ABSTRACT
        The Institute on Training for Change in Student
Personnel Services was designed to meet the need for imaginative and
innovative approaches to student personnel services in light of
contemporary realities. Six papers presented at the Institute concern
perspectives on the nature of man, strategies for change, student
development, towards a positive student development program,
organizational development and program planning, and proposal
writing. (MJM)

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TRAINING FOR CHANGE
IN
STUDENT PERSONNEL SERVICES

Ewa U. Eko, Editor

SIX INSTITUTIONS' CONSORTIUM

CONTENTS

INTRODUCTION

Ewa U. Eko

Rationale for Change in Student Personnel Services

The questions of effectiveness, change and survival of small, usually private, colleges dominate major considerations in American higher education today. This problematic of survival is usually seen as being dependent on how well a college is *effective,* in terms of its management, income production and educational process; how *unique* in respect of its innovative quality programs and services; and how *viable* in regards to its demonstrable response to social change, new knowledge, concepts, and practices.

With the widespread financial and enrollment crises in these institutions, at a time of increasing state coordination and planning of higher education, it becomes increasingly necessary for small colleges to grapple with the consequences of these problems. In a recent study of 48 private four-year liberal arts colleges, Jenny & Wynn found "a worsening financial condition with no improvement in long-term expenditure trends and continued growth in deficits". They found four contributory factors: "(1) a decline in public confidence, (2) change in public and private priorities, (3) demands from students and parents for accountability, (4) poor management practices." These factors are stalking practically all small colleges and universities today.

A substantial part of the related problems of accountability and management practices has to do with institutional conception and program of student life and development - the central purpose of higher education. With their backs to the financial wall, institutions are very open today, more than at any other time, to the resolution of these problems in order to regain their public confidence and support. It becomes mandatory, therefore, to do something about these problems and any efforts directed at these, of a necessity, will produce change. Change comes about when a new awareness is gained and an appropriate response is made.

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In the study, Survival Through Change, there are suggestions that ready signs of ill health in small colleges are apparent when one scrutinizes students, faculty, management and planning. For these institutions to survive there must be an institutional self scrutiny and analysis which affects all elements of institutional life. The key lies in the optimal use of resources within the campus. It is clear that whether we are concerned about college goals or student personnel services, or academic program planning, it becomes important to involve all segments of the total institution. Too often, colleges and universities have tended to be oblivious of the resources on their campuses and consequently have relied heavily on outside resour even when these do not have the requisite sensitivity their problems as do those persons who are a part of their institutions. There is a need for an "inner direction", on the part of institutions, that will encourage the utilization and application of the resources available within their walls to the solution of their problems. This undoubtedly will involve the setting up of special reward schemes for such services. It will also increase appreciably the feeling of belonging and foster a willingness on the part of institutional members to contribute their utmost to the well being of the institution.

Increasingly the college is being seen as a community of learning, that commands the attention and concern of its component groups. It is no longer an exclusive domain of the faculty nor does the college exist specifically for the students. All - faculty, administrators, staff and students - have common interests at stake - namely t' success, progress and longevity of the institution and its ability to fulfill effectively and efficiently its function to the larger societies and its immediate constituencies.

It becomes important therefore that in matters relating to the student welfare, a team of representatives from the various components of the institution should be constituted to develop, plan, and organize activities that will make for an effective program. It is generally accepted that the real test of value of an institution lies in its ability to keep abreast with students, their ideas, interests, goals and values. To this end, a change team will strive to stay *informed* of the total environment of thought and values of individuals and groups that make up the institutional community and utilize these to bring about effective action. The team will remain *effective* as it continuously grapples with the consequences of accelerated personal, societal, institutional and technological change.

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Such a team will serve to optimize the development
of communication and action. It will help in improving
the amount and quality of interaction - intellectually,
socially and otherwise - and a climate of relationships,
in which acceptance, trust and openness assure all to con-
tribute honestly to the common good. This strategy for
institutional change, otherwise known as Student Life
Studies Program at some institutions, has been validated
by many as invaluable action/research option for stimu-
lating change on campuses. As our institutions stand at
the crossroads of survival, it is important to develop a
viable stance and mechanism for the process of moderni-
zation of policies, procedures and practices that will
provide them with the ability to adapt, and yet remain
sanguine, to the new indices of stress and change that
implicate student personnel services. It is imperative
that steps be taken to evaluate existing student person-
nel services as well as exploring new opportunites for
effectuating programs that are desirable.

Training for Change: An Institute Program Overview

     In response to meeting this challenge for imaginative
and innovative approaches to student personnel services,
that will adequately meet these contemporary realities,
the Six Institutions' Consortium sponsored an *Institute on
Training for Change in Student Personnel Services* in order to as-
sist its member and other institutions in this direction.
The Institute was conducted in June 1972 under a grant
from the Department of Health, Education and Welfare,
United States Office of Education as authorized by Title
V-E of the Education Professions Development Act. It was
attended by thirty-seven participants from these institu-
tions: Barber-Scotia College, Bennett College, Livingstone
College, St. Augustine's College, Shaw University, Winston-
Salem State University, Benedict College, College of the
Virgin Islands, High Point College and North Carolina A&T
State University.

     The short-term Institute provided an in-service educa-
tion aimed at increasing the effectiveness of student per-
sonnel staff, services, and programs of participating in-
stitutions. Through team dialogues, workshops, discussion,
and practicum sessions with Institute faculty, low-income
students, and other resource persons, the participants
were challenged to the magnitude of changes in services and
programs that must be made in order to meet the academic

and life adjustment needs of their students. In addition, the program enabled participants to make a critical assessment of their institutional problems in student personnel services and to prepare proposals for their solutions. It allowed them to deepen their acquaintance with program materials and human resources as well as improved methods of education for change.

The instructional program of the Institute was based upon a thorough pre-institute evaluation of the student personnel programs, services and staff of all the Consortium institutions as well as the perceived needs of the institute enrollees. As a laboratory for change, the framework of the institute was deliberately made flexible to accommodate the needs of its participants and institutional priorities.

In the main, however, the instructional program stressed the following content areas: (1) Intra - and inter-personal processes and team development; (2) Program Planning and Proposal writing; (3) Communication, Decision Making and Organizational Development; (4) Strategies and Skills for Institutional Behavior Change; (5) Current and Critical Issues in Student Personnel Work. In each content area, the analysis and direction focused on the quality of human relationships and communication in an educational community; program planning, development and management in terms of quality, volume and cooperation; and on the evaluation of current student personnel services. Lectures and practicums were held for each area daily. Institutional teams worked collectively with their students on proposals for program changes on their campuses. Out of these emerged excellent and thoughtful proposals which have been forwarded to the presidents and deans of the participating institutions. The Institute staff visited some of these institutions and met with administrators with a view to encouraging the implementation of the proposals.

In order to achieve a commonality of approach and continuity, an instructional team approach was utilized. Each faculty presentation, attended by all faculty members was followed by a lab practicum session of an hour's duration under each of the instructional staff. Also, a daily meeting of the instructional staff was held to evaluate all activities of the Institute. Other activities included independent and assigned readings, conferences with the Institute faculty, and reactor panels. Opportunities for informal and personal associations through recreation and outdoor activities were also provided.

The overall evidence, obtained from all the evaluations and the reactions of staff and participants, support

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the conclusion that the Institute successfully fulfilled a
need for the improvement of student personnel services of
participating institutions. Most of the participants, who
came to the Institute without any prior professional pre-
paration in the area of student personnel, were given new
insights and perspectives, both theoretical and practical,
for effective work among low-income and minority students.
Participants acquired new skills and knowledge of perti-
nent resources: and has practice in the preparation and
presentation of proposals and program plans.

Finally, it was generally recognized that the four-
week program was not the end of the Institute. It was ex-
pected that the program will be continued at the various
campuses through the implementation of the plans of action
developed by each institutional team of participants. It
was expected that the work on the home campuses will fea-
ture: 1) the dissemination of the learning experiences of
the Institute program; 2) the submission, follow-up and
implementation of the proposals, developed during the
course of the Institute; and 3) the development of further
ideas for change and concepts for further training programs.
To these ends, the Institute served as a catalyst to unset-
tle many a mind and did kindle a new spirit of awareness
of the needs and process of change for a wholesome approach
to student personnel services in higher education.

The papers, that follow, were some of the lectures
given by the faculty and visiting lecturers during the
course of the *Institute on Training for Change in Student Person-
nel Services*. Their presentation, herein, has been done in
order to share the exciting thrust of the Institute as well
as to underscore the urgent necessity for planning new op-
tions and different alternatives for more effective student
personnel functioning in small colleges and universities.

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A PERSPECTIVE ON THE NATURE OF MAN

Charles J. Hicks, Jr.

Sometime ago, I had the opportunity to pin my thoughts down on what I thought was the nature of man. I viewed the task as being pretty significant. Although sometimes I have often had passing or rambling thoughts about the nature of man, this task forced me to pull all of my thoughts and notions into some perspective as a basis for working with people; for trying to understand people; and for attempting to "help" people. So I did at that time prepare, to the best of my ability, a format of thoughts representating my perspective of the nature of man.

