meeting this week. This does not take the place of the North Central evaluation team, that is something that will be involving everyone more actively and probably will cover more than a year's time. Dr. Rosenbluth will set up interviews on 1/2 hour intervals after this meeting today and from 9 to 11:30 on Thursday. The team will appreciate any contribution from any staff member on a constructive nature to help them better understand the situation we have here.

Dr. Rosenbluth introduced the other members of the team and continued with the session by stating that we are more or less looking at the aspects of the school program. The guidelines established concerning the objectives toward canadicy. Our evaluation purpose is not to critique, not investigate who is doing what to whom, we are to look at the process of transition being made from vocational technical to Junior College status. To see how far the school has gone in what was expected and planned two years ago, and possible we could make recommendations to help the school to meet with the North Central evaluation. This week we have received a good sampling of opinion, unfortunately not a large number of students or staff is available at this time but hopefully we can get some ideas and thoughts from outside people as consultants, Junior College people who can look at us objectively and give us help. If you cannot meet with me today or tomorrow, you can write me and my address is available from Mr. Bowman's office.

The North Central report was very favorable to the qualification of the staff, the staff is above the average typical Junior College staff. The quality is there for a Junior College program, but has the curriculum and program objective been lost sight of. So if any of you have any views, I hope you feel free to voice them.

Dick West- Art Division chairman. What is the expressed role of this team, you have referred to SIPI

Rosenbluth- Haskell and how it develops should be more closely related with the SIPI program. The vocational program especially, we may be competing for the same student. One aspect of our concern, actually our prime concern is how Haskell is moving towards its objectives as a Junior College, and how we can plan and/or implement this process.

Ahshapnek- One thing we have begun to look at that should have been looked at before even the Junior College concept was inaugurated is the direction education should take toward the Indians, I feel the Bureau has one way and the Indian might well have another way. The Bureau wants to get the Indian in the main stream of life, maybe my people don't want that. Indians fight for independence, we want to amke our own decisions and have say in the direction of our life styles. This has never been done here to my knowledge, to go into the Indian community and identify the needs and the direction they want to take.

Rosenbluth- We discussed that this morning; concerning identification; I don't know if there is a conflict with the Bureau position or policy, if there is one we would want to discuss it.

Ahshapanek- I feel the federal government would get rid of the Indian problem if they could, and I also feel the aim of the Indian in this country would be to get rid of the federal government; it seems we are both working toward the same goal only in opposite directions.

Rosenbluth-Policy involved now is one of self-determination. Local control is the real thrust, it is there for the Indian to take, some are and some don't want to. Indian groups throughout the country differ in views. I think it is quite conceivable that any Indian group can do almost anything they can make a move and accomplish it.

Ahshapanek-For example, President Nixon indicated that an Indian should walk into his home town, walk into a bank-run by an Indian, into a store-run by an Indian, but until we train Indians to take over they never will. I believe his emphasis is to keep the Indian in a 2nd rate position.

Rosenbluth -There are 7-8 thousand Indians in school of higher learning. Students are moving in the areas you mentioned. I feel there will be a reservoir of talent in the next 5-10 years that never existed before. Internship programs are developing in several phases of learning. I expect the talent will be there whether or not they will apply themselves to local improvement is a question. It is hard to say they may go back and open businesses and develop capital, the students may not decide to do that. The cultural pride is there but they may not go back to their local communities.

Ahshapanek-The educational process is pushing them out from their culture and out of the community.

Rosenbluth-One example we have 50 students living in a white community attending Dartmouth College, what good is all the training to turn out a professional successful individual if they turn their back on their own community. We are taking a look at whether or not this program should be refunded. The young Indian people aren't sure if this is the route. They have more pride as Indians now than they have had before. Now that they have competed successfully, they aren't sure whether they want to go back home.

Alex Lazzarino: The North Central evaluation is what you asked about Don, to identify the needs of the Indian community and establish the program to cover those needs. However I hear arguments on this campus whether the program should be different...whether the Indian children should be educated differently than white...How best can this institution set up this program. Haskell must set up the needs of Indian education.

Kitchens (Science Dept.) I'm confused in the purpose of this meeting. I thought you would point up strong points in our instruction processes. I feel an advisory board has been set up to take the things Don mentions under consideration...we maybe need help as to how to educate the Indian student.

Rosenbluth-I am not here to say you are or are not doing a good job, we want general ideas as how you feel the Junior College is moving. Not specifics as what can or needs to be done on an individual basis.

Kitchens-Perhaps you could feed us information that would be helpful to us to do a better job. We don't attend or haven't attended the sessions earlier this week....

RosenbluthOur areas were concerned with students and the qualification of staff, what standards should the Junior College have compared to others, re pay, re responsibilities in the Junior College program. ~~No progress can be made until the needs are identified.~~

Sullivan (Med.Tech.) No progress can be made until the needs are identified, if we were doing research specifically in the problems of the students, more progress could be made. If you are to progress the needs must be identified. We need specific things to attack, a real problem, then something can be done.

Muldoon-I believe more identification needs to be made of this institution, is it a Junior College or Community College, and how do we best serve the needs of the entire community. I'm not sure we are doing that. The faculty are not aware ~~xx~~ are we on the academic track or the community track.

Ramon Powers(American History instructor)One problem the staff and faculty have in dealing with the problem may derive from the decision making processes. I feel when we have full faculty participation in the decision making processes, we will move to identify better the needs of the institution.

Rosenbluth-Is there sufficient faculty participation? How active have you been and how effective has the work been on decision making in relation to the overall movement or operation of the school?

Dick West -The 1st year nothing, this year better organization was shown. There was faculty and student participation.

Powers-We are working with a committee now for structuring and developing committees with input from all phases of the school. We will have participation by faculty. We have structured these committees with equivalent levels of participation.

Alex Lazzarino-Who handles faculty grievances..the Union is the bargaining agent on campus, but I understand there is a problem of communication...we have to have someone who handles these faculty grievances.

Kitchens-But word came back that the Union didn't handle....

Luther-I'm Jim Luther, president of the Union and I have not been asked to set in on any meeting, in fact I feel we have been virtually ignored. You have been here 2½ days and this is the first time I have seen any member of the team. We weren't consulted. We have a legitimate contract negotiated with the Administration...and in the case of the employee who had a grievance over her termination, she wanted to go another route not the union route. We now have the contract back and we are the bargaining agent responsible for permanent as well as temporary employees.

Alex-Jim, will you help if this type of thing comes up again

Luther-Yes, but before I haven't been asked.

Rosenbluth-How do you see the relationship with the students with the move to Junior College. Are the students assuming more responsibilities. Do they want more freedom?

Jump-(Math instructor). I am not happy we let anyone come to Haskell. Often the students are in a 10th grade level when they come here, after two years here they are about at a high school level when they leave. I think we have turned students out of Haskell who can not succeed...

Dorothy Elliott (Language Arts Instructor)-I think it stems from the BIA guidelines that if you are 1/4 degree Indian blood and have passed the GED you can be admitted. Our registrar, Mr. Moats, cannot screen the applicants. Perhaps we do need to work and look at that.

Rosenbluth-If a student comes inadequately prepared, how do you work with him to help him reach his goals?

Barbara Ward (Language Arts Instructor)How far is the BIA prepared to go beyond the two year junior college in this work to reach the goals? Many are not prepared, we have to teach them to read, to study. If we shove them out without taking care of these needs we fail, and I feel we have a moral responsibility to them. They have been led to expect a two year college education, but many are not ready to academically achieve, they do not have college level skills....just how much budget and how far is the BIA prepared to go to help with these skills.

Rosenbluth -We should have well planned positive programs presented in different ways of preparing a student. It would have to be supposed the faculty or faculty committees would look at these ways of setting up who can or who could not come.

Dick West-We give all a chance. There is no point where we could select...we can't prove what we can do until we have appropriations. There is necessarily more expense at the college level, we are not just a vocational training program.

Jean Parsons-Guidance Counselor-The faculty is trying to identify itself to additional programs, to add programs to meet the new problems, but we can't attack these problems with additional persons if there is no possibility of funds....

Rosenbluth-The competition for funds are always there. The per capita figure has been shown as \$3,000 per student. It seems a fair figure to provide a sound education program. Perhaps the expenditure is being used in the wrong direction, the programs have to be analyzed.

Alex Lazzarino-It is particularly hard for us to justify the large sums of money spent on Indian education in other parts of the country, when we get barely enough money to educate our students in a traditional manner.

Parsons -We should be able to have extensive counseling program options. Provide guidance in pre-college but without funds it is impossible to do.

Mr. Kennedy- To what extent have funding needs been identified, described and presented to Washington?

Rosenbluth-The budget making process has been restrictive perhaps, the faculty involvement has been limited. It has been an administrative task to work out the fiscal arrangements.

