

CHAPTER 3

INTERNAL ORGANIZATION AND ADMINISTRATORS

From the time I became dean in 1991 until we moved into the Porter Building in 1999, our operations were severely hampered by space issues. This affected not only our programming and the services we could offer to students, but our internal organizational structures as well.

Yes, we had four departments—Health, Physical Education, Recreation, and Dance; Leadership and Counseling; Special Education; and Teacher Education—which remained essentially stable (in terms of organizational responsibilities) for the entire 1991-2004 period and which will be discussed below. We also had two associate deans, with responsibilities that were very limited because of space considerations, and the National Institute for Consumer Education (NICE).

Pre-Porter Building Years (1991-1999)

Dean's Office.

From 1991 to 1999, my office was located in the southeast corner of the middle floor of Boone Hall. From the hallway, one entered the outer office, which was staffed, half-time, by Ms. Carole Zakrzewski. This small space held a desk and chair, a number of file cabinets, a copy machine, and a couple of chairs for visitors. From there, one entered, next to Cross Street, a space occupied, for almost all of this time, by Ms. Merri McClure. It held a desk, chair, and a number of file cabinets. There were large windows that looked out to the south and a window air conditioner. From this space, one entered my office in the extreme southeast corner of the building.

My office space included a desk, chair, a guest chair, bookcases, and a conference table, around which meetings were held with the associate deans and department heads. I was told that, at one point, when the building was new, this had been the office of the president of the University. There were large windows from which one could look out to the south and to the east, and there was a window air conditioner that struggled to cool this much space. The office's one redeeming feature was that it contained a private rest room!

I took on, or had thrust upon me, large numbers of relatively small tasks generally related to various coordinating responsibilities, internal and external communications, representing the COE at numerous internal-to-EMU meetings and, increasingly, representing the COE at meetings external to COE. In the early months, I found myself the chair of such groups as the University Council on Teacher Education (UCTE) and the Urban Teacher Program. A major responsibility that I took on was the coordination of and preparation of materials for each of three cycles of NCATE accreditation and (starting later) state program approval activities. Later, I was heavily involved with policy matters related to the state-wide teacher testing program. In addition, I had appreciable responsibilities related to the planning for us to occupy what became

the Porter Building, especially in terms of working with our very fine architects and having heated discussions (which I mostly “lost”) with central administration and Physical Plant personnel about various aspects of the planning process.

Associate Dean (Operations).

The office of the associate dean who handled college operations during 1991-1999 was near the southwest corner of the middle floor of Boone Hall. It consisted of a small outer office for the secretary—the much-appreciated Ms. Norma Taylor-Bishop—and an inner office for the associate dean. Both spaces were loaded with file cabinets! During 1991-1995, this position was ably filled by Dr. Donna Schmitt. Donna looked after the college budget and financial matters (no small task!), and the responsibilities also involved various aspects of personnel work, acquisitions, and the like. She was also the building manager for Boone Hall, no small task in itself, given the poor condition of the building, the number of people housed in the building, and the number of students that used the building. She—and I—also had to deal with the appreciable number of “street people” who made their way into Boone Hall, especially during the colder months. There were countless other small, but important, duties that Donna assumed or that I assigned. Donna was succeeded in this position by Dr. Martha Tack for the 1995-1997 period, and by Dr. Michael Bretting for the 1997-1999 period. Both Martha and Michael served admirably in this role during this time.

As demolition and construction of the Porter Building got underway during 1998-1999, I asked Michael to take on, in addition to other responsibilities, liaison with the contractor, to make sure that we “got what we wanted.” His daily visits to the site and the rapport that he developed with the supervisors and crew resulted in numerous substantial improvements as matters went along. I also asked Michael to provide liaison with the crews from Physical Plant that were responsible for moving the various COE units from where they had been previously housed into the Porter Building. I regret to say that Physical Plant personnel faltered considerably in this respect and Michael performed a great deal of physical labor himself to get this accomplished. In addition, we were to get a large quantity of new furnishings for the Porter Building, and most of them came, at some very late point, un-assembled. I have no idea how many hours were spent by Michael, personally, and by impromptu crews that he gathered, to put together tables and other furniture in time for the opening of the school year in 1999. The hours were many, and much gratitude goes to Michael for “making this happen.”