Whether we speak of mankind as a race or man as an individual, we are talking about something that has come into being over a long period of time and also something that continues to happen. Mankind is a continuing event found within nature and the history of the universe. When man is born, he is thrown out of a situation which is very definite into a situation which is very indefinite, uncertain and open. Man is life being aware of itself; his awareness of himself, of his fellowman, of his past, and of the possibility of his future. I visualize man as being capable of determining and selecting his course in life, providing he is motivated by his drive for self-actualization. Man is capable of releasing his potentials and evaluating exploration in order to provide congruency between himself and his experiences. Man is both rational and emotional. However, he must be responsible for his life and must undertake this responsibility by defining its meaning and its purpose.

We find that man is constantly confronted by the experiences of his environment. Within this environment and the processes of self-actualization, man is constantly confronted with conflict, distortion and inconsistency. Difficulties arise as man tries to translate the knowledge of his environment into a functional process alinged with self. He finds that his choices are limited by the fitness of spatio-temporal and emotional responses. He creates value which will further his genera. He is the determiner of his actions and interactions within situations. He is an actor acting at all times within circumstances and not within a vaccum. He learns that certain acts tend to further his

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freedom within himself and with others, and that certain
other acts tend to enhance his dignity and physical-
mental and emotional well being.

We know basically that man is limited by his organis-
mic characteristics, by the casual-existential nature of
his world and by his own fore-knowledge of his death. If
man is to tolerate himself through the gravity of his
plight, then he must stand for something in terms of his
self-being and his self worth. He has to act based upon
what he has committed himself to or what he feels must be
done. Many times he is not able to identify his acts,
thus creating conflicts within self, his experiences and
with others. His basic need from which all other needs
steem is the need for a designing force of his existence..
his becoming. Hopefully he seeks this by means of activ-
ities which will preserve and enhance his phenomenal self-
life-giving experiences.

Often man finds himself in conflict with things and
events that tend to negate his humanity. His life is con-
stantly influenced by conflicts which generate other con-
flicts toward the death blow of life which is the rejuve-
nation of life. These conflicts have a tremendous impact
upon his character. Man has to resort to knowledge as a
vehicle for making decisions for working through his con-
flicts, for keeping in tune with the realities of his
physical world and in establishing tentative laws of pre-
diction. Although many of these laws of prediction often
makes his view of the world ambigious and are only an
approximation of its existent reality, man can, by his
feelings, thoughts, acts and decisions, make himself into
what he will become within the existing circumstances
surrounding his existence. Thus, man is what he perceives,
feels and does. Not all of the goals of man's acts are
worthwhile for the freedom and concern of other men. This
results into being a form of slavery which in essence ne-
gates freedom and human dignity.

Men differ in their ability to accept responsibility
in choosing for all men. Since man is born with the po-
tential of being a free, responsible and human agent, he
must react to and engage into dialogue with his environ-
ment in order to transform and transcend it. Let me just
share some of the characteristics that distinguish man
from animal. I guess most of these might be obvious to
you, but still I will share them with you any way.

1.   First, man is born with a set of genetically
     imprinted behaviors. His early survival de-
     pends upon care, love and protection. His
     brain permits him to receive, store and neu-
     tralize what it receives. Man comes into

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possession of a mind through his interac-
tion with the physical and social world
about him.

Secondly, man has an energy source that
exceeds that possessed by other organisms.

Thirdly, man has the capacity to pause
between stimulus and response and may
choose among alternative responses.

Fourthly, man can capture the time stream,
taking into account the past and present
and project both of these into the future.

Fifth, man through the use of symbols,
gestures and language can take the role
of the other person. He can be a separate
self from other selves, be aware that he
is aware, and he can experience himself
both as subject and as object.

Sixth, man is able to estimate the conse-
quences of the choices he makes.

Seventh, in the exercise of freedom within
the limits of necessity, man has a reason
for the choice he makes. Man is inescap-
ably a value creating organism.

All men possess at birth the potential for these dis-
tinguishing characteristics. The environmental conditions
that he experiences can either nourish or suppress their
realization.

Man's basic tendency then is to fulfill himself
through actualizing the self. The ideal nature of man is
congruent when the self is aligned with its experiences.
But, man's nature has become divided with one aspect be-
ing true to the actualizing tendency of his being and the
other, as a result of experiences, being inaccurate in the
self structure. This becomes the source of man's inner
conflicts which are the expression or the blossoming of
his thoughts and feelings. Thus, man is made or unmade
by his inner self; directly by his thoughts and his feel-
ings, which indirectly influence his interaction and be-
havior within the environment. Man has the potential to
master and to mold character and to create and shape con-
ditions of his environment and his destiny. Though man
has the potential to be a master, he within his weaknesses
and degradation misgoverns his existence. However, when
he begins to reflect on his condition, and to search

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diligently for the law upon which his being is established he then becomes a wise master. As a wise master, hopefully he directs his energies through intelligence, reason, compassion and love and attempts to fashion his thoughts and acts toward a fruitful existence.

Man, then, is truly the maker of his character, the molder of his life, and the builder of his destiny in relation to the life giving experiences of his existence. Man is challenged to be aware at all moments of his existence, to control, express, alter, and trace his effect upon himself, others and his environment. It is important that man utilizes every experience as a means of obtaining knowledge of himself. Man is where he is by laws of his being; by the kinds of emotional feelings and thoughts which he has internalized into his character. Man is buffeted by circumstances as long as he believes himself to be a creative power, he then becomes the rightful master of himself and of his circumstances. Thought and character are one, and as character can only manifest and discover itself through involvement within the circumstances of life, then the task of man becomes one of harmoniously relating his outer conditions to his inner state. These thoughts and feelings which man has built into this character creates the harmony or disharmony of his outer world. The outer world is thus shaped by the inner world's feelings and thoughts.

Men attract what they are and not what they want. But, the divinity that shapes man's becoming is within his very self. A man only begins to be a man when he ceases to whine and revile and commences to search for the hidden justice which regulates his life. As he adapts his mind to that regulating factor, he ceases to accuse others for the cause of conditions and builds himself up in strong and noble thoughts. He ceases to kick against circumstances, but begins to use them as aids to his more rapid progress and as a means of discovering the hidden powers and possibilities within himself. Man can be what he wills. He is not subject to prediction and control due to the independence of the human spirit and the essential autonomy of the self. Man has the potential for creativity, for life-giving and also to be supreme. The human self and the awareness of other selves will be the determiner of the manner and mode in which he will grow, live and die.

Thus, man is a creator of culture, wherein he must give regard to his freedom and the freedom of others within that culture. Man's focus must be on the nature of the existence of human beings rather than the law. He must recognize his limitations so that he can

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transcend and not be bounded by his culture. I believe
that the proof of these statements lie in every person,
if they admit themselves to investigation by systematic
introspection and self-analysis. At this point I am
able to accept this image of the nature of man as being
my fundamental basis for valuing man and life. I feel
that these aspects of the nature of man illumine the
humanness in man and serves as a positive basis for his
development as wel¹ as a foundation for me to perceive,
to know, to understand and to extend myself to mankind.
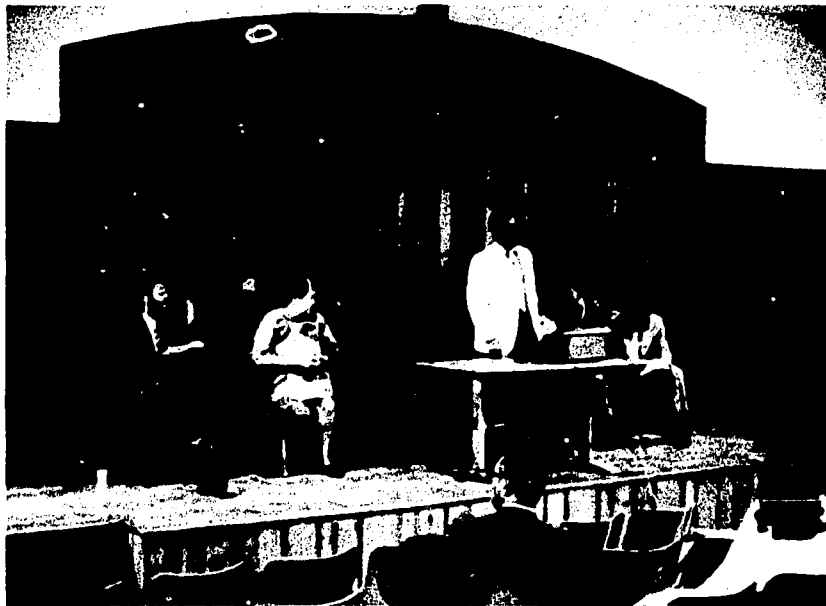
*Faculty at Opening Session of the Institute. From left to
right: Charles Hicks, Anita Hughes, Richard Kelsey, Ewa Eko
(Director), and Warren Morgan.*

STRATEGIES FOR CHANGE

Anita Hughes

Let me start off with an operational definition of
what change will mean as we talk about it in this par-
ticular workshop. Our task will be to access the appa-
rent significant trends, power and authority in relation-
ships on and off the campus and to explore new options
and different alternatives for improved institutional
functioning.

