

C H O I C E

The Center for Human Organization in Changing Environments
at Pacific Lutheran University
Tacoma, Washington

Early in 1969 PLU established a research-education-action arm, Center for Human Organization in Changing Environments. Its acronym, CHOICE, signals its function and style: to initiate processes and programs which will enable many segments of an urbanizing society to participate in making choices which may lead to quality of life in the region.

Funded by a three-year grant from the Board of College Education of the American Lutheran Church, it serves as the University's link with community action programs and agencies and plays a major role in the Tacoma Area College Consortium (comprised of Pacific Lutheran University, University of Puget Sound, Fort Steilacoom Community College and Tacoma Community College). CHOICE provides channels for increasing involvement by faculty and students in the community and aids in implementing the University's role as an agent of social change.

(From PLU Bulletin: CATALOG 1971, p. 13)

CHOICE FUNCTIONS

CHOICE provides a convenient structure for the University as a "corporate citizen" to carry out a variety of functions in and for the community. CHOICE's small core staff plugs in the resources and expertise of PLU faculty members to provide many services to private and public community agencies and organizations and church groups.

During the past year no fewer than 51 faculty members from 19 departments or schools carried out community services under CHOICE sponsorship. Services included the following:

Puget Sound Coalition, "Quality of Life" Project,
(with Tacoma Area College Consortium)
Educational Research for Puyallup Indians
Short Term Courses and other Services for
Day Care Centers
Courses in Drug Use Education
Communications Workshops for Community Groups
Staff Services for Tacoma Area Urban Coalition
Services to Community Council of United Good Neighbors (UGN)

Many projects involve minimal or "one shot" efforts on the part of faculty; others involve full or part-time summer assignments.

CHOICE also provides a variety of services to church organizations, including Seminars for Enrichment of Ministry for Clergy and Laity (2 weeks, Summers), and provides staff services for such agencies as the Inter-Lutheran Commission on Continuing Education, and conducts leadership/communications skills workshops for parishes and parish clusters.

CHOICE is an example of an effort of the churches, particularly of the American Lutheran Church, to develop new structures for the church to impact on the institutions of society at a time of radical social change.

SERVICES TO THE UNIVERSITY

CHOICE also serves as a channel from the community to the University family. In a sense it stands with one foot on campus and one foot in the community.

The CHOICE staff serves as a resource for instructors and students who wish to get in touch with the scores of public and private social agencies and organizations in the area. CHOICE maintains contacts with City, County, State and Federal officials and agencies, with Model Cities, Offices of Economic Opportunity (Poverty Program), Tacoma Area Urban Coalition, Community Council and others.

The staff also arranges for communications and human relations skills workshops and training, and provides consultation services to agencies and organizations in arranging conferences, workshops or public events, both on and off campus.

CHOICE office is on the ground floor of Harstad Hall near the main campus entrance. Come in and pay us a visit.

CHOICE STAFF

Core staff of CHOICE includes the Director, Robert K. "Bob" Menzel, our administrative assistant, James Hushagen, a PLU graduate, and the office secretary, Mrs. Stephanie Turnley. Special or part-time staff include:

Ralph S. Holmes, (Puget Sound Coalition)
Dr. Frank Collinge, (Puget Sound Coalition)
Rev. L. B. Mc Cullough, (Puget Sound Coalition)

A COMMUNITY HEALTH AND EDUCATION CENTER

CHOICE--Pacific Lutheran University

MISSION

To link community and University human and physical resources to the health and educational needs of people in the University's community.

GOALS

OBJECTIVES

- 1.0 To implement the concept of arranging the functions of a university--teaching, research, and service-- to achieve specific public purposes in providing human services.
 - 1.1 To secure the participation of at least five of the University's academic units in the Center (by December, 1983).
 - 1.2 To establish and implement policies and procedures "to achieve specific public purposes in providing human services" (by December, 1983).
 - 1.3 To enter into mutually beneficial associations with selected public and private educational and human service organizations (by May, 1984).
 - 1.4 To develop an appropriate organizational structure to stimulate and administer the Center (by August, 1984).