Haskell Indian Junior College
Lawrence, Kansas 66044
August 8, 1972

Minutes of August 8th Session, Haskell Transition Evaluation Team

Designated Team Members present

Dr. Henry Rosenbluth, Education Specialist, School Operations, BIA,
Washington (Team Chairman)
Mr. Kelsey Kennedy, Personnel Officer, Muskogee Area Office
Mr. Jerry Jerrard, Classification Officer, Muskogee Area Office
Mr. John Peterson, Superintendent, SIPI
Mr. Charles O'Brien, Education Specialist Anadarko, Area Office
Mr. Delton Cox, Instruction Specialist, Haskell (representing Mr. Burgess)
Mr. John Stanley, Student, Haskell
Mr. Wayne Johnson, Student, Haskell

Other

Haskell Participants

Mr. Everette Bowman, Assistant Superintendent
Mr. Walter Waldrop, Instructor Specialist
Mr. Frank Quiring, Dean of Students

Special Advisor

Dr. Clyde Stiner, Dean of Instruction, Lorain County Community College, Lorain, Oh.
Mr. Bowman reported that he had talked to Mr. Smith, the Deputy Area Director in Anadarko, concerning Haskell's proposed reorganization. Mr. Smith indicated that the Area Office is in agreement with the reorganization plans but would like an evaluation from this group of the proposal. Mr. Kennedy stated that he felt that it was feasible and appropriate from the personnel standpoint, but that it needed to be evaluated for its educational feasibility. He pointed out that Central Office must give final approval, but Haskell would like to proceed now on an informal basis in order to facilitate an orderly school year beginning. Mr. Bowman reported that the Board of Regents wants the research position added to the staff and this new position has been incorporated into the reorganization proposal.

Dr. Rosenbluth wants to include as much student thinking as possible in all the sessions and asked that the student team members talk to other students and bring to the group the feelings of the students.

Dr. Rosenbluth plans to meet with the Chancellor of the California School System and four or five Deans of Junior Colleges in California who have made the transition from voc-tech to full-scale comprehensive junior colleges. Problems encountered by the California schools seem to be parallel to Haskell's in areas such as competition of staff in salaries; of student enrollment between divisions, etc.. He is having a hard time, however, finding junior colleges that board students which in itself presents new dimensions of social functions.

In response to Mr. Quiring's inquiry as to whether the rough draft of the team's report will go to the Area Director before publication, Dr. Rosenbluth suggested that perhaps we could send roughs to each team member (the Area is represented on the team), with invitation for presentation of negative reactions which would become part of the report.

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Dr. Rosenbluth referred to Dr. Tom Hopkins memo and asked whether the group wants to categorize the various items in the memo as a guide, or to plan another approach.

Dr. Stiner will define a junior college for the team.

The team knows Haskell's past, and its goals. They need now to evaluate the interim---how far the school has come; whether it is going in the right direction to meet the goals; arrive at a time line and pinpoint Haskell's progress. North Central will evaluate whether the institution is achieving its stated goals---this team can best serve Haskell by helping the school reach this self-evaluation and prepare for North Central. He asked whether Haskell has sought Indian community input to what the school should be. Mr. Kennedy replied that he thought the Board of Regents was representative of the Indian communities as a selected, regional group and they have given vital voice to Haskell's philosophy of purpose.

Dr. Rosenbluth reported that he has asked Mr. Burgess to report on qualifications of present administrative staff and the training needed to improve the effectiveness of the administrative staff.

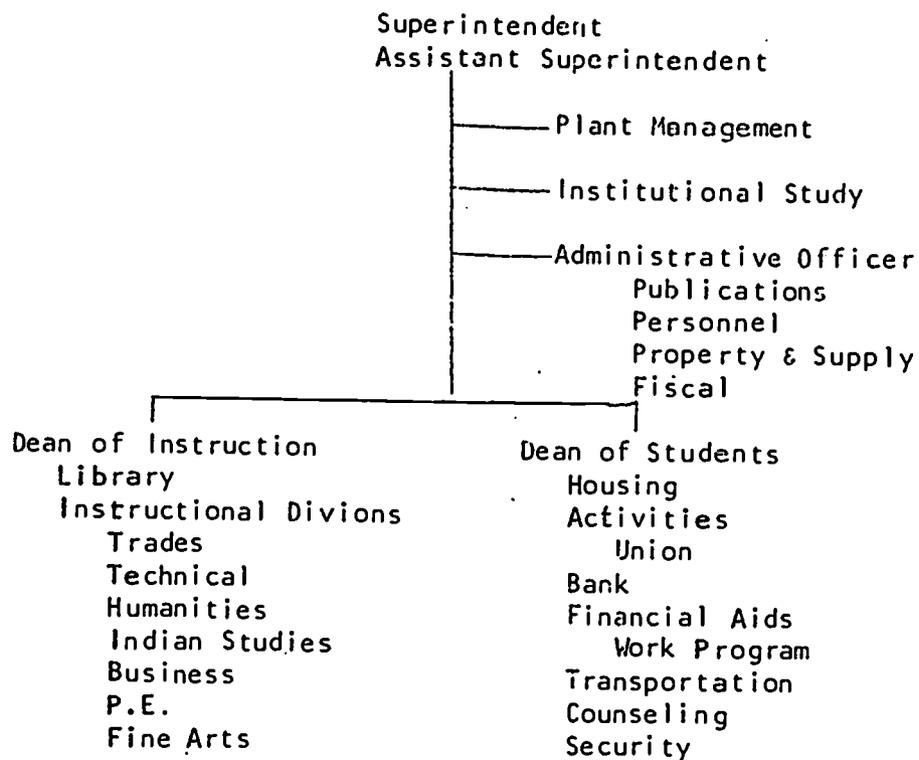
Mr. Quiring questions item 25 of Dr. Hopkins's memo, concerning discipline. He wanted to know who Haskell has to answer to on such matters after the Regents approves the disciplinary code. Mr. Kennedy stated that the Board of Regents at this point is only advisory, although giving valuable assistance with a strong voice. The decisions, however, are still made by Federal administrators.

Mr. Peterson stated that this point should be explored further---what is the role of the Board of Regents in the decision-making process at Haskell. Mr. Kennedy indicated that in this aspect, Haskell is identical to other Bureau schools. Dr. Rosenthal explained that the Bureau is moving toward contracting the schools to the Boards and that perhaps Haskell's Board will go this route in the future.

Mr. Stanley questioned the item on cost-effectiveness. Dr. Rosenbluth interpreted that the question is whether the school is providing the most effective education for the budget allowed. Example---should courses with small enrollment and heavy expenses be continued. Mr. Bowman commented that North Central had observed that one of our growing pains resulted in too many course offerings. Dr. Rosenbluth wondered whether the group can help Haskell explore its relation with SIPI and any duplication of course offerings in an effort to improve cost effectiveness on a cost-per-pupil ratio. Should Haskell attempt to evaluate their cost per pupil in each instructional area and compare with national figures. He then asked Dr. Stiner how his school would deal with under-enrolled courses. Dr. Stiner asked how Haskell's budget was prepared and Mr. Bowman replied that estimations from the Deans' offices were combined with fixed facilities costs and projected for five years. He indicated that approximately 80% of the total budget is spent on salaries. Dr. Stiner asked how the enrollment was projected and Mr. Bowman explained that the dormitory space (1080) plus an estimation of 150 off-campus students is the guide. Mr. Peterson interjected that the schools must balance what staff on hand can accommodate with student interest, and dorm space.

Dr. Stiner explained that they try to identify cost per pupil in each course, but that it is difficult to do. Measures can't be the same for all courses, and they recognize that some cost more than others. They set guidelines in each curriculum, pro-rating class size in relation to course content. They encounter much emotion and irrationality in all decisions concerning opening new courses or dropping old ones. He asked what kind of followup of graduates and drop-outs Haskell is doing as North Central will expect evidence of this kind of activity. The discussion continued around the difficulties involved in accurate student projections and curriculum planning when complicated by such factors as building commitments to vocations several years prior to construction, civil service staff and protections to employees, unexpected student enrollments during registration, etc. Dr. Stiner observed that with these obstacles, perhaps cost effectiveness should not be a high priority for Haskell.

The discussion at this point returned to Haskell's proposed reorganization. Mr. Bowman outlined the proposal:



Dr. Rosenbluth asked why Haskell felt the need for a change. Mr. Bowman replied that for personnel and curriculum building, all consultants advised us to return to the one-dean-concept.

Mr. Peterson observed that the proposal is very similar to SIPI's pattern, arriving at their structure without the pressure of current staff. They have, however, since changed counseling from Dean of Students to Academic. Dr. Stiner feels that one dean is necessary to avoid separation and competition, and agrees that counseling should have more academic emphasis.

He feels it is feasible and advisable to make distinction between educational counseling and social-living counseling. Otherwise, counselors tend to review student's total school life, both academic and social, regardless of nature of student's problem. Mr. Quiring indicated that Haskell's counseling section combats this with close working ties between the counselor and educational advisors. Dr. Stiner questioned what the division of duties will be between the Assistant Superintendent and Superintendent. Mr. Bowman replied that the Superintendent will deal primarily with public relations, the Board of Regents, Plant Management, Fiscal and Personnel while the Assistant Superintendent will be responsible for the day-to-day operation of the school. Dr. Stiner observed that there could be confusion of reporting and decision-making to block the two together on the chart. He also explained that the Superintendent as the final authority for the school staff can delegate authority, but cannot delegate responsibility.