To handle this task initially, we will be talking
about six major themes that have occurred in our institu-
tions throughout the country. Those themes, regardless
of our institution are: a decline in autonomy; an incre-
ase in procedural regulations; a more candid recognition
and management of content; a greater lecentralization; a
challenge of professional values; and an apparent demise
of the academic mystique.

When we talk about a decline in autonomy, all we
are saying is, that for the last several years we have
had broader participation in and greater surveillance
of the decision making processes. That in itself means
that we have forces both within the campus and outside
of the campus that are challenging the individuals and
the institutions themselves, questioning their whole
life style.

When discussing procedural regulation we are saying
that c`nflict is inevitable. All of us will be forced
to come up with various ad hoc procedures to resolve
conflicts. And few if any of us have a stable, elaborate
or well defined mechanism for dealing with a multiplicity
of conflicts.

When we look at the concept of conflict and manage-
ment, we are again saying that procedures that we have
set up thus far have not in any way regularized the way
in which decisions are made. There is still that elite
group that makes the decisions and a few of you partici-
pate in the recognition and management of that decision
making body.

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The concept of decentralization means we are making
an attempt to reduce anxiety and tensions. Most of our
centralization models have resulted in placing more ac-
countability on each of the participants and consequently
to the path of decentralization.

Professionalism has been reduced to a redefinition
of academic freedom and academic excellence, with each
of these redefinitions we have persons and institutions
that have rejected all of the proposed ideas that most
of the institutions and that most of the persons have
formulated. Therefore, we are in what we call a crisis
related area of change.

Finally, the demise of the academic mystique means
that what you do on your campuses is no longer left up
to that institution. To the mass media, almost every
campus now is under public surveliance and there is
little sign that there will be any relaxation of this.

It becomes our task then when we talk about change
to think about all of these factors and many others and
come up with a new level of interest, a new sophistica-
tion, a new way of bringing about trust a new way of
determining how effective have we been. Some of us
would say, that we have been quite effective change
agents. Prehaps the dialogue between the student person-
nel workers and the clients who feel this way would go
something like this: "Trust us, why of course you should
trust us. Be open with you, of course I am open with you
(that is as open as I can be). Level with you, oh I know
I level with you (level with you as much as you level
with me.) Accept me, naturally I accept you just like
you accept me (I accept you for as far as I krow you).
Self direction, I always believe in self direction, don't
you (maybe some day the institution, the individual will
let us have self direction). What's the hang up with
change, not a thing. How could there be a hang up with
change when we have individuals and institutions that are
self-trusting, self-directing, leveling."

As we pursue the task of change toward trust, self-
direction and leveling, one must utilize skillfully the
strategies for change. Strategies for change run along
a fine continumum from investment to maintenance, to
tactical, and to opportunity theories. In each of these
strategic theories the whole idea is to convey to the
individuals within the institution that they have direc-
tion for change, that there is a means for change, that
they are important in that change. Depending on the
theories used, the elements of trust, self-direction and
leveling lead to unified or self-interest goals.

Now let me give you a few isolated facts about
higher education, to see how well these strategies
have worked. Almost every institution is bankrupt
either in terms of financial constraints and/or lack
of individual strength and direction. Almost every
institution is a political society. It means that we
can be open. Only a few of us can know most of what
is going on and only a few of us will make the deci-
sion. Strategies for change in practice are very much
like integration, segregation and separation practices.
Each of us in this room falls into one or more of these
categories.

In the 1960's we had a surge of persons who suppor-
ted the idea of change and most of those persons who
supported the ideas of change at that time were in a
fear syndrome. They decided to use a strategy of main-
tenance (integration). They decided that it would be
very easy to let you believe that the change was occur-
ring. Students were placed on all sorts of committees
on our campuses. Blacks and other minorities were pla-
ced on various state and federal commissions. In each
instance, by using you change was very slight or not
noticeable at all. Lots of persons were not ready for
change and lots of persons would never be ready for
change.

Also during the sixties we found that much of our
data was out of phase. We had felt that there would be
a need for more educated persons (separation). Now lets
just look at some of the facts. One and one half mil-
lion teachers will be produced this academic year, and
yet there is not a school system anywhere in the country
where they are not having budget constraints, thus the
supply outweighs the demand. There is not a school
system anywhere in the country where they don't have a
long list of persons waiting to get a job. We will have
34,000 Ph.D.'s this year and yet we know that the Ph.D.'s
are now handling the car washes, delivering mail, they
are doing every kind of work you can imagine. Eighty
per cent of the jobs in the next 10 years are designed
to be filled by non-college graduates. If you will just
look at the data you will begin to question the viabil-
ity of higher education and its institutions that have
as its main goals that of education and consequently
fulfillment through the acquisition of a job. Commensu-
rate with the time that you have invested in education,
another very startling fact, particularly for our col-
lege graduates, is that there has been an economic leve-
ling process. College degree holders and non-college
graduates salaries over lap. A young person who earns

an Associate Arts Degree from a technical university who
acquired an occupational skill is going to earn between
$9,000 and $12,000. For our baccalaureate degree gradu-
ate his starting salary will be $10,000 to $11,000 each
year. Keep in mind I said there were 34,000 Ph.D.'s.
Most of them will be vying for the positions that the
baccalaureate degree holders have (separation). We find
more Ph.D.'s in our elementary, junior high and senior
high school than ever before and likely that will incre-
ase, as long as we perpetuate the myth that the world,
this society is changing toward more education in the
form of a baccalaureate, a master's, or a Ph.D. These
are obviously examples of maintenance tactical, invest-
ment and opportunity theories for change. One of the
things that has become very threatening is that when we
begin to talk about strategies of change, people some-
times isolate strategies from communities at large and
they don't think collectively of some of the factors
that are being considered. For example, how many of the
predominantly black institutions across the country have
international education programs? If we are serious
about investment change we need to look at the interna-
tional makret place. This is where persons like your-
self will be needed. It has nothing to do with nation
building, it has nothing to do with any particular ide-
ology. But how many of you in conversations with your
professors, how many of you in conversations with your
staff or administration have heard them talk about in-
ternational education? What I am suggesting is that any
strategy for change can be useful or prevent usefulness.
There is a need for skill acquisition, there is a need
for information distinction, but it may not be here.

We move to another concept that may cause some of
you difficulties. We ought to have the opportunity for
universal access to higher education. This premise too
has many factors that support it. Primarily, various
minority groups that have been talking for equal oppor-
tunity for the last several years. It is interesting to
note however, that few of them have looked at the stra-
tegies of change again. Few of you will acknowledge
that there is no equality in separation and there never
will be and don't suffer under that assumption any longer.

Many of us thoughtfully have felt that education as
we have developed it on our campuses is the life style of
the future. Now I would like to know some of the facts
by which some of the predominantly black institutions
made that judgement. For instance, I hear students in
my group here in the institute relating education to walk-
ing on the grass. Relating education to total partici-
pation, total acceptance, total listening to their ideas.

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Prehaps the black administrators and staff have a mys-
tique all their own. I don't understand the rules and
regulations and what it has to do with education.   It
seems that the administration, staff and faculty use
rules and regulations as a kind of opportunity strategy.
Opportunity strategy is to capitalize on and exhort
people and cause them to undergo all sorts of changes.
Educationally we refer to this process as occidental
development.

Prehaps what we ought to do as we begin talking
about strategies for change is to propose what should
have happened sometime ago: a plan to implement change.
What I would like to propose as our first topic for
discussion is the abolishment of the student person-
nel services staff. This I think will be a major
change on our campuses and I think there are strategies
we can use to implement this end. There certainly are
lots of reasons why we should abolish the student per-
sonnel services staff.

A Daily Faculty Session on Evaluation and Planning

STUDENT DEVELOPMENT: HELPING OR
TROUBLING THE WATERS

Warren W. Morgan

I am very happy to have the opportunity of sharing
the concerns I have about the entire spectrum of Student
Development. I will not necessarily be saying the things
you want to hear but rather the things I think and feel
you ought to know.

The recording you have just listened to (Bridge
Over Troubled Water) is very relevant to the topic with
which we will be dealing; for the problems on the various
campuses are mounting and flowing like troubled waters,
and we who work in the student development areas are be-
ing called on more and more to Bridge the Waters--most
often from bank to bank and shore line to shore line and
deal with, for frequently our students need more than a
bridge to harbor over their troubles. They need someone
to get down in the stream and assist them, facilitate for
them, to help and to guide them over the roaring current.
As practitioner, an activist and not a philosopher or
moralist, I see the roaring current from a different per-
spective than the classroom instructor, the librarian or
the President. I view the current as stemming from psy-
chological and at times even physical insecurities that
are brought on by our present systems of evaluating and
grading students. This represents only one of the many
situations that are created on the campus to harass stu-
dents both in and out of the classroom. I will address
some of these harassing elements at a later point in our
visit.