- 2.0 To provide a supportive environment for the exploration of new or different structures, methods, or approaches to meet the challenges of changed life-styles, socio-economic trends, and demographic movements.
 - 2.1 To undertake studies of the effects on individual and family life of the changed socio-economic condition of the nation and world, especially as they affect PLU's wider community.
 - 2.2 To give priority to the effects and amelioration of economic or social inequities on individuals and families.
 - 2.3 To relate present and future Center programs to such changed environments and conditions.

- 3.0 To enable faculty and students in several disciplines to apply, test, and develop concepts and theories in supervised practice settings.
 - 3.1 To explore ways in which each of the eight academic units can be involved in teaching, research, or service to achieve public purposes (by May, 1983).
 - 3.2 To expand and enrich the programs initially and currently involved in the Center (by May, 1984).
 - 3.3 To strengthen the applied aspects of selected academic programs (by May, 1984).
 - 3.4 To report and publish the results of applications of academic concepts and theories employed by the Center or its component programs (by September, 1984).

- 4.0 To develop and maintain an information gathering and dissemination capability on the human service needs and resources of the community and region.
 - 4.1 To have the capability to gather, store, retrieve and disseminate appropriate information on community populations.
 - 4.2 To have in place an information and referral capability for the community.

- 5.0 To develop responses appropriate to the Center's mission and resources to meet identifiable human growth and health needs of children, families and senior adults.
 - 5.1 To identify and select human growth and health needs for which appropriate responses may be developed.
 - 5.2 To identify and develop appropriate programmatic responses to identified needs and opportunities.
 - 5.3 To implement, support, and evaluate Center programs.

- 6.0 To assist in bringing about a more functional and responsive community.
 - 6.1 To identify, work with and support groups, organizations and individuals in creating a higher sense of community and responsiveness.
 - 6.2 To assist in creating greater community awareness and involvement on the part of the total University.

**A Brief History
of
CENTER FOR HUMAN ORGANIZATION IN CHANGING ENVIRONMENTS (CHOICE)
Pacific Lutheran University
1969-1986**

FOREWORD

For seventeen years, from 1969 to 1986, an unique parastructure operated at Pacific Lutheran University with the purpose of enabling the University to respond to community needs more rapidly than is ordinarily feasible. The extent to which the Center for Human Organization in Changing Environments (CHOICE) achieved those purposes is set forth in the following pages.

Pacific Lutheran University is very different today from PLU in 1969. As the document states, it has moved "from an ethnocentric, parochial and societally naive institution into a much broader, more universal and publicly involved institution."

During these years CHOICE "was one player among many during a time of widespread awakening on the part of many administrators and scores of faculty members, all of whom were attempting to respond to these challenges in creative ways."

This is a brief record of how that one unique structure interacted over the years with other sectors of the University toward the institution's successful efforts to grow toward excellence.

Robert K. Menzel, Prof. Em.
March, 1987

Center for Human Organization in Changing Environments (CHOICE)
Pacific Lutheran University
1969-1986

I. The Community Action Years: 1969-1975

The mandate for CHOICE called for a broader representation of the University in the wider community, particularly those forces which were involved in what was called "the urban crisis." Funds were provided as "seed money" by the American Lutheran Church from the special funds that the church body gathered to cope with urban poverty and racism. It was on that front that CHOICE began to work.

The proposal to begin an urban center at PLU was the result of discussions between The Board of College Education of the American Lutheran Church and the Administration of Pacific Lutheran University in mid-1968. The national church was responding to the national crisis as attention was focused on the inner city and the Vietnam war, while PLU was interested in "involving itself as a significant community force in helping to solve the problems of a technologized region as a corporate citizen." The "Proposal for the Establishing of a Center for Human Organizations in an Urbanizing Society" stated,

We propose to establish a Center at Pacific Lutheran University that can channel the full resources of the University towards finding the best ways to use human resources in an urbanizing society. The Center will be an educational, research and action agency specifically aimed away from the campus toward the broad region we serve.

The Center is to be established outside of existing departments, schools or colleges but have a pan-departmental dimension. It will be integrated into the regular academic program...through its structural relationship to the Academic Vice President.