The afternoon session convened with the Executive Council from last term in attendance. Mr. Bowman reported to the team that the Board of Regents had directed the Superintendent to reorganize the committee structure to include more student participation and to speed the decision-making process. The attached proposal was recommended to the Superintendent and Board of Regents and in a recent meeting of the Regents, they approved the new committee structure except to take the Advisory Board from the role that was recommended in the proposal, and make it responsible, instead, for an on-going review of Haskell's progress. They also stipulated that the appointed members on each committee should be half students, half employees. Questions were raised by the team as to the method intended for input to the Superintendent from all concerned when an issue comes to him from one specific concern area. Dr. Ahshapanek indicated that joint meetings at the sub-committee level can accomplish this. Dr. Rosenbluth asked whether there was a feeling that the Superintendent was not making enough decisions and whether this prompted the Regents' disapproval of an advisory board for coordination of campus-wide decisions. Mr. Bowman felt that they instead hoped to give the Superintendent more leeway in making decisions than when he was opening every issue to campus-wide discussion. Dr. Stiner asked whether the committee structure's similarity to the administrative structure proposed is co-incidental or on purpose. Dr. Ahshapanek indicated that the two were arrived at separately and independently. Dr. Stiner observed that one concern and problem that will become apparent is who will decide jurisdiction of issues pertaining to the entire school program and the proposal will place the Superintendent in the middle of disputes. He suggested that the areas of responsibility be closely defined to begin with, and then that they be flexible enough to adjust. Communication with all staff and students concerning the jurisdictions should be comprehensive. He continued that Haskell may find that there are too many committees to begin with, and that participant interest may wane---especially with the strenuous 2-year North Central involvement facing the school. When asked if he felt that Haskell was too committeeized for the size of the school, Dr. Stiner replied that we were starting off pretty strong. He said that you must give every student and employee the feeling that they can be involved if they want to, but don't make an attempt to over-structure and force total participation. He also stated that the more complete the participation, the longer it may take to reach a decision and implement.

(August 8th sessions continued)

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At this point, the Executive Council left the session and the Faculty Committee entered. The Faculty Committee last term consisted primarily of the fifteen divisional chairmen. Dr. West asked whether the committee system would give any actual decision-making authority as in a regular junior college, or be powerless and continue in the highly-structured, bureaucratic lines. Dr. Stiner stated that until very recent years, all colleges were autocratic and did not offer the student and staff involvement that is now necessary and appropriate. Now, you cannot obtain accreditation without evidence that this type of involvement is apparent at all levels of decision-making. Mr. Kennedy interjected that as long as Haskell is a federal school, the committee system can plug in and function parallel to the recognized federal administrative structure as long as it does not get out of the legal framework. Dr. Powers said that when the students and staff recognize the committees have no legal power, they will lose their enthusiasm for participation. Dr. Stiner countered with the observation that when the faculty and staff unite to present a solid front to the Superintendent, he will have something to rely on and will listen and facilitate. Until then, the administrators will have only themselves to rely on.

Mr. Thomas inquired what a feasible number is for committee makeup and Dr. Stiner replied anything over 7 or 8 slows down the process. He further indicated that election to the committees is sometimes a problem because people are unwilling to run, especially with the number Haskell is contemplating. Dr. West asked Mr. Bowman whether the proposed committee system would be within Civil Service framework and what the timetable for implementation is. Mr. Bowman responded that the Regents have given approval of the proposal with the exceptions mentioned above, and they the system would be implemented this fall. Mr. Kennedy observed that if the committee system is to work, that communication, both directions, is essential, with the Superintendent reporting back to the committees the reasons for disapproval and regulations that prohibit approval.

Following the session with the Faculty Committee, the team again convened to further discuss their recommendation regarding the reorganization proposal. Dr. Rosenbluth identified the three areas to be discussed as (1) the one-dean concept; (2) the relationship between the Superintendent and Assistant Superintendent; and (3) the creation of a Coordinator of Institutional Study position. He made assignments to individual team members to summarize the groups' conclusions for him to edit and compose a memo to Dr. Hopkins and the Anadarko Area. Mr. Kennedy requested an evaluation by the team of the proposed grouping of instructional areas in the new 7-division scheme. Mr. Bowman gave the following breakdown:

Humanities (math/science, language arts, social science)	35 staff (apx)
Business (secretarial science, data processing, accounting, business management)	17
P.E./Director of Athletics	6
Fine Arts (music, art)	8
Technical (radiation, electronics, drafting, health occupations, mechanical, and printing)	22
Trades (carpentry, masonry, welding, electricity, food service, needle trades, and painting)	15
Indian Studies (this term will be a coordinating position and have no instructors directly assigned to him)	

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Dr. Stiner asked several questions concerning Haskell's current staffing and experience/education qualifications; regarding current supervisory assignments; and what changes will come in supervisory assignments with the proposed reorganization. There was considerable discussion concerning these areas, but no definite recommendations made.

The group adjourned.

Haskell Indian Junior College
Lawrence, Kansas 66044
August 9, 1972

Minutes of August 9th Sessions, Haskell Transition Evaluation Team

At 8:30 a.m., Dr. Stiner met with Haskell administrators, Mr. Bowman, Mr. Quiring, Mr. Naylor, and Mr. Cox (representing Mr. Burgess).

They began the discussion with reference to North Central's upcoming self-evaluation portion of the accreditation process. Dr. Stiner reported that North Central will give Haskell committee guidelines and will expect staff and student involvement, but not necessarily domination, as North Central deals with administration. Haskell must be careful to state school purpose and objectives very specifically without too many flowers or vagueness. The school philosophy will become the yardstick for the evaluation for accreditation. He asked whether the staff is really ready for accreditation and advised that the administration fully prepare the staff for the purposes and implication of the self-evaluation. He further suggested that the reports submitted by the various accreditation sub-committees be submitted without extensive editing to avoid charges by the staff that the administration doctored their efforts. He indicated that Haskell would be wise to help with the selection of the visitation team, especially the chairman, and he recommended Dr. Beckus, of Vincennes Community College.

Mr. Naylor moved to the area of vocational enrollment, saying that Haskell is often criticized for 'blocking' enrollment---closing vocations when there are more student applications than instructors can handle in specific areas. Dr. Stiner said that Haskell should attempt to devise a way to more accurately assess what the actual enrollment will be far enough ahead of actual registration to provide flexibility in staffing to reduce closing courses to a minimum.

Mr. Bowman outlined two pressing staffing problems: (1) That Civil Service requires 40 hours per week on duty---the voc-tech staff is scheduled for approximately 35 lab hours in the classroom, while GE/BE average 15 credit hours. This has created hostility and feelings of inequitable treatment. and (2) that under the present Civil Service guidelines, it appears to be easier for the degree academic people to achieve higher grades than the non-degreed voc-tech staff. Dr. Stiner indicated that Haskell should try to lay out and publish definite qualifications and requirements for entrance and promotion for each type of instruction---academic in terms of education and teaching experience, and voc-tech on the basis of skill gained from whatever source (education, job experience, etc.).

Mr. Naylor expressed his concern over the amount of time the voc-tech students are required to spend in related GE courses to earn an Associate of Science degree and that the academic people teaching those courses were not always designing the courses in terms of subject emphasis needed for that craft. Dr. Stiner replied that North Central will suggest 20% GE courses for voc-tech and that the key is for the vocational dean or department chairman to control the type and content of academic courses included in the requirements.

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The team convened at 9:30 and met with the Student Affairs Committee from the committee structure last term. Mr. Quiring, Chairman of the Student Affairs Committee, gave Dr. Rosenbluth a diagram of the Student Affairs sub-committee structure and purpose statements. Dr. Rosenbluth requested the group to describe and identify the Haskell student today and inquired of Dr. Stiner whether the junior college student was expected to be a different type from the vocational student. Dr. Stiner replied that there should be little change in motivation. Mr. Bowman indicated that the Haskell student body is older now than before the junior college--veterans and married students with families share the campus for the first time with the students coming directly from high school. Forty to forty-five percent of the Haskell student body comes from boarding schools. The Student Affairs group commented that the public school students seem to have a harder time adjusting to the social and living situations, while the boarding school people had more difficulty adjusting to the academic aspect of Haskell.

Mr. Quiring reported that the Student Affairs Committee has attempted to involve as many students as are interested in the committee structure. They have also given much attention to creating a due-process system in student discipline. Mr. Bowman observed that one of the major problems in Student Affairs is attempting to reconcile what the student wants with what the parents expect from the institution. On a larger scale, the administration must coordinate pressures from both those groups, with that of the Regents and the Bureau administrative structure. Dr. Stiner questioned that with the age group Haskell is serving, how far should Haskell go in serving the parents, especially with the students now becoming of legal age at 18. The 18-year old now has many more legal freedoms than he did a few months ago. Mr. Peterson stated that he sees the challenge to the educational system as being to help the student assume the responsibilities he now legally has. Mr. Stanley indicated that Haskell students want responsibility for their actions and Haskell administration is not allowing enough of this. Dr. Rosenbluth pointed out that even though an 18-year old has legal responsibilities for their own behavior, the school has moral responsibilities for the welfare of the student, as well as for the community relationships. Mr. Stanley believes the basic problem is the lack of structured procedures to deal with needed changes in the rules. At present, these procedures seem obscure. Dr. Stiner suggested that Haskell clarify and publish the appeal procedures for all levels, and then create a system to identify the trivial and the important.

Dr. Stiner asked the students whether Haskell's extra-curricular program is adequate. John Stanley replied that it is not, primarily because of lack of funding. It is illegal to make a mandatory assessment of Haskell students because of the government, appropriated funds that are Haskell's source of revenue. Perhaps better communication by the students and the recreation administrator would resolve some of the dissatisfaction.

Dr. Stiner asked the students how they felt about the curriculum. Miss Davilla indicated that Haskell is slowly adopting a good academic program and obtaining a few people with PhD's. Dr. Stiner asked questions concerning whether classes are interesting, about the instructors' roles, difficulty level of class assignments, etc. John Stanley indicated that Haskell's

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level of difficulty is not too high, and that he doesn't have to study. He doesn't believe the degree will guarantee him a job and is contemplating switching to a technical trade. He feels that the newer instructors are imposing higher standards for the students. Dr. Stiner cautioned against these feelings interfering with Haskell students preparing themselves for the many opportunities available in today's society for minority group members. Both students indicated that if they had a school selection to make again, they would still come to Haskell.