I can't see why student development programs are
needed on any campus if these programs are not designed
to assist the students in becomeing self-reliant and in-
dependent persons who are able to use their accumulated
knowledge and experiences to make wise decisicns. It is
extremely important that as we become more sopnisticated
about students and the programs that we operate for them,
that we understand and more importantly that we openly
admit that few, if indeed any student development pro-
grams have been established with the philosophy or even
the assumption that they would be dealing with the total
student. They basically were brought into being to deal
with (in many cases to control) the affective functions

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of students and more specifically to handle these func-
tions only in out-of-class situations in the residence
halls, health centers, activities areas and in some
instances counseling centers. More recently attention
has also been given to the financial and career needs
of the student. Students, however, do not function to-
tally in the affective domain; they operate from a cog-
nitive position as well as believe it or not the cogni-
tive processes of students actually continue in motion
in places other than the classroom.

    We cannot successfully separate the cognitive from
affective when dealing with students and the ways in
which they grow, learn and develop. This brings us to
one of the very vital concerns that must be handled by
student development officers on the campus. We must
make it clear to all segments of the academic community
that people who are in the classroom are not the only
sources of knowledge on the campus. I'm simply trying
to say that we must take the steps necessary to make our
staffs become recognized as educational leaders. We
must become committed to helping a whole student in be-
coming a whole person.

    We must begin to concern ourselves more with the
business of education. We must begin to move further
and further away from concerns about curfew, hair and
dress styles and get more involved with the type of at-
mosphere that is present on the campus. We should be
concerned as to whether the atmosphere is conducive to
fostering a positive learning environment; concern with
establishing mini libraries within the residence halls
on the campus; concern with sponsoring cultural, social
and learning activities that assist the academic area
in developing a student who is a complete entity, con-
cern with developing positive community and university
relations. As student development officers, we should
be actively attempting to interpret to the various seg-
ments of the academic community the needs and interests
of students. In many cases the previous failure of
student development personnel to analyze current trends
and predictable problems and interpret them to the
powers to be has caused many personnel administrators
to operate on an exigency basis, putting out fires and
picking up pieces rather than functioning as truly an
educational barometer of the needs of students within
the academic community.

    I believe that we are degrading and stagnating our
purposes when we define learning as those "classroom ac-
tivities." When we narrowly define our facilities as
those persons who are involved in classroom activities,
every individual on the campus should be included, indeed

involved in the process--from the janitor to the president. If the janitor is not knowledgeable within his capabilities of what the institution is about, who to see when problems arise, why supplies are not available, he can become through the informal organization a source of problems that sooner or later will touch on the student's moral fiber.

It is my opinion that a sound student development program should be based on the assumption that every contact with a student should be geared towards assisting that student towards increased independence and stronger ability to handle problems on his own in the future. I do not want to give the impression that student development should be problem-centered, for indeed it should be educationally oriented from top to bottom with emphasis on ways of eliminating the barriers that do and those that have the potential of interferring with the student's ability or opportunity to learn. In order for the barriers to be removed, it is important from an administrative standpoint that the following lifeless type of substances be dealt with: Continuous stimulation of both the professional and personal growth of staff members; proper and innovative recruiting and training of new personnel staff members; integrating student development services into the main stream of the campus learning environment; meeting the social, physical and administrative difficulties that occur from the traditional separation of programs and experiences on the basis of sex; development of effective ways of assisting the special segments present within the student bodies of campuses. These segments included Day or Commuting students, Foreign students, Married students, Veterans, the Gay Liberation, the Handicapped and more and more of the White minority that are emerging on our Black campuses for and because of diverse reasons--- each group having its own particular needs. Finally, but certainly not least in this phase of my talk, it seems imperative that we establish a set procedure for the continuous evaluation of our programs. It is not a sign of unworkability for a program or activity to change every six months or a year--rather, it is an indication of the openess and the willingness to experiment and to deal positively with the times--time itself is change.

Colleges for too long have been treating student personnel officers as "stepchildren" and as "them folks over there." Instead, attention must be directed toward understanding the significant functions that these persons play on campus and the relationship of their roles to higher education, to life and the world outside the marketplace. It is important that we begin to allow our intellects to penetrate the walls of traditionalism and commence to observe the student development administrator as primarily being responsible for establishing and performing certain services designed to improve the educational

effectiveness of the academic community. In this re-
gard, the student development officers must understand
that to be successful they must maintain a relationship
with all other segments of the campus. I would like to
share with you some of the ways that we have been suc-
cessful in integrating our academic areas with our per-
sonnel programs: (a) Advisory and in some instances,
policy-making committees have been restructured to allow
for equal participation by the major constituencies of
the campus (faculty, student development officers, stu-
dents and general administrators). In all cases the
students are appointed by the student government associ-
ations. Others are appointed (after consultation and
recommendations from the faculty and staff) by the pre-
sident of the college; (b) Rap series dealing with con-
temporary and world issues have been initiated within
the residence halls; (c) Weekly panel discussions on the
internal concerns of the college community; (d) Involve-
ment of faculty and staff in intramural and extramural
activities; (e) The inclusion of student development
personnel in faculty and curriculum development meetings
as voting participants; (f) Development of a new broader
definition of "faculty" to include counselors, financial
aid and student activities personnel. This redefinition
affords a greater opportunity for input from a segment of
of the campus community that heretofore was unable to
contribute to the "educational" decisions.

In concluding, I would like to make a short endorse-
ment of changes I believe are needed within most of our
programs. First, if staff development is to be seen as
a concern of consequence in the work of the institution,
I believe that it is particularly important that the
chief student development officer has support for his/
her overall role with specific emphasis placed on staff
development. The president must believe that the insti-
tution has a responsibility for fostering the personal
and professional development of staff members. If not,
the chief officer will be constantly frustrated in his
or her attempts to develop a quality program with con-
cerned and sensitive people. Such institutional support
is likely to come when the president believes in the
validity of a student development program.

A major way of brining about positive and learned
change on the campus is to develop a non-threatening
environment. This can be accomplished by moving atti-
tudes about student government from that of suspicious-
ness toward trust, from group demendence to self-
sufficiency, from over-submission and over-dominance
toward acceptance. The student activities office on
all campuses should be endowed with the authority to
schedule activities for the entire campus. The person-
nel within this office should be a vital part of the

master calendar planning committee of the campus. Where
physically possible, efforts should be made to include
all campus activities under the jurisdiction of this
office. Clubs, organizations, all recreation areas,
union as well as the intra and extramural programs should
be viewed both philosophically and functionally as part
of this unit.

It has been said that "love makes the world turn
but that discipline is the grease that oils the wheel."
In this vein on the subject of campus codes, laws, guide-
lines and judicial systems, it is most important that
constant attempts be made to reduce the fear of discip-
line. Discipline if handled properly can be one of the
greater learning experiences engaged in by students and
faculties. If "responsibility" is echoed and reechoed,
then discipline should not have to be a forced situation
but rather a preventive and correcting factor. Where
possible, the concept of In Loco Parentis should not,
and must not be totally abandoned by our Black schools
because of both the physiological and psychological sta-
ges of human development. So many of our students need
and, in fact, want us to be protectors and guides for
them.

Counseling centers must establish strong referral
systems with outside agencies and service groups. Less
and less emphasis should be placed on intellectual test-
ing within counseling centers with direction towards
career, personality and attitudinal developments of
students.

    (1) Need help from faculty in motivation

    (2) Need help in developing self-concepts

    (3) Need relief from expectations of failure

    (4) Need to be evaluated prior to a course or
        entrance into the college

    (5) Need relevant content and meaningful non-
        class experiences

    (6) Need to be aware of responsibilities and
        penalities of getting an education

    (7) Need to be aware of objectives of institu-
        tion and administration

    (8) Need privacy in interaction with teacher
        and peers

    (9) May need counseling

(10) Need variety of materials, resources and/
     or experience from the various segments of
     society

(11) Need assistance from administration in
     dealing with various college procedures

     In the future, institutions and those of us who
are employed by them will be demanded to account to
that segment of the campus to whom we offer services
for more effective service. The manner in which we
respond will to a large degree determine who we are
and where we are going. As this whole question of
accountability looms larger and more threatening,
faculty and administrators are still searching for
outside reasons why things are not the way they once
were, when in reality we should be looking inward at
ourselves and what we are all about if indeed any-
thing.

Institute Participants in group discussion.

TOWARDS A POSITIVE
STUDENT DEVELOPMENTAL PROGRAM

Roosevelt Johnson

Dr. Kelsey has shared with you the fact that I have
been involved in some research; not experimental design
as such, but survey research to find out some of the
needs of black colleges, along with one of my Ph.D. stu-
dents, Mac Stewart from Morehouse College. We began to
ponder Fred Crossland's Minority Access to College, a
Ford Foundation publication that came out last year. He
enumerates five to six barriers to all black students,
and claims that these are the barriers that prevent stu-
dents from going into and retaining themselves in higher
education. He mentions financial aid, poor preparation,
and the inability to deal with standardized tests. He
states that the cold reality, which is impeccably docu-
mented by the Kerner Report, is that students are in
fact, faced with racial hostility. This is a barrier to
higher education. And, of course, he goes into the prob-
lem of distance from the available higher education cen-
ter. He says that these are the barriers that prevent
black folk from attending and retaining themselves in
higher education. We feel there must be some other, and
that he did not get into the "nitty gritty" of what is
involved in Black people, or all minority people, coming
into higher education.