Associate Dean (Academic Services)

Dr. Robbie Johnson extremely ably filled the position of associate dean for academic services during the 1991-1999 period. The Academic Services office was located in the northwest corner of the middle floor of Boone Hall. There was an outer office with a counter to which students approached and behind which several support staff members had desks. Robbie had an inner office. Initially, during this period, the primary function of the office was to handle

everything related to student teacher placements. Robbie was ably assisted in student teaching matters by Ms. (later, Dr.) Barbara Gorenflo. Later, the “certification officer” function was moved from the Registrar’s office to this location, which also resulted in much-increased student “traffic” by post-baccalaureate, undergraduate initial teacher preparation, and advanced preparation students. Gradually, other coordination of initial teacher preparation field experiences, advising, etc. became part of the work of this office. Much co-ordination of the state-wide Young Educator’s Society (YES), MATE, and DARTEP organizations--as well as educator-preparation-program recruitment and retention of minority students--came from this office as well. In 1995, what was the “Office of Student Teaching” officially became the COE “Office of Academic Services.”

Health, Physical Education, Recreation, and Dance

A portion of the long and illustrious history of this department prior to 1991 is given, in summary, in Appendix C. (The reader is encouraged to consult Erik J. Pederson’s *A History of Physical Education at Eastern Michigan University*, which may be found in EMU’s Halle Library.) However, during the 1991-1999 period, the Department of Health, Physical Education, Recreation, and Dance (HPERD) was located entirely in the Warner Building and it used essentially all the space in the building. Office space was extremely limited, with as many as four faculty members per office in some instances. Laboratory space was quite scarce, essentially limited to the Ruth Boughner Laboratory of Applied Physiology and Clinical Assessment, and the floor and other features of the dance studio were quite inadequate. There was an odd (even for EMU) budgetary situation for the department that had existed for some time, in that the department began every fiscal year in deficit and, during the course of the year, had to “work off” this deficit. There had been few “new hires” for a considerable time.

Dr. Patric Cavanaugh completed his quarter-century of service as department head during 1991-1993, at which point he retired. Pat’s approach to department administration was “old school” in many ways, but he (along with his very able, long-time, unofficial assistant head Jack Sheard) deserves credit for holding together an under-funded, disparate, large, teaching-oriented (with some notable exceptions) faculty that generated a lot of credit hours for the COE.

Pat was succeeded as department head by Dr. Michael Bretting for the 1993-1997 period. Michael’s hiring was the recommendation of the search committee and I was glad to support the recommendation. Coming from the outside, and having worked at several institutions, Michael had a progressive view of what the department should be. He was able to make some outstanding new hires as there were vacancies, which resulted, collectively, in a far better balance among teaching, scholarship, and service than had previously been the case. I was able to move small amounts of money to HPERD and Michael was able to make some improvements in laboratory space and equipment, as well as provide facilities support for the dance program. There were curricular expansions as well.

Dr. Jeff Goodwin served as interim department head during the 1997-1999 period. I believe this was Jeff's first administrative experience and my charge to him was, essentially, "don't let anything regress." He handled that quite well—and moved other things along quite well, too.

Leadership and Counseling.

The evolution of what became the Department of Leadership and Counseling (L&C) is given, in brief, in Appendix C. The department was unique among the COE departments during the 1991-2004 period because it offered only graduate courses and graduate-level programs.

L&C occupied the basement level of Boone Hall from the time I arrived in 1991 to the summer of 1994. Faculty and staff members were housed in small, improvised spaces in former classrooms, lacking appropriate lighting, heating, ventilation, electrical outlets, and other amenities. There was a small and woefully inadequate area for counseling practica. Part of the space being used by L&C had originally been used as a coal bin and much, if not all, the remainder had originally housed the tools and equipment needed for teaching "industrial arts." In the summer of 1994, the level of noxious odors (apparently seeping up from a long-abandoned, underground oil tank) rose to a point that the basement level was declared unfit for occupancy. L&C faculty and staff offices were moved to the ground and first floor levels of Hill Hall, a residence hall. Classes were moved to various locations around the campus. Despite being housed in a residence hall, considerably removed from other aspects of the COE, most, if not all, L&C faculty members found their working conditions vastly improved in terms of environmental conditions.

The location in Hill Hall lasted but one year, and, in the summer of 1995, because Hill Hall was scheduled for renovation, L&C offices were moved to the first two floors of Pittman Hall, another residence hall. This department remained in Pittman Hall until the Porter Building was opened in 1999. Fortunately, dormitory rooms can make rather good offices and rest rooms were plentiful and convenient. Counseling clinical spaces were improvised and storage was relatively plentiful as well.