The Admissions and Retention Committee joined the team at 1:00 p.m. Dr. Rosenbluth again referred to the question of whether Haskell's student body has changed and whether the students are meeting the standards of achievement expected of junior college students. What are the responsibilities of the Admissions and Retention Committee? Mr. Moats answered that they saw their role as determining whether applicants meet the criteria set forth by Area and Central offices. Haskell operates under a 1st-come, 1st-served method and there is a considerable overflow for GE/Be, Nursing, and a few other vocations when the allotted spaces are full. This figure runs from 200 to 400 a year. Mr. Peterson indicated a similar situation at SIPI and suggested that the 'no-show' figure, rather than the 'overflow', probably is representative of the student group who have accepted other educational opportunities. There are no such statistics on what happens to the 'overflow'. There is no cross-reference by SIPI and Haskell for the 'overflow' segment because as one school fills, the other usually reaches maximum also. Haskell does have openings in vocations beyond the time that GE/BE fill. Dr. Stiner questioned whether Haskell would continue without selectivity. Mr. Moats replied that as far as he knew, it would be continued although he would like more heavy counseling in helping the student determine his suitability for the goal he has selected. Dr. Stiner questioned that in light of the fact that Haskell has no pre-enrollment, no contact with the student before he arrives, and no definite idea of the enrollment pattern prior to registration, could Haskell offer a one-semester course of selection and familiarity before choosing a major, where he can be counseled, can take some of the required academics in language, etc., and better prepare himself to make a choice. This facilitates the 'open enrollment' theory. Dr. Rosenbluth pointed out that in Haskell's situation, money is invested in the student, rather than the student investing in the school, and when 'open enrollment' allows students with questionable motives or success aptitudes to be granted the opportunity while someone who was further down the line on the first-come, first-served basis and who might benefit more from the investment, being denied enrollment. Dr. Stiner asked what would constitute criteria for selection if this avenue were pursued--he has no answers for that. He asked if exceptions were made for promising athletes to a closed academic area and if so, if slots couldn't be saved for students with academic potential. Haskell should have confidence in the program and recruit the academic achievers.

Mr. Stanley asked whether Dr. Stiner would recommend test measures to meet pre-enrollment criteria. Dr. Stiner replied that he thought it would have little value for Haskell. Whether or not selectivity is employed depends on whether Haskell plans to serve the academically inclined exclusively, or to offer an education opportunity to Indian students at all levels, or compromise between the two. Haskell must make this determination.

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Mr. Peterson observed that overflow enrollment denial in GE/BE is actually a means of artificially bolstering the voc-tech area. Dr. Stiner stated that students should never be turned down except where specific facilities such as labs are exhausted, that as long as living facilities are available, students should never be turned down for academic courses.

The quarter system versus the semester system were discussed. The quarter system means more frequent registrations, semester course content consolidated to quarters which extracts more effort from both students and instructors, and a shorter period of drop-out vacancies before a new enrollment period. Dr. Stiner asked whether Haskell sees any changes in retention policies as stated in the catalog. Academic policy now in effect provides for student suspension when the gpa falls below minimum standards or the class load falls below the minimum amount. Probation follows students when they move to a new vocational choice. Dr. Stiner suggests that a student be given one opportunity to get a fresh start. He also asked if Haskell has contemplated going to an 'ABC' grading system where if a C isn't earned, then no credit at all is given. No failure mark is shown. Although he isn't proposing this for Haskell, he was asking for reaction. Mr. Downs said he thought some of our students need the sobering effect of being given an 'F'. Developmental courses are being introduced, usually for college credit, counting toward graduation. Dr. Stiner indicated that many schools are moving toward no academic dismissal. He doesn't know whether it would be feasible for Haskell. He feels that students usually dismiss themselves before academic suspension becomes necessary.

The NFFE officers followed the Admissions and Retention Committee. Dr. Rosenbluth asked if there were any objections to Mr. Luther's use of a tape recorder. Dr. Rosenbluth explained the nature of the team's task as requested by the Bureau's area and central offices and the Haskell Board of Regents. The evaluation is being conducted under the auspices of Dr. Tom Hopkins' office and the team will report to Dr. Hopkins their evaluation and recommendations of Haskell's progress. This report in turn will be transmitted to Haskell staff for their use particularly in the North Central accreditation self-evaluation. The team has met with students and staff as represented by the committee system from last school year. He asked for the Union's views on the progress of the development of a quality staff for the junior college from the nucleus of the staff that had served the school in its voc-tech status. Mr. Luther, ^{President of the local union chapter} indicated that the voc-tech division has been repressed for the benefit of GE/BE. He feels that the school is split, and that the fault lies at the Dean's level. This split has led to the dissention that is apparent in the faculty. The union is in favor of the one-dean concept. He demanded that Mr. Naylor be taken out of line authority. He indicated that will legally fight any contrary action. Dr. Rosenbluth expressed a hope that personalities could be kept out of the discussion. Mr. Luther asked Dr. Rosenbluth how much he knew about Indians and Dr. Rosenbluth sketched his educational and working experience with the Indian communities. Mr. Luther expressed his idea that Haskell is not serving the Indian student as it should and is not recruiting to promote the vocational department. Mr. Luther, using himself as an example, feels fully skilled and qualified for top level instructorship, and yet says he has been repressed from promotion. Dr. Rosenbluth asked Mr. Luther to express the areas where he feels repressed in order that the team can determine where some of the problems are in order

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to make recommendations for unification of the Haskell staff. Mr. Luther cited instances where even though he felt he was as well qualified as the people selected for promotions, he was not picked and could not determine what criteria was used for selection. Dr. Rosenbluth asked whether all officers present were from the voc-tech area and whether academic staff were eligible for NFFE membership and participation. The answer was that all federal employees are eligible for membership, although supervisors are not able to participate. Mr. Dibble, a consultant in attendance with the officers, told of his experiences and rejections in attempts at promotions. Dr. Stiner summarized that promotions in question are either to the 'master' teacher, GS-11 level, or to a supervisory position. Mr. Beal, Vice-president of the union, felt the administration is leaning toward academics while the national trend is toward technicians with skills. He feels a lack of voc-tech recruitment. He feels there is a lack of appreciation from direct supervision for vocational instructor efforts. When asked by Mr. O'Brien whether the voc-tech staff has taken the opportunity to meet by division with the administration and air these problems, Mr. Beal indicated that there was only one divisional meeting with the Dean during the entire school year, although there were other meetings with the lead instructors. Mr. Luther wanted placed in the record the fact that once an individual speaks up such as he is doing, he is labeled as a trouble-maker and then is never considered for promotion. Dr. Rosenbluth pointed out that any spokesman for any group, be it the union president or the school superintendent, is labeled by his responsibility and takes the chance of being spotlighted. Mr. Luther indicated that this does not bother him. Dr. Rosenbluth again defined the comprehensive junior college concept as a balance between academic and trades/skill training and that one is as essential to the concept as the other. He interprets part of these feelings of repression as stemming from the fact that the academic grade levels and promotions seem to be more easily achieved by the academic as by voc-tech. Can the team work on this aspect? Mr. Luther asked that the secretaries' status at Haskell be examined as he feels their salaries need upgrading. He also cited the need for more comprehensive personnel representation on our campus. Dr. Stiner asked whether all these problems came with the junior college or were apparent before. Mr. Luther indicated that there were here before, but that the transition has made them worse. Mr. Luther feels that the transition to a junior college is a fine thing for Haskell and he hopes Haskell will eventually go to a 4-year academic program.

Dr. Stiner stated that the sorest points seem to be promotion, equality in pay, and equitable treatment for both segments of the instructional staff. He indicated that Haskell needs to look for (1) skill in the area an instructor will teach and publish definite guidelines for what constitutes skill in a course, with variances for each speciality; (2) how much formal education the applicant has, and how recent the education was; and (3) the amount of teaching experience before coming to Haskell and how much at Haskell. He believes that craft instructors must renew themselves periodically with training and job experience and a system of in-service training to accomplish this explored.

He asked whether faculty rank is incorporated in Haskell's scheme. He indicated that if it is ever considered, that rank should not be tied to money.

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He continued that Haskell should attempt to line out an equitable system describing levels of pay, but with academic having different entrance and promotion requirements than the voc-tech people. He personally feels that PhD's are often too specialized and not interested in teaching basics to beginners to be valuable to the junior college system. Dr. Rosenbluth asked whether the team can lay down guidelines to assist the voc-tech people, administration and personnel people to specify possible criteria for hiring and promotion. Mr. Peterson indicated that the lab hours schedule of voc-tech people as opposed to credit hour schedules of academic must be considered in the criteria.

Mr. Kennedy reminded the group that under federal regulations, a person cannot be promoted because of good performance unless his job description has responsibilities added. When this can't be done, the quality increase can be employed for reward of good performance. Mr. Luther indicated that in the last nine years, he cannot remember any vocational instructor who has been given a quality increase. Mr. Beal described the communication gap between faculty and the administration and that he doesn't believe the administration anymore. He feels they are responsible for the rift between voc-tech and academic.