What we did was develop a quasi Delphi-technique,
which is a ranking order technique. I wanted to find out
what is going on at predominantly black schools and what
is going on at traditionally white schools that have en-
rolled some black students - such as Wayne State Univer-
sity, Southern Illinois University, State University of
New Jersey, and the State University of New York, where
there is a high density of "minority" students. Given
the geographical region in which we are located, these
minority students could assume the names of Chicanos,
Puerto-Ricans, Native Americans, and so forth.

I think many of my colleagues feel that there isn't a
great amount of difference in student needs at predomin-
antly black schools and predominantly white schools. In
other words, I will go on record as saying that the needs
here at Bennett College, Winston-Salem State University,
and Barber-Scotia College, and the needs at Ohio State,
Wayne State, and at Chicago Circle universities, or wher-
ever, are essentially the same, and I will document this

statement with responses returned by my colleagues. When
you look at the concept of student development, all stu-
dents need the services that a university must provide in
order to sustain themselves and function properly. To
commence our research, we used a publication of predomi-
nantly black schools that had received money from the
Ford Foundation, and the American Association of Educa-
tion Registry to identify some predominantly white schools.
Then we sent surveys to persons who were categorically
known as the chief personnel administrator. After this
information is returned, I plan to develop a curriculum to
compare masters and Ph.D. programs with the necessities
that these student personnel administrators will tell us
that they would like to see their staff equipped with in
the next three years, based on what they are seeing now.

The following is a part of the succinct cover letter
that we sent with the survey:

> It will be greatly appreciated if you will
> enclose four topics and/or issues that have
> been of concern to you in your daily work
> with ethnic minorities that you feel should be
> covered in such a proposed program.

We asked them to list in rank order, the things that they
felt were issues. An issue could be political impotence
as related to black students, the lack of funds to sustain
students, or the inadequacy of staff.

Initially, there were 50 colleges and universities
surveyed, 25 predominantly white and 25 predominantly
black institutions. After getting very meager returns,
I selected another 25 colleges and sent the same survey.
I found that people, seemingly, do not want to partici-
pate in anything that is going to make them take a seri-
ous look at themselves. Of the original surveys, 24 were
returned, or nearly 50%. Then, after sending out 25 ad-
ditional forms, some 13 were returned. We were not try-
ing to find anything significant as related to a normal
probability curve, but we wanted to get a perspective on
what was really on the minds of student personnel admin-
istrators at predominantly black and predominantly white
campuses, whether, in fact, there was a difference. When
we got the surveys back, we decided to group them into
categories. We did not ask the administrators to respond
in any given category, or on any given issue, but we asked
them to respond in any way they wanted. We did use the
Crossland studies as a guide. We established some opera-
tional definitions: (how many times was it stated that
black students need better counseling). We classified

the information into 12 categories: counseling, career
planning, preparation (adequate-inadequate), cultural,
racial, relevancy, financial, student activities, re-
cruitment, staff, research, and psychological develop-
ment.

This is very important, if you are going to be
change agent teams on your campuses, you must be able
to recognize when a given issue or problem comes under
one of these terminologies. One thing you need to re-
member is that they are basically interchangeable. For
example, when we start talking about a problem, be it
faculty improvement, or student improvement, it is re-
lated to other things, such as career planning, but
more specifically, to the availability of information
which is implicated in the counseling process.

So, to a great extent, it appears to me that the
change agent team which will return to work on these
college campuses should be able to recognize what the
issue is and retreiving information on that issue will
be the degree to which the team will be successful.

Until you know what kinds of problems you are deal-
ing with and where the resources are to resolve those
problems, you have nothing of value in inter-personal
relationships.

We found that the responses from the black college
administrators, some of them well renown, and the re-
sponses from the administrators of predominantly white
institutions, fell under the category of counseling.
Secondly, there seemed to be an obsession with career
planning; something about the inadequacies and the un-
availability of vocational career information. This is
very important, because I believe that this type of in-
formation is kept away from black folks, and that a sig-
nificant number of Black people are preparing themselves
for jobs that will not be available in four years. For
example, The Dictionary of Occupational Titles says that
1/4 of the jobs that will be availble 28 years from now
in the year 2000 have not even been classified yet. The
implication is that we are going to have to incorporate
something into career information and vocational infor-
mation that doesn't equip a person to be a teacher as
such, but equips an individual to use the processes of
knowledge; the ways of knowing; generalizations; deduc-
tions, inductions, and things like research to make
decisions. This must be done in order to sustain our-
selves and be viable so we can go about the whole bus-
iness of trying to get the administration and faculty
sensitized to the temporal needs, the here and now needs.

The dynamics of knowing and not being able to use know-
ledge are engrained into the fabric of the processes of
our economy, because, basically, I believe that when one
has a high school education, he has enough knowledge but
he needs to know how to manipulate that knowledge, and
I think the colleges and universities are merely a "cop-
out" that feeds into the whole concept of the "military-
industrial complex" when they don't teach students pro-
cesses and manipulation of knowledge.

Thirdly, in every response there arose an aspect that
dealt with preparation: adequate or inadequate. We found
that most institutions need programs for tutoring and im-
provement of communication skills. They also said some
consideration should be given to advising and educating
counselors on the high school level concerning the needs
of minority students who plan to enroll in college. But
basically the preparation gets into a whole smear of other
social problems, the socio-economic status from which most
of our students come, being one. In other words, the poor
preparation is mysteriously done; you can't trace it or see
it clearly wrapped up in the inability of black folks in
administration to run their own school system. On the
other hand, just because we are black doesn't mean we can
run our own school system in order to get the adequate
preparation; we are going to have to be able to filter in
and out, the right kinds of black folks, and there seems
to be a positive correlation of good black folks running
the school and adequate preparation.

In order to address the preparation problem and in
order to get the current black students ready to move in-
to higher education in such a manner that they will be
able to sustain themselves, there is an implication for
moving out into surrounding communities. In other words,
the change agent team may have to establish relationships
with significant groups--liaisons--such as the clergy,
the high school counseling group, and other non-traditional
type entities and groups.

The current change agent teams cannot disassociate the
community from what is happening on the college campus,
especially as it relates to the frame of mind which the
today-student is bringing to the campus. Student person-
nel workers and student development specialists may play
the ostrich roles and pretend that the sinister aspects
of our society do not exist; but, on awakening or taking
one's head from the mythical hole, he is apt to find that
the atrocities which beset the students' psychological

equilibrium are yet there. That is, to the insensitive
staff member or change agent, a "militant" group may be
shrugged off as "not the way to solve the problem". I
submit that such groups are significant power bases that
are striving to make the college experience for their
younger brothers and sisters a relevant one.

When issues arise on your college campuses, it should
behoove you not to skirt any. The issue should be dealt
with in such a manner that it becomes a learning experi-
ence. Political activity cannot be suppressed; to be
political is a reality; economic issues cannot be ignored;
for to be concerned about the equitable distribution of
goods and services is economic reality; criminal justice
inequities must not be tolerated; for physical genocide
is a physical and psychological reality. The sum total of
these realities are termed social realities. Therefore,
the extent to which college campuses allow students to
participate in these realities responsibly, will be the
degree tö which the syndrome of inadequate preparation
will be eradicated. The poor preparation which black
students bring to the college campuses are the fruits of
swelling in the mystical, irrelevant, immaterial, and in-
sensitive Disneyland of traditional schools.

The next areas and/or issues which are prevalent in the
thinking of chief personnel officers with implications for
training staffs to deal with student bodies is that of
"cultural-racial relevance"--a very difficult area to com-
prehend entirely. This type of response, nonetheless,
shows up on surveys as being significant to the developmen-
tal process of black students. In fact this was a concern
that was frequently expressed by personnel offices studied.

How does one separate aspects of an issue from the psy-
chological aspects of student development? Let us say,
that a dorm has a curfew hour for a 22-year-old woman.
What is this doing for her psychological development? What
is this doing for her sense of interpersonal maturity and
competence? In the age of freedom and revolution, what
are we setting up our young men and women to do if we tell
them, at 21 and 22 years of age, what time they must come
into their residence halls, whom they can have in their
dormitory room, and what they can possess in their rooms.
We simply just ponder what this designed psychological
paternalism is doing to students in colleges gnerally, and
black schools in particular. When we get immersed into the
dynamic called culture, whether you like it or not, as
black folk, some of us do like to stay out late at night;
some of us do like to party; we do like members of the
opposite sex; and we do like to have a drink occasionally.