For many purposes, the leadership programs and the counseling-related programs operated rather independently of each other, but with a common department head. This was due, in large part, to (a) the fact that most, if not all, of the counseling programs were subject to the accreditation requirements of CACREP (Council for the Accreditation of Counseling-Related Educational Programs) and (b) accreditation requirements (and good practice) had teaching load and scholarly expectations for the doctoral program (on the leadership side of the department) that didn't apply to the same extent elsewhere.

Dr. Martha Tack was department head during the 1991-1994 period. A couple of years before my arrival, approval had finally—after many years of effort—been received to offer the Ed.D. in educational leadership through this department—the University's first doctoral program. Martha had been charged with the major responsibility for "getting things ready." This required drafting and getting various approvals for a number of policies and procedures that were new to the University, creating new courses and getting their approval, in-service work for

existing faculty and new hires, and recruiting the first cohort of students. And, of course, the existing work of the department had to go on in the meantime. Much credit must go to Martha for the extraordinary volume of work needed to establish something as new, big, and important as the University's first doctoral degree program, as well as maintaining strength in all other aspects of the department's operation. The first cohort of doctoral students and I arrived at essentially the same time, even as work was continuing on policies and procedures that would apply to the end of their program of studies.

It became necessary for Martha to take a leave to deal with family matters, and Dr. John Waidley served as the interim department head during 1996-1998. (When Martha returned from her leave, it was to a different position in the COE.) Upon John's retirement in 1998, Dr. Jim Berry became head of the L&C department, a position he held through 2001.

In the meantime, the doctoral program and other aspects of L&C, despite strange and woefully inadequate facilities in which to work, thrived and expanded.

Special Education.

The lengthy and distinguished history of the Department of Special Education is given, in brief, in Appendix C. (The reader is encouraged to consult Nancy Halmhuber's and Lynne Rocklage's *A Century of Excellence: The Department of Special Education, Eastern Michigan University*.) During the 1991 to 1999 period, the department was housed, in its entirety, in the Rackham Building, which had been built as a residential school for children with certain disabilities. During 1991-1999, the department used substantially all of the space in the building, with the primary exception of space used by the National Institute for Consumer Education (NICE). Faculty offices were, for the most part, located in what had been dormitory rooms, and some of the offices still had plumbing fixtures. A small, and inadequate, speech and hearing clinic was located in the basement and, in time, the beginnings of what became the CATE lab were housed there also.

A highly commendable feature of the department during those years (and afterwards) was that it offered programming leading to certification of teachers in every area of disability recognized by the State of Michigan. EMU was one of the very few institutions (if not the only) in the state that offered programming in all the "low incidence" areas of disability.

Dr. Kathleen Quinn served as the head of Special Education for a lengthy period of time, including the 1991-1999 period, at which point she retired. Kathy was a real pleasure for me to work with, especially in that, under her leadership, the department operated rather independently and I was rarely called on to become involved in any issue. Kathy and her departmental colleagues were well attuned to the accreditation requirements of the Council for Exceptional Children and they made sure that we stayed in strong compliance with those. Further, she—and they—were well connected with the special education office of the Michigan Department of Education, with various advocacy groups, and with other entities concerned with the education of children and youth with disabilities.

Teacher Education

The brief history of what ultimately became the Department of Teacher Education is given in Appendix C. During the 1991-1999 period, the department office was located on the top floor of Boone Hall, in the northwest corner. Many of the faculty offices were located on the top floor of Boone Hall as well, although some were housed in Prey-Harrold, in the Library, and perhaps elsewhere on campus.

The work environment on the top floor of Boone could hardly have been worse. There was no access to this floor from the ground level except by stairs. Tiny faculty offices had been created in former classrooms by putting up partitions that were not ceiling high. This was to allow for some degree of heat and ventilation and light from ceiling-mounted fixtures. Telephone and electrical outlets were improvised. Privacy and security were extremely weak. Warm-weather temperatures were unbearable.

There were several classrooms on the top floor of Boone, which were used exclusively by faculty in Teacher Education. There was no way to darken rooms, so the use of any projected material was near impossible. There were few electrical outlets, anyway. Classrooms on the Cross Street (south) side of the building were subject to a great deal of traffic noise, including sirens of emergency vehicles, trucks shifting on the upgrade, honking, and the like. In warm weather, one had to open the windows for relief from the heat and for some ventilation, but this brought the street noises immediately into the classrooms. Instructional space on the north side was little better.