Although the proposal is stated in secular academic language the concern of the Board for College Education of the ALC was theological, the foundations for which were articulated by Dr. Loren Halvorson, professor of theology and Luther Seminary and director of research and development for the Board. In summary, his point of view was that the church, in its social concerns and action, had neglected its potentially greatest resource in influencing society--the church-related colleges and universities. The Board's concern, accordingly, was to initiate parastructures on the church's campuses which could more quickly unloose some of the colleges' potential for urban development.

In response to the proposal The American Lutheran Church provided PLU with a seed grant of \$50,000 to fund the center out of so-called "national crisis funds." During the same year four other centers were opened at sister colleges. Through judicious budgeting and through the securing of many large federal/state grants and other sources, the seed grant assured the center of five years of life without drawing on institutional financial support.

In January, 1969, a candidate for Director with strong roots in the church, with an academic background, and involved in

community development was found in the person of Robert K. Menzel. His experience included fifteen years in urban parish ministry, ten years as associate professor of religion at Concordia College in Portland, and two as head of a community action agency, also in Portland. He had a M.S.T. degree in church-state relations. In mid-February, 1969, The Center for Human Organization in Changing Environments was in operation.

"Coalition" was one of the watch-words of the day, and the activities of CHOICE were directed toward identifying, joining and organizing civic, religious and private sector cooperative efforts such as the Federal Model Cities Program, the War on Poverty, the Urban Coalition, and the Puget Sound Coalition, and assisting the churches in their efforts to deal with the urban crisis.

A. Projects prior to CHOICE:

In the two years prior to the establishment of CHOICE-- from 1966 to 1968--Dr. Lowell Culver, asst. prof. of Political Science and Dr. Thos. Langevin, Academic Vice-President, were quick to take advantage of the funds provided by Title I of the Higher Education Act of 1965. Their first projects tackled the problem of racism through a series of "sensitivity training" sessions which brought black and white, affluent and poor, together in dialogue for the first time in Pierce County. These in turn laid the groundwork for most of the public and

private efforts which positively changed the situation in Tacoma. Langevin was instrumental in forming a local chapter of the Urban League, and Culver helped to establish a local chapter of The Urban Coalition.

B. "The Future of Puget Sound: A Citizen Awareness and Involvement Project":

Halvorson had used Robert Theobald, an internationally known economist and early futurist, as a consultant in planning the ALC's centers. Shortly after CHOICE began, Menzel met Theobald, who in turn referred him to Marvin Durning, a prominent Seattle attorney involved in environmental law, who was working with KING-TV to prepare a series of documentaries on the emerging ecological crisis. Halvorson had pioneered a media-community development model in Minnesota, combining the use of television programming and community discussion groups. The model was exactly what Durning and KING-TV were looking for.

The Puget Sound Coalition was formed with the major participants being Western Washington State College, Seattle University, Pacific Lutheran University, and KING Broadcasting Company. Focusing on ecological awareness over a year before the topic became a cause celebre nationally, the Coalition developed a massive "media/discussion/action" project involving the production of eight half-hour documentary films and the organization of some 400 discussion-action groups throughout the

Puget Sound region. In devoting one-half of the available Title I funds for 1971-2 to the project, OPCA labelled the project, "The Eighth Day," as "by far the most effective and far reaching project funded in Washington (State)." KING received a national award for outstanding documentary programming. The series was repeated a second year, with a spin-off a third year.

C. "Enabling Social Service Agencies in Responding to New Constituencies":

Concurrent with the second and third phases of the "Eighth Day" project, CHOICE capitalized on a three-year involvement with United Good Neighbors (now United Way). Aided by resources from CHOICE, United Way had undergone a radical overhaul in its functions, and realized that it had to serve more effectively the new constituencies which had been previously underserved. Entitled "Enabling Social Service Agencies in Responding to New Constituencies," the project enabled United Way agencies through workshops and consultations to identify their proper constituencies and to plan to serve them along with their traditional clients. This project was funded also by the State Office of Community Planning and Development. Several faculty members from sociology, psychology and education were regular consultants to this effort, and students were involved in evaluative surveys.