What I find in a significant number of cases, when
students emanate from undergraduate school at predomi-
nantly black institutions and move to universities like
Ohio State, where they are given unlimited freedom, is
that the cultural shock is just overwhelming. A signi-
ficant number of these students leave after one quarter
because of their inability to cope with the immense
amount of freedom which is built into the system of
graduate education. I am saying then, that a significant
number of the students, who emanate from places where they
have such antiquated type rules, is apt to experience dif-
ficulties in making decisions, interacting with others,
and planning his daily routine. With implications for
your institutions, I would say the laboratory could well
be at your current undergraduate emphasis to give the stu-
dents a role to play in institutional decision-making.
In its preamble, a piece of legislation passed in 1967
called the Joint Statement of Rights and Freedom for Stu-
dents, says that students are a constituency of every
academic community and as such, they should participate
in all decisions that go on in that institution. Rapidly,
we are moving into a concept of the university or college
without walls. One may, perhaps receive a degree from
Bennett College without ever enrolling or attending clas-
ses on the campus. And when this does happen, I maintain
that students located in California and taking courses at
Bennett College, will have a significant input as to what
goes on at the institution.

When we, as black people, are just getting into deci-
sion making positions, and when we are not giving the type
of experiences to black students for decision making, we
are the culprits if we are not training our students to
deal with the totality of our total society. That is,
psychological development and developing psycholgocal au-
tonomy; which is the ability to deal both independently
and interdependently and is a state of mind just like
Black Power.

Student activities is another area that we have men-
tioned quite frequently which shows up quite often on the
predominantly white campus. We received information from
Mississippi State University, where there is a very meager
number of black students. They, for example, count the
work that students are doing in the community as student
activities. They did not view them as being a part of the
curriculum process.

Another area we had was recruitment of staff and stu-
dents. What basically was to be included in this proposal
was that, when I contacted these deans of students I had

planned to request some money to put students into a med-
ical program or put them into a Ph.D. program and then
encourage them to go back to the school, from whence they
had come. I think there is something positive in that in
itself. It would not necessarily be considered inbreed-
ing although some consider it such. Inbreeding is a term
that is very detrimental to many black Ph.D.'s at this
time. We get our Ph.D.'s at predominantly white schools
and they want you to move on because of some strange
phenomenon that they deal with called inbreeding. "You
will be working with the professors who taught you and
you are not generating new ideas. So move on and carry
the great name of St. Louis University on to Ohio State,
Stanford or some other place. Don't stay around here
with us".

        I think there is some significance in that. On the
other hand, I would like to think that we at this point
and time ought to be about process curriculum development,
that would bring out students who are interested in stu-
dent personnel and faculty members who are interested in
student personnel. Dr. Kelsey and I have come to the
same conclusion, that student personnel workers will be-
come a diminishing population on college campuses in the
very near future. It will be known by some other name,
but the responsibility for the developmental processes
of which we have been speaking, the responsibility for
changes, the responsibility for administration will all
be together under one system. And there are already im-
plications; for example, at Ohio State, one is promoted
then tenured because he is engaged in instruction, re-
search, public service and administration. What they are
saying is that we cannot differentiate between the four
or five areas. Every person that is hired at that insti-
tution is a counselor, a community worker, or a dorm di-
rector. You in your team efforts, in your primary group
efforts as I understand it, are trying to galvanize and
shut some of these demised faculty and administrators out
of their charred state of <u>rigor mortis</u> into a more lively
role such as living.

        As I see it, when you are wheeling and dealing
around your college campus, you are trying to give them
a psychological shock treatment to get them to see that
the faculty ought to be about a little counseling, to
get the house mother to see that she ought to be about a
little counseling, and to get the president to see that
he ought to be concerned about what goes on in his com-
munity. That is what I call basically a crisis manage-
ment team. It is not going to be very easy but the job
has to be done. If you don't get it together, no one
else will!

When we had the First National Congress of Black Professionals in Higher Education, a significant number of papers were presented, especially in the area which I coordinated; student personnel and higher education. And we have some significant documents which have never been shown before to the public. In the second edition of the Journal of African American Issues, for those of you who will be involved in these change agent teams on your campuses, we have papers by Nathan Hare and Larry Davenport on the issue of what is needed now for black student development and black student personnel in higher education.

About the subject of research, I know many of us will not have the expertise to do the empirical designs necessary to make decisions. It is not necessary that you should become a methodologist as far as the research is concerned but you should know who can help you get the data you need to relate to the decision-making people to have an influence on them. How do you affect and effect the decisions that are being made with respect to the quality development of students housed on a college campus?

The last area which encompasses all others is psychological development. When we get to psychological development our operational definition of particular concern is the development of values. For those of you who participate in those Gestapo techniques in dormitory administration: Have you ever thought of what you are doing in terms of values and development of people at this age, when you say they cannot go out, when you say they cannot stay out over night? It is not whether that girl is going to become pregnant or whether she is going to smoke pot; that is not really the issue. The issue is one that cannot be erased and is: Do you have the right to enforce your values on that individual? I am saying that you do have the right to be the holder of any value system you decide that you want, but I contend that you do not have the right to say that one must do this or one must do that. Becuase you are about shaping that person in your own image, and that is to say that you do not have the corner on the market place as far as that image is concerned.

Essentially the traditionally white universities change by the increasing number of ethnic groups now attending these institutions. For example, I submit that the black student attending our black schools is more intelligent than his cohort was ten years ago. He is more politically aware and aggressive. We cannot

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continue to house, search, and educate our black students
as though they were the same as their 1949 parents. The
central thrust of this proposal is not to discredit what
has been done by either institution, predominantly white
or predominantly black, but, rather, it addresses the
problems which must be dealt with now given the current
characteristics of the student population. .

Charles Reich, in his book, The Greening of America,
did not write for black folks, but I read it because I
think it had some implications.for things that I have
seen going on with our black students. You are huma
nistically involved in what your institution is about.
People used to think that they were humanistically in-
volved when they said "don't drink", "don't wear Afro's
on campus because this makes you look real niggerish",
and things of this nature. I know a women dean of stu-
dents at this particular time who has gone through a
period of psychological contortions because they said
the girls could wear Afro's. All things on campuses
should not be changed.

In loco parentis is the absence of the parent. Have
you ever thought: for instance, I never had a daddy at
home, so what right does a college have to tell me that
it is substituting for my parents? My daddy didn't tell
me when to come and go and whether to drink some "Pluck"
or not. Now does the college have that right? In loco
parentis seems to be inoperable in higher education to-
day and a new form of control must be established.

Autonomy is like leaving home for the first time,
thinking that you really have it together and finding
out that you are as shaky as a pig on ice skates. If I
could give to somebody, reciprocally, then I was somebody.
If someone gave me something, it made me feel a sense of
worth because they wanted to give to me. But if some-
body is giving to me all the time and I am not giving
anything back and the reciprocal process is not there,
then somebody is pussy-footing around.

If you work toward developing student personnel pro-
grams that provide those six or seven sections then you
have the beginning of a positive developmental program.

ORGANIZATIONAL DEVELOPMENT AND
PROGRAM PLANNING

Richard C. Kelsey

Some of the previous lectures and discussions have
touched upon communication and organizational develop-
ment, which are a very important part of inter- and
intra-personal relationships. It is important to empha-
size the need to know where we are and where we are com-
ing from. I suggest that we have to ask the "Who am I?"
question of ourselves.

In order to have accurate communication, you must
have two components, the sender and the receiver. The
only check that organizations have on that is to make
sure that there are adequate feedback systems. If no
adequate feedback system exists, we cannot ascertain
whether the receiver has accurately received the message
that was sent, or if, in fact, the sender transmitted
what he thought he did. You can send what you wish, but
the receiver determines whether the message has been re-
ceived. This is true in organizations as well as between
or among individuals. So one of the principles of orga-
nizational development would be that you must have an
accurate communication system.

Two kinds of communication systems must be conside-
red: the formal and the informal. I am going to ask mem-
bers of this group to get together as teams from your
schools and identify those formal and informal lines of
communication which exists on your respective campuses.
You might discover, for instance, that your organizational
chart says something like, the president, the vice-
president and a whole string of deans, directors, or sup-
ervisors. We would assume that that would be a formal
line of communication. My hunch, however, is that this
does not always provide accurate communication. There
are several important informal lines of communication
which you can identify. These will range from a dean,
dorm director, or a student being an accurate line of
communication in terms' of getting decisions made. I sus-
pect that if I would sit in the gathering places of staff
and faculty, that a whole lot of decisions would be made
related to students and programs. In organizations as
well as in individuals, there is a great deal of simila-
rities. As individuals develop, so do organizations.

Consideration should be given to a very important
form of communication, body language. Black people are
highly sophisticated in body language. Let me give you
some examples of body language. Young children, 3 and 4
years old will be highly skilled at knowing by the way
you walk in the door; the way you behave or the odor you
exude whether you are angry, or happy or said. Without
verbal cues they will sometimes ask the question, "Mommy
or Daddy what is wrong?" The question is likely stimu-
lated from body language. Unfortunately, as children go
through schools, colleges, or universities, educators do
a good job of depriving young people of this very highly
skilled nonverbal body language interpretation. It be-
comes unpopular to continue to develop the body language
competency. On campuses, you must say what you mean.
However, if we would try and interpret the nonverbal or
body language that is being exhibited around us, we might
find that it is delivering many important messages.