Dr. Jeanne Pietig concluded her service as department head during 1991-1992. Dr. Jim Riley joined us from another institution and served as department head during the 1992-1995 period. Dr. Marvin Pasch served as interim head during 1995-1996. Dr. Alane Starko became department head in 1996 and served in that role for the remainder of time that I was in the dean's office, leaving only to succeed me as interim dean in 2004-2005.

Teacher Education was one of EMU's largest departments and I've always held that it contained more sub-disciplines than any other department on campus. As a result, the department, at least during my years as dean, was a challenging one to "administer," in that there were a large number of undergraduate and graduate programs and a large number of courses to be staffed. To support this huge effort, there was a large and diverse faculty who seemed to hold, among them, numerous points of view about any issue that came up!

Each of the four Teacher Education department heads with whom I worked contributed substantially to a variety of improvements in programming and departmental operations, for which I am deeply appreciative. However, because I worked with Alane Starko for a longer period of time than all the Teacher Education heads combined—indeed a longer period of time than any other EMU COE department head—I have a special appreciation for her.

Alane took great care to consider her faculty members' interests, needs, strengths, and desires. At the same time, her decisions were thoughtful, well-reasoned, data-based, rational, and based on participatory processes. She was always "willing to work with whatever I have to work

with.” I can’t think of a single time that I couldn’t enthusiastically support whatever she proposed. Her personal traits were/are of the highest order.

National Institute for Consumer Education (NICE)

Attached to the College of Education, and reporting to me during 1991-1998, was the National Institute for Consumer Education (NICE). See Appendix C for background on this organizational unit. NICE was housed in the Rackham Building during this time. Ms. Rosella Bannister was the director of NICE during the entire time it was in association with the COE. She retired in 1998 and, by direction of the Provost’s Office, NICE was then transferred to the Division of Extended Programs.

As may be seen in the chapter on faculty/staff activities and in the chapter on sponsored projects, Rosella was a prolific member of the COE staff, bringing in sizeable grants, writing, speaking, and putting not only consumer education, but EMU and the COE, “on the map” not only in this country, but elsewhere. Rosella and I maintained a very cordial relationship (and have continued it in other contexts since), although it was not necessary for us to interact very much. I applaud her for the great work that she did, almost single-handedly, in advancing consumer education in this state and beyond during her quarter century of work at EMU.

Porter Building Years (1999-2004)

In 1999, the entire operation of the College of Education, with the exception of certain specialized spaces (gyms, pool, dance studio, labs, etc. of HPERD), moved into the Porter Building. For at least a short while, it could be said that EMU had the best facilities for professional education of any institution in the state.

Dean’s Office. The Dean’s Office suite occupied the northeast corner of the top floor of the Porter Building. It contained an outer office that housed a receptionist and had an appropriate waiting area for visitors. Inner spaces included offices for the Associate Dean (Operations), several staff members, and the holder of the Porter Chair, along with a work room for copying, etc. and the Mott-Manley Conference Room. My responsibilities changed little with the move, but I (and the others housed in this suite) certainly had much better working conditions.

Associate Dean (Operations). Dr. Michael Bretting continued as Associate Dean (Operations) for the remainder of the time I served as dean, and his responsibilities related to budget, technology, facilities, scheduling, personnel matters, etc. continued. However, his responsibilities expanded appreciably as we had spaces and functions in the Porter Building that served multiple departments and students from multiple programs. Among the functions that reported to him were:

