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THOMAS JEFFERSON COLLEGE BULLETIN

"Be realistic, ask the impossible."

Volume I No. 2

September 21, 1970

I. Meetings, etc.

- a.) Town Meeting Tuesday, Sept. 22, 9:00AM, TJC CmRm
- b.) Forum Thursday, Sept. 24, 2:00PM, 132 LHH: A Potpourri of Canadian and Dutch Short Films
- c.) Faculty Meeting, Tuesday, Sept. 29, 3:00PM, 161 LHH

II. New Student Problem Series

This term's Problem Series will deal with a number of related issues: education, freedom, and society. We will be asking ourselves whether or not schools can do more than "educate" reluctant consumers; whether or not education is a community enterprise; whether or not there can be such a thing as self-motivation in education. We will also be exploring the conditions which maximize significant learning: is it freedom alone? the standard disciplines done better? relevant content in the standard reading-discussion format? freedom of choosing between several concrete modes of learning?

In addition, we will be questioning some assumptions about freedom and utopia: what is the critical point between an individual's freedom and the needs of the society? why do utopias fail? Why do societies grow more restrictive and oppressive? do they?

This term the NSPS will meet from 10 - 12:00 on Tuesdays and Thursdays, and all meetings will be small-group sessions. Forums, under the direction of Don Klein, are now part of the TJC General Program, not NSPS. Check out the schedule. Some will interest you.

TDG

III. NSPS -- Synectics -- Group F -- Cam Wilson

NSPS is the introduction to TJC -- and this fall is focusing on education and freedom. There are some good books to read, too. (Summerhill, Escape from Freedom, Walden II, How Children Fail, People Not Personnel, etc.). Tutorial Group F, like the other five groups, will have 15-20 people and will meet in the College's TV studio (unless we decide some days we don't want to) where we can video-tape our discussions and play them back. The reason for this is that the Group can thus analyze its process, its members can see how they come across to others and see how the Group functions, as well as discuss what education and freedom are all about. In short, there's the content of a Group's discussion and there's the process of a Group's discussing. I'm interested in both of these and am looking for people to join Group F who would also like to work on both these levels.

We will be utilizing Synectics. The seminar is New Student Synectics.

III. (NSPS -- Synectics, etc. continued)

Synectics is a method of creative group problem-solving where group members learn to focus their energies on the problem rather than on competing with each other. It's a powerful method (though no panacea) and goes a long way toward making discussions and group projects really productive.

If we were together for both courses, we could essentially merge them into one "big course" doing the material of both, but in a fluid, go-where - our-interest-takes-us way. That one "big course" would be an attempt to learn different ways of doing classes, to enhance our self-awareness, and to become more readily in touch with what we want to do with our education. Being part of this group would mean coming to campus every day (Monday through Friday) for a two-hour "class". Mull it all over. If you are interested in doing it, contact me at the Advance or at Registration.

CW

IV. Equipment Budget

We currently have \$700.00 in our Equipment Budget. Student and faculty suggestions on use of this money would be welcomed.

TDG

V. Student Employment

Students interested in employment at TJC this year should contact Dan Gilmore immediately. Please check with Jim Moored (Financial Aids Office) prior to application to see if you qualify for "work-study" program. We especially need a coffee and/or poster maker.

VI. To Students and Faculty: An Alternative Student Evaluation Procedure

The following is offered for purposes of generating discussion on our evaluation procedures.

Since I have been at TJC, at least one thing has become apparent. Our current means of student evaluation is unworkable. Some tutors seem reluctant to do evaluations at all, and sometimes the evaluations are done several months after a course has been completed, thus making it difficult to give any sort of detailed description of the student's performance. Other tutors have complained that when they finally do sit down to complete sixty or seventy evaluations, all evaluations end up sounding the same. Finally, the amount of clerical work involved in the present procedure is simply overwhelming. I would like to suggest the following as an alternative to the present procedure.

Basically, what I am proposing is a move to self-evaluation. The technicalities of the process would run something like the following: A form would be devised which at the top would list the student's name, name of course, date course ended, and the date of the evaluation. Below this, the student would describe, in as much or little detail as he saw fit, what he did in the course and evaluate his performance. Following the student's self-evaluation, there would be a space for the tutor's signature. The tutor would have several alternatives available to him. He might concur with the student's evaluation without comment; he might concur with comment; or he might refuse to concur. In the latter case,

## VI. (Student Evaluation Procedure continued)

the tutor would write out his own evaluation on the same form. In any case, the student may specifically request a written evaluation from the tutor. The self-evaluations would then be typed and entered as part of the permanent transcript. When the student requested copies of his transcript, the entire "portfolio" would be forwarded. The responsibility of compiling his transcript would be left to the student. He might choose, for example, to submit no self-evaluation during his tenure at TJC. At the other extreme, he might choose to enter self-evaluations for all work taken at TJC. It should also be possible for a student to enter a self-evaluation for any course taken during the time he is at TJC. For example, a student may decide in his senior year he would like to go to graduate school and be faced with the problem that he has not entered any self-evaluations during the first three years. He should be allowed at this time to enter as many self-evaluations as possible for the work done during the first three years. During his senior year, the student may request general letters of reference from any person he chooses. These letters of reference would also become part of the permanent transcript.