The image of an organization is another critical fac-
tor which involves a great deal. Regular questions must
be asked concerning how people see an organization or in-
stitution. It makes no difference what set of objectives
or goals the institution has, because if your institution
is seen as rigid and inhuman, then students and community
persons will interact with it as if it is a rigid and in-
human institution. I sometimes marvel when I go to small
colleges in Ohio and find that so few seem to know how to
relate to the communities around them. Usually few, if
any, community people are able to receive benefits from
the colleges. I suspect that this is true in some of the
colleges in North Carolina. This might suggest that we
need to develop new patterns and move out into what I call
the educational community. We have already made a small
beginning toward this at Ohio State University. We have
begun to actually teach academic courses in the community,
and make them available to parents, teachers or anyone
else who wishes to participate in a particular course.
Unfortunately, this rather flexible approach is not the
usual thing even though it is recognized by many as being
more people-centered.

The educational community is a people-centered learn-
ing model. It eliminates the old "I teach, you learn"
model and institutes the "we learn" model of instruction.
It provides the basis for a reciprocal learning process.
It assumes that all those things that affect the lives of
individuals are an important part of the educational envi-
ronment. Therefore, schools are no longer isolated from
the geographical community outside the institutional

boundaries. Schools, colleges and universities by design, plan and implement programs which draw in and utilize the resources which they find in the geographical areas around them, as well as the institutions which have direct and indirect relationships with them. In return, educators provide services to the new functionaries which have been brought into their sphere of interaction.

One of my purposes is to discuss with you three models of organizations. I think you will find them extremely important to you because most likely your institution falls into one of the three categories. The three models are the exchange model, the socialization model, and the accomodation model. In any type of organization some goal integration occurs. However, the extent of that goal integration and how it occurs is extremely important. For example, let's say that Bennett College sits in this community and the people around it can't relate to the college. It is possible that because of income for some people, the college will be tolerated - not because it brings in some developmental experiences for people surrounding it. Few efforts may be expended to find out what people would like to see occur in the community. However, there would be some overlap, where the school and some of the community persons have the same kinds of aspirations and goals. In such cases, they may need each other.

The first of the three models, the exchange model, has some goal integration occuring. There is some agreed upon exchanges. An individual will give a certain amount of services and the organization will use those kinds of services in exchange for the pay check. It could be that the individual gets very little personal satisfaction out of what it is he is contributing to the organization. An example might be when you contract a young person to cut your grass who really doesn't like cutting grass but he needs the money. This will probably result in a short term relationship unless other rewards emerge.

The socialization model is a very interesting one. Notice what happens. It moves people toward the organizational goals so that a person begins to believe that my goals and organizational goals are the same. At the same time the organization is giving individuals their goals. In a sense, this would be a kind of brainwashing process. It involves persuading an individual that if you come and work for this college or university you must accept the existing goals, objectives and procedures because they are good for you. Students are persuaded to come and participate at a university because we have the things they need. Sometimes they are encouraged to give up their

whole set of values and goals. They must give up those because their values or goals are not really good for them and not consistent with those of the institution. There is a good chance of one person calling the shots in this model. One person may decide that this is the way this organization should be run and other people must fall in line.

The third model is the accomodation model. In this model the organization moves and the individual doesn't give up his values, objectives and goals. The organization gives up some things. This is where the organization changes and adjusts itself to people. A college following this model adjusts itself to the values which students are bringing. My preference is this model. However, I can't say to you that this is a better model than the other two. Under certain circumstances, this may be the better model.

Organizations, like pople, do not stand still, they either go backwards or forwards. The people in the organization are the ones who determine the rapidity with which change takes place. If we say there are 400 students on campus in 1972 and these are some of the needs they have, you cannot make the assumption that in 1973 when you have 200 new students bringing a total of 600 students that they are going to express the same kinds of needs. So organizations should begin to accomodate to the new parameters of needs. When people (employees or students) request or demand change, they are really saying, "There are several needs that I have which I want met by this organization."

These are three basic models that I would like to have you examine in detail as you consider plans for your school. Some questions which you must ask are: "Do I practice the first one, which is the exchange model? If you do, then you probably implement the "I-give-you-something-if-you-give-me-something" philosophy. So I practice the second one, socialization model? If you do, your philosophy is probably "I know what is best and, if you behave, your reward will be positive; however, you will receive a negative reward if you behave otherwise."

The type of management that you are practicing is probably authoritarianism. The individual does not have the opportunity to question the rule or order. When an

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order is given that is gospel, nobody can contest that.
In a management system that is structured this way, you
have the type of management where you must go through
channels. You must take this step before you go to the
next step.

The dynamic type of organization is people centered
which allows for all types of interaction. It allows for
decisions to be questioned; decisions are expected to be
challenged when necessary.

The static organization behaves according to a pat-
tern of rigidity. It's image will be that there is a
certain kind of student that I want and that I will re-
ject all other kinds of students.

Another concept of organizations is in the concept of
transactional diagrams. Those of you who are student
personnel workers probably already have read Eric Burn's
book The Games People Play or Harris's book I'm O.K., You
O.K. or Transactional Analysis, in which he talks basic-
ally about positions people take as they relate to others.
If you take the position that basically I am authoritarian
or a parent figure, then you tell persons what they must
do. When organizations behave very emotionally, eratic-
ally, and in an uncertain fashion, Burns might say that
it has taken the child position. You know this when the
student says, "Well I just don't know what's coming down;
one time the organization or college behaves in one way
and the next time it behaves in another way." The third
position under consideration here is referred to as the
adult position. This position takes into consideration
questions such as : "Am I being too authoritarian?; Am
I meeting the needs of persons who are involved: Am I
responding logically, or am I responding irrationally?"

Basically, what I have been emphasizing is that or-
ganizational behavior is similar to that of individuals.
There is nothing magic about the way organizations be-
have. Unfortunately, because of the resistance to change
that organizations typically exemplify, we as individuals
tend to say: "there is no point in me bumping my head
against that stone wall if I can't make any changes."
We begin to feel we are helpless. Yet an individual can
initiate some change if he considers the fact that or-
ganizations are nothing but a collection of individuals,
whose behavior can be analyzed and treated or changed.

There are three types of changes which occur in
organizations. These changes are evolutionary, revolu-
tionary, and planned change. Group and organizational
behavior are frequently determined by the type of change

which most occurs in their systems. However, it should
be pointed out that it is unusual for an organization
to only function in one type of change model.

Evolutionary change represents a position of "let
nature take its course," or "don't move too fast."
It assumes that things automatically happen; the status
quo is likely to be maintained. Individuals, groups,
and institutions who function under this model do lit-
tle planning, but expect changes to be logical and appro-
priate as efforts and activities naturally evolve. It
is assumed that the press of the institution or organi-
zation is toward positive goals of people. It is nei-
ther proactive or reactive.

A second kind of change is revolutionary change.
Unfortunately, this is an unplanned type of change that
is likely to occur rather rapidly and erratically. It
is most often reactive rather than proactive. In other
words, students start raising "cain" on campus and then
we start trying to make some adjustments in our program.
Kurt Lewin speaks of the organization's changing goals.
He says that it is very important to have some type of
revolutionary action to break the statis so that unfre-
ezing and moving to another level takes place; but it
is tremendously important that some way of refreezing
at that new level is planned and implemented. However,
if only revolutionary change is operative, an unstable
and frustrating situation is likely to exist.

Planned Change involves identifying needs and ob-
jectives logically and developing processes for meeting
these needs. Questions which are raised will include:
How do you set up evaluation systems internally and ex-
ternally?; Are your present goals and objectives func-
tional or nonfunctional?; What would be moving too fast
and what would be moving too slow?

In colleges and universities, considerations re-
garding needs assessments would include questions such
as: What are the perceived needs of students and what
are the real needs?; What are the perceived needs of
academic and supporting faculties and what are the real
needs?; What are the organizational needs? Where ever
gaps or distances are found between the answers to the
first question and the answers to the second question,
processes should be established to close the gap.

Another consideration pertains to the reward system:
Are the reward systems punitive or are they positive in
nature? If they are not positive, how can they be made

positive? Have we included short term, long term and
intermediate rewards? If the organization does not
provide these three types of rewards, it is like being
promised $10,000 a year and only being paid at the end
of the year. Most people would have a difficult time
responding to this. But if it were prorated out over
monthly or weekly periods, we could relate to it be-
cause we would be getting short term, intermediate
term and long term rewards. Likewise, goals must fol-
low this pattern becuase it provides the stepping stone
approach which tends to be satisfying to most   ₁sons.

In conclusion, I have not said much more ₋han that
healthy organizations must have good commu·   ation sys-
tems; they must recognize the various typ₋   of communi-
cation; they must be conscious of goal in ₋gration;
they must be aware of the types of images they portray;
and they must have mechanisms for planned change. The
more effective we are within an organization in recog-
nizing the above, the more innovative and healthy our
organizations are likely to be.