Dr. Stiner expressed to the group that many of the problems discussed are prevalent at any institution that is going through transition such as Haskell is. He advised them to be responsible in their communication to the administration as they expect communication to flow to them; also to look for positive signs of attempts to correct problems, and not to expect miracles overnight.

Appendix E



IN REPLY REFER TO:

Consultants' recommendations
United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
OFFICE OF EDUCATION PROGRAMS
FIELD SERVICES OFFICE
P.O. BOX
ALBUQUERQUE NEW MEXICO 87103

AUG 11 1972

Memorandum

To: Dr. Thomas R. Hopkins, Chief, Division of Evaluation
and Program Review
Area Director, Anadarko Area Office
Attention: Assistant Area Director (Education)

From: Dr. Henry H. Rosenbluth, Chairman, Haskell
Transition Evaluation Team

Subject: Proposed Staffing Pattern for Haskell Indian
Junior College

During two meetings this past month at Haskell the team was able to examine the current staffing pattern as a factor to be considered in the school's transition from the purely Vocational-Technical status to a Junior College. Conversations with school personnel and students both on an individual and group basis revealed that there is a definite gap between the voc-tech and general education staff which has been widening and would undoubtedly affect the transition. Although there are many reasons for this cleavage, two major issues surfaced: equality in pay and status between both groups. The team plans to review this matter in greater detail for its final report, however, since it is a priority item, a possible solution is suggested for the coming fall semester.

The school administration has submitted a change in the organizational structure which has received support from the Board of Regents and the faculty. It seeks basically to combine the two units (voc-tec and general education) under a single dean of instruction. It would also create a new position, Director of Institutional Studies, which would be staff to the Superintendent.

The team concurs in this realignment primarily as a positive step toward unification of faculty at Haskell. The enclosed rationale for the change is furnished by the team's consultant, Dr. Clyde Stiner.

Sincerely yours,

Henry R. Rosenbluth
Education Specialist

Rationale for the Single Dean Concept

Generally accepted organizational theory recommends a single and direct line of decision making and an equally uncomplicated system of implementing decisions once they have been made.

A Junior College should be a unified institution providing its services to all its student body in a coordinated organization.

Communications must move both directions within an organization without loss of meaning or unnecessary delay. Student, faculty, and staff concerns and problems must be able to reach the designated official or committee charged with the particular concern or problem easily and without undue loss of time. It is equally important to have the response to the concern or problem back to those involved in a reasonable time period.

A Junior College with one dean of instruction provides one specific and positive means of structuring for the above objectives. All parties concerned - students, faculty, and staff - know to whom they address instructional concerns and problems.

This will avoid many complications such as: confusion as to which dean has jurisdiction, playing one dean off against the other, splitting of budget resources, claims of unequal treatment between two deans, differences in abilities, personalities and effectiveness between two different deans.

Other differences that can and usually do exist between two individuals could be cited, but most important is the obvious danger of a difference in philosophy in regard to the purpose and mission of the Junior College. This will alternately result in a power struggle between the two deans. When and if the type of difference exists or develops the Junior College is bound to be torn apart by a choosing of sides by the affected students, faculty, and staff of the institution. No matter what the final result of this kind of difference of opinion everyone and the institution itself suffers and everyone loses - the student body, faculty, staff, and the college. The on-going work of the college will be delayed and damaged, morale will be directly and adversely affected and the possibility of building a junior college of quality and excellence will be delayed.

Accordingly, it is my considered opinion and unqualified recommendation that Haskell Indian Junior College move in the direction of establishing an organizational structure that provides for one dean of instruction.

The dean of instruction should be completely responsible for all instructional affairs of Haskell Indian Junior College. The dean should report directly to the Superintendent of H.I.J.C.. All directors, chairman of divisions and/or departments responsible for any part of the instructional program should report directly to the dean of instruction.

CONSULTANT'S REPORT
HASKELL VISITATION
July 12, 1972

I. PREFACE

The minutes will show that the morning session was designed around an interview format devoted to an inductive assessment of Haskell's transitional activities. My questions were asked to elicit discussions of the problems which existed during the planning and implementation stages of the junior college program, and to point out areas where problems were faced with varying degrees of success or failure.

I must further preface my remarks by saying that the Haskell administrators have been enormously successful in view of the staggering problems which faced them as they prepared to implement the program two years ago. Such problems included:

- (a) No member of the administrative staff had ever been associated with a junior college. The tendency was, and in some cases continues to be, to resolve issues with a boarding school, and/or bureaucratic orientation.
- (b) Since the dean of general studies had not yet been selected, it befell me, as the junior college consultant, to propose the first curriculum. In spite of my urging a substantial revision as soon as a dean was identified, his appointment came too late to effect the necessary changes. In fact, because of time pressures, the dean had little opportunity to select his own faculty. I assumed the task of appointing twenty-two instructors prior to the dean's appointment.
- (c) Nothing constructive was done to prepare the existing vocational-technical staff for the transition. Rumors abounded that the vocational programs would be phased out, and the general education program was repeatedly portrayed as a competitive one. In spite of the recommendations of myself and every other junior college consultant, the dichotomy between the two programs was perpetuated by the appointment of separate deans, with no vehicle for optimizing articulation.

As a result, bitter feelings of resentment arose on the part of the existing staff, who saw newcomers appointed to higher government service positions because of their academic credentials. The general education faculty, on the other hand, portrayed the older staff as "conservative die-hards." There was an immediate tendency of the vocational staff, as "career government employees," and the general education staff, as "academic revolutionaries," to disagree and to polarize collectively on every issue.

II. INDICIA OF TRANSITIONAL SUCCESS

The administration of Haskell Indian Junior College has been responsible for making remarkable progress in the development of the junior college. This is partly due to the ability of the superintendent and his assistant to adapt to the changing demands, and partly due to the influence of a dean and new faculty members who have had extensive experience in the junior college field. Some areas of significant progress include:

- (a) Much of the boarding school atmosphere has been dispelled, and a new era of student participation and self-governance has arisen. As a result, restrictive regulations have been liberalized, and when the students were unable to cope with their new-found freedom, an effective innovation was introduced in the area of student security personnel.
- (b) As a result of greater student involvement, an atmosphere of cultural pride, and awareness has arisen, fostered by the availability, albeit limited, of courses in the area of Indian culture.
- (c) The student-teacher ratio has been low enough to permit small classes in which teachers have worked successfully with individual students.
- (d) Some vocational and technical instructors are coming to accept the importance of their programs to the operation of a comprehensive junior college. A few have been described as "excited" about the curriculum--expanding possibilities afforded by the junior college concept.
- (e) More and more general education faculty have evidenced the flexibility required to work constructively with their colleagues in the vo-tech area, although most of them still perceive the "die-hard" characteristic alluded to earlier.
- (f) The administration has begun to implement a faculty committee structure designed to provide a forum for the exchange of information and ideas, and to delegate responsibilities in several areas.
- (g) The establishment of a Board of Regents, made up of representatives of the twelve areas, plus Kansas, the alumni association, and the student body, will serve as the first step in the college-national Indian community communications process.
- (h) The college has achieved correspondent status with North Central.

III. PROBLEM AREAS

Although Haskell has enjoyed much success, several problem areas persist. In fact, because so much has been accomplished in so short a time, the college is about to face an entirely new generation of problems that are significantly more complex and sophisticated.

1. Existing Problems

(a) A great deal of staff polarization is still evident, although the suggested reorganization will help if all programs are placed under a single dean. In addition, a review of grade and salary inequities, already begun by Mr. Kennedy, should provide some relief.

(b) Enrollment quotas have been in existence so as to provide maximum utilization of facilities and staff skills. Students may be denied admittance to general education; for instance, in order to fill available space in nursing. Thanks to recently intensified efforts of the administration, however, students may transfer to the area of their choice after one or two semesters. Obviously, this system results in many students either dropping out or losing time.

(c) Haskell has been slow to develop a continuing Indian Studies program, and the institution tends to emulate, to too great an extent, the freshman and sophomore programs of public institutions.

(d) Haskell has done little to provide special programs for slow learners or educationally deprived Indian students. Much more should be planned in the area of individualized instruction with special emphasis on reading and communications skills.

(e) Haskell is extremely deficient in the area of student testing. A battery of personal adjustment tests, reading tests, math tests, and others should be developed and administered as part of an orientation program which should also include a short course in study skills.

(f) The current practice is to enroll all students from a given technical or vocational class in the same general education sections. The philosophy has been to serve special trade needs and to accommodate to certain assumed levels of expectation among the students. But all classes should be representative of both vocational and general education students in order to create and maintain the aura that Haskell is one school.

(g) All technical programs, and most vocational programs should include a general education component, pursuant to the first recommendation of consultant Charles Barnes, president of Dodge City Community College, and a ranking member of the North Central corps of examiners.

(h) Haskell, pursuant to the second recommendation of Dr. Barnes, should adopt an Associate of Applied Science degree as a companion to the Associate of Arts degree. The A. A. S. programs should combine elements of occupational, general, and related instruction.

2. Future Problem Areas

(a) Haskell should consider developing effective testing and counselling programs to be administered to students before they arrive on campus. This would be especially significant in reservation schools, and/or in such areas as Oklahoma, where there are high concentrations of Indian people outside of the reservation setting.

(b) Haskell must develop a program of follow-up studies. At the same time, studies could be made of the needs of Indian people through an office of institutional research.

(c) Haskell should consider the possibility of offering an Associate of General Studies degree to accommodate those students who can not or will not attempt an A. A. degree. The A. G. S. degree can be very flexible, with few, if any required courses. This program could prove valuable in meeting the special needs of Indian students. It has also enhanced the probability of student success on transfer, in addition to encouraging students to remain in college.