I see the above procedure as greatly simplifying the one we are using presently. It would also serve as a valuable "feedback" for the tutor. In addition, I feel that it puts a burden of responsibility where it should be, on the student. One possible problem involves how graduate schools, for example, might react to such a transcript. Frankly, I do not know, but it seems to me that the portfolio-like transcript would give a much more complete picture of the person - his interests, his style, his capacities - than the kind of transcript we have now. It goes without saying that it would be infinitely better that the kind of transcript which simply equates the person with an overall GPA.

TDG

VII. People

JoAnn Scott, former secretary, has left to assume another job with a computer firm in Grand Rapids. We will miss her and wish her success in her new position.

Ben Beck, having left TJC has now arrived at another interesting locale, the Chicago Zoological Park in Brookfield, Ill. 60513. Ben is working again as a curator of primates at the zoo. We hope his experience here at TJC will be of value to him in his new position.

Bill Baum has taken leave of TJC and is returning to teaching full-time in the Political Science Department of CAS.

Tom Vandenberg, a novelist, will be with us during the fall term to teach creative writing.

Mary Sonneborn has been hired as a teaching fellow for the fall term. She is a graduate of Michigan State University. Her special area of interest is anthropology.

VII. (People continued)

William Iron will be with TJC part-time as well as doing Theater work with CAS. His other interests include symbol systems, particularly Cassier and Langer, media, and architecture.

Earl Heuer will be a full-time tutor to replace Bill Baum in the area of Political Science. His specialty is Asian Politics.

VIII. Admissions Report

9 Admittees beyond the 91 listed on the August 26 report.

3 or 4 possible additions.

Sorry for the brief report but due to the pressure of getting things lined up for registration and the fall term generally, just didn't have the time. The next bulletin will contain a complete report. JLK

IX. Faculty representatives on student-faculty committees.

I. All College

A. Academic Senate

1. Haggard
2. Andersen
3. Clock

B. Reorganization

1. Klein

C. Community Council

1. Sonneborn

II. Thomas Jefferson

A. Curriculum

1. Kaufman
2. Klein
3. Wilson

B. Finance

1. Haggard
2. Wilson

C. Admissions

1. Andersen
2. Gatov
3. Heuer

D. Academic Affairs

1. Iron
2. Gatov

E. Records & Research

1. Kaufman
2. Heuer

X. Minutes of September 17 Faculty Meeting

PRESENT: Messrs. Andersen, Davis, Gilmore, Haggard, Heuer, Iron, Kaufman, Klein, Sevin and Wilson. Catherine Gatov, Mary Sonneborn and Mary Te Pastte.

Guests: Messrs. Bruce Loessin and John McNaughton

1.1 Reorganization Proposal

Copies of the Reorganization Proposal were distributed to all before the meeting.

Don Klein commented on this proposal as it pertains to TJC. There is a three way distribution of power - the Dean, Faculty Meeting and Town Meeting. If any two of the three agree on an item then it is adopted. In addition, many of the responsibilities previously assumed by the Chairman have been distributed to student-faculty committees, evenly represented, i.e., the Curriculum Committee, the Finance Committee, the Admissions Committee, the Academic Affairs Committee, the Records and Research Committee. The Committee of the Whole would function as usual. The specific duties of each committee are spelled out in the Reorganization Proposal Report.

It was stated in answer to a question by Mr. Loessin that a specific item involving a major change in policy which was passed by two of the three (Dean, Faculty Meeting and Town Meeting), would have to be forwarded to the Vice President for Academic Affairs for review and accompanying recommendations. It was mentioned that also included in this reorganization proposal was a recommendation that those who are teaching in both CAS and TJC, or part Administration and part Faculty, would have to declare their primary affiliation for voting purposes. In addition, if this proposal was adopted, those whose primary affiliation was not with TJC would not be eligible to serve on TJC committees. If one's affiliation was divided fairly equally between TJC and CAS, primary affiliation would have to be declared before serving on any TJC Committees.

Mr. Gilmore said we were just voting on the TJC portion of this proposal. Any necessary adjustments can be made later.

The vote was called. The proposal passed with 9 in favor, none opposed.

1.2 Faculty Committee Assignments

Mr. Gilmore asked if there were any objections to the assignments as listed. The assignments were agreed upon. It was mentioned that Mary Sonneborn would be our representative to the Community Council. Copies of the nature and functions of the Community Council, as stated in the Reorganization Report, would be distributed to the TJC student body. Mr. Loessin was asked to summarize what the Community Council was. He said this idea was promulgated by Ken Venderbush and Rick Houghton. They believe this to be the ultimate in student government. An attempt here is being made to eliminate the lines between Administration, Faculty and students which are so divisive. This would be a big factor in acting more reasonably on student affairs. This is college-wide.