1. Office of Collaborative Education. This office was located on the ground floor of the Porter Building and was ably headed by Donald Staub for several years. It provided or coordinated a large portion of the COE's "outreach" to schools and educational institutions not only in Michigan but in other states and internationally. Activities organized and/or coordinated by this unit provided many opportunities for faculty, staff, and students to work cooperatively with professionals in a variety of settings.
2. Clinical Suite. This unit served the speech and hearing clinic functions of the Department of Special Education, the supervised counseling functions of the Department of Leadership and Counseling, and the reading clinic function of the Department of Teacher Education. Located on the ground floor of the Porter Building, near the west entrance for the convenience of clients, it was under the direction of Steven Press for several years. Many hundreds of clients were served each year, most of whom were not EMU affiliated. It provided an extraordinary training opportunity for practitioners-to-be to work with "real" clients under the supervision of highly-qualified faculty and staff members.
3. Bonisteel Computer Laboratory. At the time the Porter Building opened, relatively few students had a personal computer, a cell phone, and the like. As a result, this large laboratory, located on the second (middle) floor of the Porter Building, under the able supervision of Dr. Marina McCormack, provided dozens of computer stations, all connected to the Internet, for student use—along with access to printers, commonly used software, etc. The "Bonisteel" name was brought over from Boone Hall, in appreciation of a substantial donation for computer equipment in that building. One of the highly secure spaces in the interior was equipped with and devoted to two-way TV instruction, used by the faculty for teaching courses where students were in remote locations.
4. Educational Resource Center. Under the able leadership of Dr. Anne Bednar, the Educational Resource Center, located on the ground floor of the Porter Building provided materials that had not been available to EMU students before, at least not in a highly convenient manner. (A small, somewhat similar operation had previously existed in the University Library.) Print materials included textbooks, curriculum guides, and the like that were the same or similar to those used in local-area schools. Kits, manipulatives, and various realia were also available for student use in preparing lesson plans. "Make and take" equipment and materials were very popular as students prepared teacher-made materials for use in K-12 classrooms.
5. Center for Adaptive Technology in Education. Exceptionally well led by Ms. Jenny Clark, the CATE lab provided services primarily to EMU students who had a disability and who needed technology assistance in order to be successful with university academic requirements. The equipment was also useful in demonstrating to prospective special education students how technology could be used to assist learners with a disability. The CATE lab was located on the ground floor of the Porter Building.
6. College Technology Support. Two staff members—Cliff Elston and Ms. Valerie Hughes—spent much of their time in various locations in the Porter Building,

assisting faculty and staff members with any aspect of connectivity, computer use, software instruction, and the like. Cliff focused more on hardware and Val more on software and “use,” but, between the two of them, there didn’t seem to be anything that they couldn’t fix or teach how to use.

Associate Dean (Academic Services).

The duties of the Associate Dean (Academic Services) changed little with the move to the Porter Building, but the associate dean and the staff of the office now had far bigger and better space in which to provide services to students. The office suite was located on the second (middle) floor of the Porter Building, contiguous to and convenient to other student-intensive spaces. It included an office for the associate dean, one for the director of student teaching, a conference room, storage and work rooms, a large space for several other staff members, and a generous waiting area for students. Dr. Carolyn Finch came from another institution and served as this associate dean during 1999-2002, at which point she requested to move to a faculty position. Dr. Jim Berry, upon his return from an ACE Fellowship, served as this associate dean from 2002 through the remainder of the time I served as dean. As is shown in the chapter concerning students, very large numbers of students were well-served during this time on matters related to admission to and retention in the initial teaching program, including large numbers of post-baccalaureate students; teacher testing; student teaching and other field experiences; and recommendations for both initial and advanced certification. The fine work of Dr. Barbara Gorenflo and her considerable staff of student teacher supervisors, as well as other long-serving staff members, must be noted in this context.

Assistant Dean (Advising).

During the 2002-2004 years, Dr. Shawn Quilter served as an assistant dean for advising. A small suite on the ground floor of the Porter Building served both as a location for student advising, especially on a drop-in basis, as well as housing a “branch” office of the University’s career services function.

Health, Physical Education, Recreation, and Dance (HPERD)

Department and faculty offices of Health, Physical Education, Recreation, and Dance (HPERD) were located on the third (top) floor of the Porter Building in the southwest corner. Dr. Frederick Andres came from another institution and served as head in 1999-2001. Vic Chiasson served as interim head in 2001-2002, followed by Dr. Ian Haslam, who came from another institution, during 2002-2004. The department taught classroom courses in the well-equipped rooms in the Porter Building, but continued intensive use of specialized spaces in the Warner Building.

Leadership and Counseling (L&C)

Department and faculty offices of Leadership and Counseling were located on the third floor of the Porter Building in the southeast corner. Dr. Jim Berry continued as the department head through 2001, at which point Dr. Jackie Tracy became the department head for the remainder of time that I served as dean.

Teacher Education. Department and faculty offices of Teacher Education were located on the third floor of the Porter Building in the northwest corner. Dr. Alane Starko continued as the department head for the remainder of time that I served as dean.

Special Education. Department and faculty offices of Special Education were located in the northeast corner of the ground floor (the “garden level,” as they frequently referred to it) of the Porter Building. This put faculty members and students in close proximity to the Clinical Suite (speech and hearing), the CATE Lab, and a specialized computer/technology lab. Dr. Lynne Rocklage became department head in 1999 and remained in that position for the remainder of time that I served as dean, during which time EMU remained the state’s and nation’s largest producer of special education personnel.