(d) Haskell should immediately appoint a steering committee for accreditation. The committee should accumulate a number of institutional studies in order to develop its own model. In accordance with the consulting report of Dr. Tilghman Aliy, president of Casper College, and one of the senior members of North Central's corps of examiners, institutional studies should have been started in 1970, and ". . . an institutional study should be done every year until full accreditation is awarded."

(e) Finally, it is well-known that North Central will evaluate an institution largely on the degree to which it has met its stated goals and objectives. This consultant strongly urges that the administrators, faculty, and staff review those goals and objectives for the purpose of assessing success in this regard.

IV. SUMMARY

1. Haskell has done an outstanding job of developing a college transfer program.
2. The transition has been impeded by the existence of two competing programs.
3. The faculty is a good one, and the situation is improving because of the policy of replacing vocational-technical instructors with M.A. people, and because of the in-service and educational leave programs which encourage educational upgrading of the faculty, staff, and administrators alike.
4. Student involvement is constructive and active.
5. Orientation toward the needs of the Indian community is improving, but needs cultivating.
6. Programs should be instituted, enlarged, or curtailed on the basis of student needs rather than available facilities.
7. Pre-testing, testing, pre-counselling programs should be developed, improved, and expanded to meet the special needs of Indian students.

8. Institutional research and follow-up study programs should be developed immediately.
9. Preparations should be made for accreditation, to include yearly institutional self-studies.
10. The government's long range plans for Haskell are positive and encouraging, and they insure a great future for Haskell as a comprehensive junior college.

RECOMMENDATIONS CONCERNING THE
CREATION OF A COMMITTEE STRUCTURE
FOR HASKELL AMERICAN INDIAN
JUNIOR COLLEGE

Submitted by:

Alexander A. Lazzarino
Junior College Consultant

October 16, 1970

PREFACE

The involvement of faculty members in the administration of junior colleges and universities can be divided into two categories: (1) general institutional policies, and (2) curricular changes. In the university, a large measure of self-direction is vested in the various subdivisions of the organization. Faculty influence upon the general development of the university is exerted through faculty committees, the faculty senate, individual college faculties, and subject-matter departments. In most institutions, faculties have a voice in the selection of administrative personnel including department chairmen, deans, and presidents. Faculty influence is felt in personnel policies governing appointments, evaluations, promotions, and terminations. University faculties are generally insulated from external influences generated by pressure groups, state governments, or local governmental agencies. They are, however, extremely sensitive to the attitudes of their professional colleagues. Status with their colleagues is the most important criterion of success.

In contrast, the influence of the faculty in a junior college is limited by the administrative organization of the college. The formal organization of most junior colleges originally grew out of the public school pattern in which the college administrator was classified as a school principal. Direction from the controlling agency through the superintendent and the college dean has characterized junior colleges for many years. The formal organization of the junior college has been set up in a traditional, well-knit, line-staff pattern.

As a result of this background, the junior college faculty, until very recently, has had little impact upon the development of general institutional policies. The over-all educational objectives have been developed and enunciated by the board of control and the chief executive officer. The formal organization of the institution has been set up by administrators rather than by faculty members; appointment of administrative personnel is a board or presidential responsibility; and college faculty have little or nothing to say about finance. Appointments and promotions are centralized in the administration. Furthermore, the faculty and the administration are both more sensitive and responsive to external influences.

Indeed, considering the antecedents of two-year colleges, it is understandable that the structure and influence of the faculty more nearly approximate that of secondary school teachers. The degree of intensive administrative direction of faculty is revealed in the handbooks of most public junior colleges. Directions for the work of faculty include a specification of office hours, an outline of duties in and out of the classroom, the encouragement of participation in community and school activities, and in general a multitude of other specifics customary in public school systems. I do not feel that these characteristics are necessarily inimical to the special mission of the junior college, where personal and informal contact between teacher and student is encouraged, and where the availability of the out-of-class tutorial experience can play such

an important part in the educational process. In fact, the basis for the dramatic success of the post-war junior college movement has been the assimilation of the best practices of secondary schools and universities to meet the needs of its students. All too often, however, the secondary school syndrome is perpetuated in the limited role which the junior college faculty is permitted to play in the arena of institutional development.

A singularly important factor in attracting and retaining junior college faculty is an administrative organization which involves the entire staff in policy decisions. If the whole staff participates in policy formation, everyone will know the policies and the reasons for their adoption whether he agrees with them or not.

It must be said, however, that there are many persuasive reasons to question strong faculty control of a two-year college. Administrators perform functions which cannot be carried out by faculty members. The size and complexity of the educational enterprise is such that the making of policy and its implementation requires the full-time attention of highly specialized individuals with experience relevant to the tasks to be performed. Complete faculty control of policy-making encourages inefficiency, instability, and time-lag, which undermines the over-all educational effort of the institution by a piecemeal formulation of policy without comprehensive consideration of the educational program. Competence in an academic discipline does not necessarily insure competence in a specialized administrative role.

The continuing trend toward more intensive academic specialization is another factor limiting faculty participation in college administration, but it is the very emergence of the institution as a composite of highly specialized skills within narrowly defined academic parameters which now requires faculty participation in the governance of the institution. It is simply unrealistic to expect an administrative officer, or a staff of administrative officers to contend effectively and efficiently with the broad range of activities which comprise today's college scene.

Teachers with a strong professional dedication believe in their ability and right to participate in policy-making matters, and they are generally intolerant of an overly centralized college administration. A collaborative arrangement will strike a crucial balance in situations where, on the one hand, overambitious administrators might force unrealistic innovations, and on the other hand, a junior college, which must be devoted to the changing needs of society, is usually staffed by faculties which tend to be conservative and resistant to innovations.

Typically, the administration of two-year colleges has included some sort of committee structure, either permanent or ad hoc, in the over-all pattern of relationships in the institution. The purposes of committees include the development of effective communication, broad participation in college affairs, and the utilization of all the human resources within the institution. Another function, perhaps not generally recognized, is the provision of a forum in which

latent and overt conflicts among the members of the college community can be resolved. Conflict is an inherent quality of all organizations, and it can be an important stimulus for change and improvement. If conflict is to be translated into constructive change, however, there must be well-defined avenues of communication for the development of consensus and group action. Committees can serve this function well if they are organized with some basic principles in mind. Henry Ashmore (Junior College Journal, September, 1958, pp. 40-42) lists some of these principles as follows:

1. Purposes and problems should be clearly defined and understood by the committee members.
2. The committee should know when and to whom to report.
3. The committee will produce effectively if they know that their recommendations will receive serious consideration.
4. There must be follow-up, in communications and action, of the committee's recommendations.
5. The administration of a college should consider committee reports carefully, insisting that reports be completed on time and that the findings be based upon the best knowledge and judgements of the members.
6. There should be specific organizational and administrative regulations concerning committees.
7. There should be a clear understanding that the chief administrative officer retains the authority to override a committee report based upon specific reasons for doing so.

I recommend that the following committees be created to assist in the governance and development of Haskell Indian Junior College.

COMMITTEE STRUCTURE

Executive Council *weekly*

- Membership:** Ass't Superintendent, Chairman
Superintendent
Dean of General Education Programs
Dean of Vocational Programs
Dean of Students
Business Manager
Division Chairmen
Head Librarian
President of the Faculty Association
Vice-President of the Faculty Association
President of Student Council
Registrar
Plant Manager
- Function:** To recommend broad policy to the governing agency, to execute college policy, to determine internal policy, and to consider the recommendations of the other committees.
- Minutes:** Minutes become record and are distributed to each member

Committee for Academic Affairs *(Monthly)*

- Membership:** Ass't Superintendent, Chairman
Dean of General Education Program
Dean of Vocational Program
Librarian
Secretary-Treasurer of Faculty Association
Vice-President of Student Council
Additional members, one from each division, to be elected by the divisions.
Registrar
- Function:** To periodically study and review the curriculum of the college and recommend changes in curricular offerings, and to consider matters that pertain to the instructional program generally.
- Minutes:** Minutes become record and are distributed to each member and to the Superintendent.

Committee on Student Affairs

- Membership:** Dean of Students, Chairman
Superintendent
Director of Student Activities
Registrar, Secretary
Director of Housing — *counseling*
President of Student Council
Secretary of Student Council
Additional members, one from each academic division,
elected by the divisions.
Registrar
- Function:** This committee is responsible for all recommendations
and decisions concerning discipline, honor rolls, and
student petitions.
- Minutes:** Minutes become record and are distributed to each
member.

Committee on Faculty Rights, Privileges, and Responsibilities

- Membership:** Eight faculty members, elected by the Faculty
Association and recommended to the Superintendent.
- Function:** This committee is responsible for effective
communication with administration and faculty
concerning professional conduct, effective instruction,
professional growth, salary, tenancy, and fringe
benefits.
- Minutes:** The secretary is chosen from within the committee;
minutes become record and are distributed to each
committee member.

Committee on Campus Planning and Development

- Membership:** Superintendent, Chairman
Assistant Superintendent
Business Manager
Dean of General Education Program
Dean of Vocational Program
Dean of Students
Eight members of the faculty to be appointed
by the Superintendent
Two student representatives
Plant Manager

Committee on Campus Planning and Development (cont.)

Function: To review the planning and development of the college and to provide direction for its future through recommendations to the governing agency.

Minutes: Minutes become record and are distributed to each member.