### 1.3 Miscellaneous

Mr. Klein suggested we define the role of Dan Gilmore, or Chairman, and adopt standard rules of procedure. Mr. Gilmore would like the leader role to be flexible and transferable to someone who is an expert or leader when a particular problem is under discussion. He also declared since he was a part-time faculty member and administrator, he declared his primary allegiance with Administration. Mr. Loessin thought this was best since with the three way distribution of power it would enable him to retain some objectivity.

It was further suggested that Mr. Gilmore not be asked to commit himself on an issue so as to allow broader discussion on an issue before it becomes resolved.

Each committee, it was agreed, should set up its own rules for quorums, etc. A whole set of rules and procedures will have to be filed. This will be one of the functions of the Records & Research Committee.

### 1.4 Contract Studies proposal

Mr. Klein had written and circulated this proposal prior to the meeting and asked that it be placed on the agenda.

The following motion was made: That Special Studies be approved only by the student, his permanent tutor, and the supervisor, and, if the last two are the same person, the Chairman of the Academic Affairs Committee, who are also responsible for the correct format of the title and transcript decisions. Approved Special Studies will be periodically reviewed by the Academic Affairs Committee to provide guidance to the faculty and students for future contracts.

In the ensuing discussion, it was mentioned that Special Studies hadn't been given enough consideration by some of the people who had endorsed it. It was too "hit or miss." It would certainly be most advantageous, it was pointed out, if all three concerned could meet and hash things out. However, if this was not possible, consultation with all those involved would be required. It was also stated that Special Studies must be approved unanimously by all three involved (student, tutor, supervisor). In addition, if the Special Study requires fund expenditure (material or personnel) or someone supervising who is not on the GVSC staff, the Academic Affairs Committee must approve the Special Study. The above motion, with the points mentioned above, was passed unanimously.

1.5 Sophomore Seminar

Considerable discussion took place on whether or not to retain the Sophomore Seminar as is or change to the modular system. It was brought out that as an experimental college, if a new system came up that sounded better and more attractive, we should consider it seriously. On the other hand, sometimes improving and adding to an already existing format might be more advantageous. It was decided to do the following:

Have the regular section (2 sections). Experiment with the modular system in different context. (non-Common Program). May start modular system in winter term as common program element.

1.6 Times for regular Faculty and Town Meetings

Faculty meetings will be held starting Tuesday, October 1, on Tuesdays from 3 to 4 p.m.

Town Meetings will be held on Thursdays, from 12:30 to 2:00 p.m.

1.7 Agenda for next Faculty Meeting (proposed)

1. Evaluation procedures. (Research & Records Com. to make recommendations)
2. Tutor choice. (Possibility of tutees choosing their tutors)  
(Records & Research Committee to make recommendations)
3. Junior, Senior, NSPS seminars. (Curriculum Committee)
4. Rules of Procedure. (Records & Research Com.)

1.8 Other business

Material and announcements on registration procedures were distributed and discussed.

Faculty Class Schedule sheets for 1970 were discussed and corrected. There will be a corrected schedule distributed.

1.9 Adjournment

The meeting was adjourned at 11:40 a.m.

XI. Town Meeting Agenda: Thursday, September 24, 12:30 to 2:00 p.m.

- A. Explanation of reorganization and duties and powers of Town Meeting, Faculty Meeting and student-faculty committees.
- B. New business

SUBJECT: TJC Fall Forums

In seeking to give the greatest possible opportunity for the community to meet our forum guests, we are distributing the schedule for the Fall term. Please make note of those meetings of interest to you and your classes. These forums are open to the college community and the general public. We urge and welcome you and your students to attend and participate.

September 24, 2:00 P.M., 132 LHH

A potpourri of Canadian and Dutch short films.

October 2, 1:00 P.M., TJC Common Room

POETRY READING - Carroll Arnett, poet in residence, Central Michigan University.

October 8, 2:00 P.M., 132 LHH

Film: JOURNEY INTO SELF, an academy award documentary film produced by Western Behavioral Science Institute. Documents group process of intensive encounter group facilitated by Dr. Carl Rogers.

October 15, 2:00 P.M., 132 LHH

BLACK EDUCATION - Wiley Smith III, Associate Director of the Institute for African-American Affairs, Kent State University.

October 22, 2:00 P.M., 132 LHH

Film: NUREMBERG, a documentary film.

October 29, 2:00 P.M., 132 LHH

ARCOSANTI - an audience reading of the new urban planning.

November 5, 2:00 P.M., 132 LHH

Film: VAMPYR, Carl th. Dreyer's classic film.

November 12, 2:00 P.M., 132 LHH

INNOVATIVE INSTRUCTION AND ART EDUCATION - The Flash Lab Technique, Donald Kerr, Associate Professor and Chairman of Department of Art, GVSC.

November 20, 10:00 A.M., 132 LHH

CONFRONTATION AND ENCOUNTER: Discussion and demonstration. Clark Moustakas and Rik Craig, Merrill-Palmer Institute.

December 3, 2:00 P.M., 132 LHH

Film: ON COMMUNITY, CITIES AND UTOPIAS -