An Evaluation Session of the Institute

PROPOSAL WRITING

Ewa U. Eko

One of the major strategies for change involves a
thorough understanding and articulation of needs or prob-
lems as well as a knowledge of how and what it takes to
bring about effective resolution. Proposal writing is
one means of documenting needs and specifying appropri-
ate resources (human and material) for meeting them. This
includes a clearly defined plan of action directed at
bringing about the desired change. To be successful in
securing funds through proposal writing, several critical
factors must be considered and understood.

    The first and foremost priority factor is that of
need identification. In this regard, you must know your
institution: its needs, strengths and weaknesses; how it
works; what changes are being made or should be made; and
the kinds of supportive services and resources needed for
its effective functioning. It will be very difficult to
place these needs in perspective. But, you must be able
to make a quantitative analysis of the institution's
characteristics - of students, faculty, staff, different
curricular and academic programs, non-academic programs,
etc. - and assemble appropriate data on these aspects of
institutional personality.

    One of the problems that you will have, as I have
experienced, is that our institutions still do not have,
or are ready to generate a body of statistical informa-
tion that is centrally available on campuses. You will
be surprised that you may have to go to different offices
to obtain pieces of information that you require. There
is a great need for a centralized system of data on all
aspects of the institution's life and service. This need
is being fulfilled by the development of a data bank for
all black institutions by the Management Information
Direct.rate of the Institute of Services to Education.
This is just beginning and it is hoped that through this
project, our institutions will move to pool their records
and statistics together. The Phelps-Stokes Foundation has
also held a number of workshops in Atlanta for faculty re-
presentatives from black institutions with a view to en-
couraging them to do something about compiling some

basic statistical information on their campuses. Until
these efforts bear fruit, you will have to dig out the
information yourself from your institutional files and
offices.

Once you have learned what the needs and characte-
ristics of your institution are, you will be in a posi-
tion to identify clearly or pick out one basic area of
needs for which you set about writing a proposal. Your
mastery of this select area of needs should be such that
you will be able to show clearly how the needs will be
served or resolved.

The second priority factor has to do with the pre-
paration of a list of clearly stated objectives for your
project. You must indicate how these will affect stud-
dents, faculty, the total institution and, in some in-
stances, the local community. In your proposal, you
should be able to demonstrate how the proposed project
will have a definitive effect not only on your campus
but beyond the wall of your campus. The idea of collab-
orating with other local agencies or programs, such as
Model Cities, is becoming a trend. In fact, the guide-
lines in certain proposals ask you to state specifically
the relationship that the project you are proposing will
have with the immediate community or other related pro-
jects in the state.

The other important consideration is the prepara-
tion of a detailed plan of implementation. This plan
should be one that shows how you intend to carry out the
project and how you intend to evaluate the project. And
this should also include not only the programs, that are
to be offered, but also the process and procedure that
will be followed. It is also essential that you indicate
how the plan, process, or procedure will meet the objec-
tives that you have stated. An important consideration
is that you start off right with a thorough knowledge of
needs, sharply focused objectives and a logical procedure
for carrying out the objectives. The type and number of
evaluations as well as guidelines for effective implemen-
tation are desirable, if not mandatory.

The next priority factor has to do with obtaining in-
stitutional commitment and approval. Here you may run in-
to different kinds of situations on different campuses.
In most of our institutions, the development office handles
or is responsible for directing proposals, but it does not
necessarily mean that they are responsible for writing
proposals. I think quite often the faculty and staff do
not know that they can write proposals and submit them
through the development office for funding. So, this is

something you can do that maybe you have not been doing in
the past. Once you have gotten your ideas together in a
rough outline or prospectus of what you want to do, your
development officer should be able to assist you. You
must seek approval for the proposal from your institut-
ion's chief academic or administrative officer. This is
to ensure that your institution will commit itself to
sponoring and to implementing the proposal.

Another important factor is to shop around for fund-
ing agencies. Having clearly conceived a plan, you want
to be sure that you can get funds for it. There are dif-
ferent funding sources, ranging from the federal govern-
ment with its numerous agencies, to foundations, profes-
sional associations, and some business enterprises. There
are literally hundreds of sources available for supporting
projects if you know about them and know how to get to
them. It is quite possible that some development officers
do not know about these although they are supposed to know.
You, on your own, have the right to obtain literature and
information from the different government sources and
foundations. There are many reference sources from where
you can obtain information about funding agencies. You
might want to talk with the persons who wrote funded pro-
posals at your institution or other nearby colleges and
universities. But whatever you do, you have to shop
around for the different funding agencies. As you become
familiar with these, it will be possible for you to submit
certain portions of a proposal for funding by different
agencies. This is a trend that is very much encouraged
nowadays.

Each funding agnecy has stipulated program priorities
that it will fund. From year to year these agencies put
out lists of program priority areas for which they invite
proposals. You may be aware of the U.S. Office of Educa-
tion, particularly its Division of College Support.
Through its program for developing institutions, (and this
is one program that all the institutions know very well
about), most of your institutions obtain funds for sub-
sidizing faculty salary, for National Teaching Fellowships,
cooperative education, etc. This program is known as
Title III of the 1965 Higher Education Act. You should
also be familiar with the Bureau of Higher Education's
Higher Education Personnel Training Programs, funded under
the Educations Professions Development Act. This Insti-
tute was funded under this program. There are also other
agencies in the Federal Government, that fund proposals
from institutions. Wherever you choose to submit your pro-
posal, it is important that you zero in on current program
priorities of the funding agency.

You also need to know about geographical distribu-
tion of funding. There are certain organizations that
want to fund proposals from certain areas of the coun-
try. Some organizations concentrate on some geograph-
ical areas of the country and certain regions are more
open to specific kinds of programs. For instance,
Atlanta has become the southeastern regional center for
a number of organizations. The U. S. Office of Education
is now decentralizing and mnay of the programs for this
area, such as Special Services, are now being funded
through the Atlanta regional office.

I think a second important thing, besides deciding
to which agency you want to send your proposal is that
of making contact with the officers of these agencies.
This is really important because it is only by writing
to them or talking to them or visiting with them, that
you can know what their priorities for that particular
year are. From my experience, I would encourage that
you submit a two or three page prospectus of what you
intend to do for their comments, or you take it in your-
self and talk it over with them. I can assure you that
good proposals are generated by mutual discussion. You
can write a very good proposal but just becuase it does
not come within the area, that they are most interested
in for that year, it may not be funded. But on the
other hand, if you go and talk to somebody you will be
able to get his own view point and you will come away
prepared to write a proposal that will be acceptable to
him.

The third area is writing the proposal itself. What-
ever you do, write a high quality proposal. You can do
this by reading and understanding the instructions and
guidelines. Every funding agency has certain basic re-
quirements for proposals. They may, for instance, tell
you to write a narrative on three double spaced type-
written pages on 8½" x 11" white paper and you dare not
go beyond that. They might give you certain stipulations
which you must follow. Those are important. Read the
guidelines very carefully, understand them and set about
to write. When you do write make sure your proposal fits
into the program priorities.

You must also be familiar with the funding limita-
tions. In some programs, you may not be allowed certain
kinds of travel expenses and stipends. You have to pre-
pare a clear and concise narrative and budget. The bud-
get is very important and you must defend it. The best
place, to defend the budget, is in the narrative. So,
there needs to be a cross reference between your budget
and the narrative. For example, if you are proposing
to hire four consultants for a program, indicate what

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exactly each of them will do in order to justify why you
are hiring four as opposed to three. It is wise to have
budget notes as an appendix because, if you simply sum-
marize your budget, the person reading it would not
understand how you arrived at the figures. All your
budget requests must be in accordance with the guidelines.

In summary, when you do write a proposal, write one
that is of high quality. Remember to read and understand
the instructions and guidelines as well as the funding
priorities and limitation. Above all, you must prepare
a clear and concise narrative and budget. You will find
the following documents on funding useful:

1. 1971 Catalog of Federal Domestic Assistance com-
   piled by the Office of Management and Budget.
   For sale by Superintendent of Documents, U. S.
   Government Printing Office, Washington, D. C.
   20402. Price $7.25.

2. Handbook of Aid to Higher Education by Corpora-
   tions, Major Foundations and the Federal Govern-
   ment. Compiled by Council for Financial Aid to
   Education, Inc. 6 East 45th. St., New York, N.Y.
   10017. Price $25.00.

3. Financial Aid for Higher Education. For sale by
   the Superintendent of Documents, U.S. Government
   Printing Office, Washington, D. C. 20402, Price
   $1.00.

4. Catalog of HEW Assistance. For sale by the Super-
   intendent of Documents, U.S. Government Printing
   Office, Washington, D. C. 20402, Price $5.00.

5. The Foundation Directory. Published and distribu-
   ted by Columbia University Press, 1971. Price
   $15.00.

6. Private Foundations Active in the Arts. Published
   by Washington International Arts Letter, 115 5th.
   St., S.W., Washington, D. C. 20003.

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