Library Committee

Membership: Head Librarian
Cataloging Librarian
Audio-Visual Aids Coordinator
Eight members elected by the divisions
Three students

Function: To make recommendations concerning the effective utilization of the library in the educational process. To make a continuous study of library practices with subsequent recommendations for improvement of library services.

Minutes: The secretary is chosen from within the committee; minutes become record and are distributed to each member and to the Executive Council.

Committee on Athletics and Eligibility

Membership: Appointed by the Superintendent
Coaches are members upon invitation *J. Paul [unclear]*
Three students

Function: To set standards at least minimally consonant with those of the athletic associations to which the college belongs; to rule upon the eligibility of participants; to notify the Dean of Students of any violations. *on Committee*

Minutes: The secretary is chosen from within the committee. Minutes become record and are distributed to each member and to the Executive Council.

Student Union Activities Board

Membership: *Regularly* Faculty advisor appointed by the Superintendent
Elected student chairman and student members by application to the chairman
Union Manager

Student Union Activities Board (cont.)

Function: To plan and coordinate student club and social activities, and to make recommendations concerning the operation of the Student Union.

Minutes: The student body elects the chairman. The secretary is chosen from within the board. Minutes become record and are distributed to each member and to the Executive Council.

Committee on Outside Contacts

Membership: Assistant Superintendent
Dean of General Education Program
Dean of Vocational Program
Dean of Students
Three students
Contact Personnel
Other members appointed by the Superintendent
Registrar

Function: This committee is responsible for organizing student contact. The committee establishes the calendar for contact assemblies of the Contact Troupe, musical groups, and any group involved in high school planning days. The committee's primary purpose is to inform prospective students of the programs and services at Haskell.

Minutes: The group selects its secretary from its members. Minutes become record and are distributed to each member and to the Executive Council.

Committee on Student Publications

Membership: Voting Members - 3 faculty members and three students

Ex Officio - Editors of all publications

Function: To coordinate and supervise various student publications of the college. The committee should act in a budgetary role, should develop major policy and guidelines to insure freedom of expression within parameters of good taste and fair play. The committee will serve as a mediation board in the case of inter- or intra-publication dispute.

Minutes: It is requested that the committee appoint their own secretary. Minutes of all meetings should become a matter of record with distribution to each member.

Committee on Traffic and Safety

- Membership: Appointed by the Superintendent
Three students
- Function: This committee is charged with developing a comprehensive plan for traffic circulation, parking, and general safety.
- Minutes: The group selects its secretary from its members. Minutes become a record and are distributed to each member and to the Executive Council.

Faculty Social Committee

- Membership: Eight members, one from each division, elected by members of the Faculty Association and recommended to the Superintendent.
- Function: To develop a series of social events for the faculty in order to promote closer relationships and create a pleasant social climate and to oversee all financial arrangements to the benefit of the faculty.
- Minutes: The secretary is chosen from within the committee. Minutes become record and are distributed to each member and to the Executive Council.

Haskell Junior College Faculty Association, Council

- Membership: Preceding year's Vice President becomes President
Other members are elected by the faculty
- Function: To oversee all Association activities; to choose the Vice President and secretary who with the President make up the Association Council; to create ad hoc committees as needed. (Constitution and By-laws must be developed)
- Minutes: Minutes are distributed by the secretary to all members of the Association.

Other Committees for consideration include:

1. Judiciary (to handle appeals from Student Affairs Committee)
2. Lectures and Convocations
3. Student Committees:
 - A) Elections
 - B) Finance and Auditing
 - C) Health
 - D) Housing
 - E) Rights, Privileges and Responsibilities

Appendix F

Job Descriptions - Examples

President
Dean of Students
Director of Institutional Planning and Research
Manager of Business Affairs/Treasurer
Dean of Instruction
Director of Learning Resources
Division Chairman

PRESIDENT

Job Description

The President is the Chief Executive and Administrative Officer of the College and is directly responsible to the Board of Trustees. He makes policy recommendations to the Board on all matters that affect the College. In accordance with state code and Board policy, he executes directly or by delegation all executive and administrative duties necessary for efficient operation of the College.

BOARD

This officer is responsible for:

- A. Formulating and recommending to the Board the institution of policies of management and/or such policy revisions as may be deemed necessary for the effective and efficient operation of the College.
- B. Exercising broad discretionary power within policy guidelines established by the Board.
- C. Interpreting Board-approved policies of management to the personnel of the institution.
- D. Devising and establishing operating procedures necessary for the effective implementation of Board policy.
- E. Maintaining effective communications and reporting responsibilities to the Board as the Chief Executive Officer of the College.
- F. Transmitting the viewpoints of and communications from faculty, staff, students and the public to the Board.
- G. Providing all reports on information and operation required by the Board, and by local, state and national agencies.
- H. Preparing the agenda, supporting information and documentation required for Board meetings and in discharging the requirements of applicable state law.
- I. Recommending additions and changes in professional personnel and reporting changes in classified personnel.
- J. Reviewing pending legislation providing assistance to or affecting the operation of the College, and reporting the substance thereof to the Board.
- K. Conducting official correspondence as directed by the Board of Trustees.
- L. Performing such other duties as may be assigned or delegated by the Board of Trustees or required by law.

PRESIDENT

ADMINISTRATION AND FACULTY

This officer has overall responsibility for:

- A. Developing and maintaining a program of instruction, research, and service suited to the needs of the institution's sponsors and students.
- B. Recruiting and maintaining high quality instructional, student service and administrative staff.
- C. Providing for a periodic review and evaluation of the performance and professional growth of administrators, teaching faculty, and classified staff.
- D. Assuring appropriate in-service upgrading and retraining for administrators and teaching faculty in order to insure maximum professional competence.
- E. Providing a total environment which stimulates and reinforces outstanding contributions to the welfare of the college by students, classified staff, teaching faculty, and administrators.
- F. Coordinating the activities and services of college relations, institutional planning and research and data processing services.
- G. Reassigning all employees of the college, for better management of the institution, providing it does not alter the previously contracted salary.

INSTITUTIONAL

This officer has overall responsibility for:

- A. Developing and maintaining a sound, functional, administrative structure for the college, to the end that all employees may be properly assigned, coordinated and supervised.
- B. Implementing and maintaining necessary internal and external communication structures among the college's various employees and constituencies.
- C. Stimulating the development and implementation of policy and procedure manuals necessary for the efficient operation of the institution.
- D. Providing to the constituencies of the college appropriate participation in the development and interpretation of institutional philosophy and policy.

PRESIDENT

- E. Providing for long-range planning and development of the institution.
- F. Stimulating the establishment of institutional objectives and providing for appropriate participation in setting goals to meet these objectives.
- G. Appointing ad hoc committees and advisory councils to meet specific needs and responsibilities.
- H. Coordinating the development of modern systems and procedures in financial reporting, budgeting, purchasing, accounting, auditing and plant maintenance.
- I. Developing plans to finance the required capital and current budgets of the institution.
- J. Coordinating and directing the development of campus building programs.
- K. Recommending the establishment of citizen and advisory committees.

COMMUNITY, STATE, AND NATIONAL

This officer is responsible for:

- A. Assisting the Board in effectively interpreting the College and its services to the community.
- B. Maintaining strong contact with community groups, agencies and leaders.
- C. Establishing and maintaining channels of communication between the College and the various public constituencies that it serves.
- D. Lending influence in the development of higher education programs on local, state, and national committees and organizations.
- E. Attending professional meetings and making appropriate reports to faculty, administrators and the Board of Trustees.

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DEAN OF STUDENTS

Job Description

The Dean of Students has direct line responsibility to the President, carrying out staff responsibilities with the Dean of Instruction and the Manager of Business Affairs/Treasurer in areas of mutual concern. He is directly responsible for the total student services program as outlined in the organization chart. In addition to these broad general responsibilities, this officer will:

- A. Plan, organize, staff, and administer all functions related to the student services area.
- B. Supervise and evaluate the performance of the student services staff.
- C. Recommend selection, retention, leave and/or promotion of assigned staff.
- D. Prepare the annual budget for the student services area and determine the final budget recommendation to the President.
- E. Execute the adopted budget for the student services programs of the College.
- F. Coordinate and approve all capital expenditures relating to the student services area.
- G. Coordinate continuous evaluation of student services programs and recommend needed changes in policy to the President.
- H. Coordinate the development and implementation of orientation, in-service and professional development programs for student services personnel.
- I. Develop a program for interpreting the student services program to the students, faculty and staff of the College and the community at large.
- J. Coordinate the development and implementation of the College's recruitment and articulation efforts with other educational institutions and the community.
- K. Seek to represent the College to the community at large through involvement in community activities and through fulfilling College assignments in the community.
- L. Attend appropriate professional meetings and keep the College apprised of new developments in the field of student services.
- M. Assume other duties as delegated or assigned by the President.

DIRECTOR OF INSTITUTIONAL PLANNING AND RESEARCH

The Director of Institutional Planning and Research has direct line responsibility to the President of the College, carrying out staff and/or coordinating responsibilities to the College and the community it serves, as defined below.

This officer will:

- A. Plan, organize and administer all programs and operations assigned to the Office of Institutional Planning and Research.
- B. Supervise and evaluate the performance of assigned staff.
- C. Recommend selection, retention, leave and/or promotion of assigned staff.
- D. Supervise the preparation of budgetary requests for the Office of Institutional Planning and Research and assist the President in determining final budget recommendations for same.
- E. Provide and periodically update long-range enrollment and faculty projections for the College.
- F. Design and conduct feasibility studies for proposed new educational programs.
- G. Carry out, on a routine basis, follow-up studies of various categories of students as an aid in evaluating the effectiveness of the academic program.
- H. Undertake or assist in community and school surveys and make analyses which will lead to appropriate development of the academic program.
- I. Supervise and coordinate long-range facilities planning and/or projections for the College.
- J. Design and conduct facilities utilization and resource allocation studies as assigned by the President.
- K. Review and update various management reports used by the administrators and faculty.
- L. Provide consultancy assistance, where possible and feasible, to community groups who are conducting public service research projects.
- M. Work closely with the Director of College Relations in the design phase of proposals for possible outside funding.
- N. Work closely with the other members of the Administrative Staff for purposes of compiling and interpreting institutional data for long-range planning and/or reporting purposes.

DIRECTOR OF INSTITUTIONAL PLANNING AND RESEARCH

- O. Assist or carry out studies which measure the non-academic impact of college on students.
- P. Consult and encourage faculty and counselors to conduct classroom research and evaluate experimental programs.
- Q. Publish good faculty research proposals and finished research in an in-school quarterly.
- R. Undertake special projects at the request of the President's office.

MANAGER OF BUSINESS AFFAIRS/TREASURER

Job Description

The Manager of Business Affairs/Treasurer has direct line responsibility to the President, carrying out staff responsibilities with the Deans of Instruction and Students in areas of mutual concern. He shall serve as the Chief Fiscal Officer and Financial Advisor to the College and is directly responsible for all business administration and finance functions outlined in the organization chart. In addition to these broad general responsibilities, this officer will:

- A. Plan, organize, staff and administer all functions related to business administration and finance.
- B. Supervise and evaluate the performance of the Business Affairs staff.
- C. Recommend selection, retention, leave and/or promotion of assigned staff.
- D. Prepare the annual budget for the Business Affairs area and determine the final budget recommendations to the President.
- E. Execute the adopted budget for the Business Affairs area of the College.
- F. Coordinate and approve all capital expenditures relating to the Business Affairs area.
- G. Coordinate continuous evaluation of Business Affairs services and recommend needed policy changes to the President.
- H. Assist the President in implementing a systematic and periodic review of the entire structure of internal management and administration.
- I. Assist the President in the formulation, adoption and improvement of a comprehensive management information system.
- J. Develop and administer an effective employment and labor relations program for all classified and administrative employees of the College.
- K. Provide effective administration and financial management of all auxiliary business enterprises operated by the College District.

As Chief Fiscal Officer:

- L. Ensure that the College books of account are maintained in accordance with accepted principles of fund accounting and in compliance with State regulations.

MANAGER OF BUSINESS AFFAIRS/TREASURER

- M. Accept responsibility for the integrity of all fiscal and financial transactions made in behalf of the College District.
- N. Assume coordinating responsibility for the preparation, analysis and interpretation of the annual appropriation budget. Upon the adoption of the budget, institute and maintain all necessary accounting and budgetary controls.
- O. Design, or cause to be designed, all financial and fiscal systems and work procedures.
- P. Prepare special analyses and financial studies for the Board of Trustees and the President.
- Q. Serve as chief advisor to the President and the Board of Trustees in long-range financial planning.
- R. Take custody of and manage the control of all cash and investments of temporary surplus cash balances in Board-approved investment securities.
- S. Prepare and submit or review and approve all financial reports, cost studies, financial data and budgets as required by outside agencies, governmental authorities, and by management.
- T. Interpret the meaning of and supervise compliance with the State mandated accounting system and the Standard Manual of Accounts.
- U. Prepare all resolutions necessary for compliance with fiscal and tax statutes for consideration by the Board of Trustees.
- V. Assist the President's Office in the securing of legal opinions affecting fiscal and financial affairs.
- W. Prepare or cause to be prepared all contracts of a legal and binding nature. Secure approving opinion of legal counsel. Secure Board approval where necessary. Sign all contracts requiring the expenditure of monies as Treasurer and/or contracting officer of record. Secure signatures of the President and/or Officers of the Board as may be required.
- X. Accept responsibility for the issuance of insurance coverage and policies required to protect the College District, its employees, and, where applicable, its students.
- Y. Assume other duties as delegated or assigned by the President.

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DEAN OF INSTRUCTION

Job Description

The Dean of Instruction has direct line responsibility to the President, carrying out staff responsibilities with the Dean of Students and the Manager of Business Affairs/Treasurer in areas of mutual concern. He is directly responsible for the total instructional services program as outlined in the organization chart. In addition to these broad general responsibilities, this officer will:

- A. Plan, organize, staff and administer all functions related to instructional services.
- B. Supervise and evaluate the performance of the instructional services staff.
- C. Recommend selection, retention, leave and/or promotion of assigned staff.
- D. Prepare the annual budget for the instructional services area and determine the final budget recommendation to the President.
- E. Execute the adopted budget for the instructional services area.
- F. Coordinate and approve all capital expenditures relating to the instructional services area.
- G. Coordinate the continuous evaluation of the curriculum offerings and instructional support services of the College through guided research, examinations and conferences with faculty members, administrative staff and the community, and recommend needed policy changes to the President.
- H. Coordinate the development and implementation of orientation, in-service and professional development programs for instructional services personnel.
- I. Develop a program for interpreting the instructional services programs to the students, faculty and staff of the College and the community at large.
- J. Establish and maintain liaison with community groups to ascertain whether the College curriculums are meeting the present and future needs of the community, the state, and the nation.
- K. Direct the development and revision of curriculums in conjunction with the appropriate administrative staff and the College Curriculum Council.
- L. Provide leadership for instructional innovation and development designed to enhance the student's educational experience.

DEAN OF INSTRUCTION

- M. Coordinate the assignment of equipment and facilities for instructional use, including those of the Learning Resources Center.
- N. Coordinate the preparation and/or publication of the annual master class schedule, College Catalog, and other publications related to the instructional services area of the College.
- O. Coordinate the preparation of the annual College Calendar for recommendation to the President.
- P. Coordinate the institutional efforts needed to obtain and maintain accreditation by national and regional accrediting associations.
- Q. Determine and approve all qualifications and assignments of teaching faculty in subject or related areas.
- R. Attend appropriate professional meetings and keep the College apprised of new developments in the field of instructional services.
- S. Assume other duties as delegated or assigned by the President.

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DIRECTOR OF LEARNING RESOURCES

Job Description

The Director of Learning Resources has direct line responsibility to the Dean of Instruction, carrying out staff and/or coordinating responsibilities with other deans, division chairmen and faculty. He is directly responsible for the development and effective operation of the Learning Resources Center. In addition to these general responsibilities, this officer will:

- A. Plan, organize, staff and administer all functions related to the Learning Resources Center.
- B. Supervise and evaluate the performance of the Learning Resources Center staff.
- C. Recommend selection, retention, leave and/or promotion of assigned staff.
- D. Prepare annual budget requests for the Learning Resources area and make final recommendations to the Dean of Instruction.
- E. Coordinate the continuous evaluation of all Learning Resources Center services and recommend needed changes to the Dean of Instruction.
- F. Develop a program for interpreting the services of the Learning Resources Center to the faculty, students and staff of the College and the community at large.
- G. Develop and recommend procedures and processes designed to encourage student and faculty use of the Learning Resources Center facilities and services.
- H. Provide for effective and efficient Learning Resources Center support to the College's instructional programs.
- I. Assume other duties and responsibilities as designated by the Dean of Instruction.

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DIVISION CHAIRMAN

Job Description

The Division Chairman is responsible for the total instructional program offered through the division and is directly charged with accurately representing and/or communicating to the administration the educational and professional views of the divisional faculty. He or she has direct line responsibility to the Dean of Instruction, carrying out staff responsibilities with other Division Chairmen in areas of mutual concern. In addition to these general responsibilities, the Division Chairman will:

- A. Provide for his division an effective two-way channel of communication between the administrative and teaching faculty.
- B. Provide leadership within his division in the planning, development, and promotion of ways and means for improving instruction.
- C. Provide leadership in evaluating the need for and recommending the materials and equipment necessary to the effective maintenance and implementation of educational programs within his division.
- D. Evaluate, review, and recommend revisions of curriculum development, of course outlines and syllabi, and selection of textbooks within his division.
- E. Assume primary responsibility for recruitment of professional staff within his division and make recommendations for appointment to the Dean of Instruction.
- F. Orient new full- and part-time faculty to the division and assist in coordinating their in-service training.
- G. Initiate and coordinate the evaluative process for professional staff within his division and make recommendations for retention, non-retention, promotion and/or tenure appointments.
- H. Develop and recommend an operating budget for his division and assume responsibility for operating within the adopted budget.
- I. Develop and recommend class schedules and assignment of instructors.
- J. Ascertain that all classes are met as scheduled or that suitable arrangements for a substitute teacher are made.
- K. Schedule and conduct regular meetings of his division.
- L. Maintain accurate sick leave records for the division and report absences as they occur.
- M. Supervise the faculty advisors in discharging their student advising responsibilities.

Division Chairman--Job Description

N. Maintain an accurate inventory of supplies and equipment within his division in cooperation with the Director of Purchases.

O. Assume other duties as delegated or assigned by the Dean of Instruction.

If at any time a Division Chairman feels that it is desirable or necessary for him to teach, he may do so, up to a maximum of six (6) credit hours per quarter. However, no additional remuneration will be given for any such classes taught.