D. The Law and Justice System: "The Second Mile":

Spurred by the recognition and results achieved through the ecological series, the Puget Sound Coalition sought to apply the media/discussion/action model of community involvement to the criminal justice system. With the aid of OPCA staff, funding for a new series was secured for two years from the Washington State Law and Justice Planning Office, also with state-administered federal funds. This program was entitled, "The Second Mile," for which KING-TV produced a series of films, while the Coalition staff developed a set of six colorful and informative tabloids for use by the hundreds of discussion-action groups that were formed throughout the State. Once again the project received regional and national recognition for its civic contribution.

E. Associations with the Churches:

CHOICE was closely affiliated with the churches in the Northwest, both the three Lutheran synods and the churches in the ecumenical organizations. Activities included the following:

- * Assisting in formation of Ecumenical Ministries of Pierce County
- * Consultation and staff services for the Social Action Boards of the synods
- * Sponsoring local and regional conferences of national programs for the Lutheran Council in USA (LCUSA)
- * Developing, staffing and conducting summer continuing education workshops and courses
- * Coordinating church participation in the Puget Sound

Coalition's media/community awareness programs

*Published a Career Development Profile for clergy, which was widely used throughout the nation, and republished by a national career development agency

* Convening an inter-synodical conference on theological continuing education, out of which grew Lutheran Institute for Theological Education (LITE)

As the Lutheran churches gained more sophistication and expertise (and in some instances, staffing) in social ministry, the need for CHOICE consultation declined. The formation of LITE provided a solid inter-synodical structure to develop a program of continuing education for clergy and laity, more adequately meeting the need that CHOICE met on a less formal basis. After 1975, as CHOICE began to take on other roles, little contact with the churches was maintained. Once again, CHOICE filled its catalytic function and moved on ^{to} meet other needs when others were ready to take over.

F. Resource for Student Involvement:

CHOICE began its work at PLU at the end of the '60's when student unrest characterized the colleges of the nation, exacerbated by the spread of the Vietnam conflict and the violence in the cities. PLU students were for the most part uninvolved, sheltered in their semi-rural campus. CHOICE became a rallying point for a small cadre of activists by providing volunteer opportunities, referrals to action agencies, and as a resource in other ways, e.g., black-white dialogues. The

Director was instrumental in the formation of two inner city live-in experiments.

In April, 1970, two events stirred the campus to greater awareness: the incursion of U.S. forces into Cambodia, and the deaths of four students at Kent State University. On May 8th many colleges and universities closed for the day in protest. At PLU classes were held as scheduled, but plans were underway for a more constructive demonstration of concern. CHOICE aided a small group of faculty and students in strategizing for a National Crisis Forum which would involve the entire campus community. A group of distinguished faculty (Schiller, Farmer, Reigstad, Giddings, Moe, Johnston), together with five students, persuaded the faculty to eliminate or adjust final examination schedules so that a three-day event could be scheduled. In less than ten days scores of speakers were engaged, dozens of discussion groups and workshops set up, films scheduled for the May 18-20 event. Participation by students and faculty exceeded all expectations. A thousand students and faculty gathered for a teleconference with Senators Robert Dole and George McGovern. Summing up the event was Pres. Eugene Wiegman, who said,

School is NOT being closed. It is being opened up to meet the crises of our day in discussion rather than action in the street. This is education with immediate application to a lifestyle of dealing with challenges.

In Conclusion...

Expiration of the ALC grant, decline in sources of public

funds for community development and the change in the relationship of CHOICE to the churches, coupled with the emergence of opportunities in PLU itself called for assessment of possible continuing roles for PLU.

II. CHOICE--The Internal Years: 1975-1981:

From its inception the goal of CHOICE was to influence the curriculum through interaction with the community. Although the academic unit which would most likely have the largest share of human resources for such interaction was the Division of Social Sciences, there was also some interest in the School of Education and the School of Business Administration. An underlying assumption of the Administration in inaugurating CHOICE was that staffing should be maintained at a minimum, and that the limited staff should work as a catalyst for faculty and student participation in connection with course work, internships, or on a release time or volunteer basis. During the first five years of CHOICE five or six social scientists and one or two teachers from the School of Education were active participants in CHOICE activities, their work was largely on a voluntary basis, or on release time or summer contract. The Director of CHOICE and other academically qualified staff (Erling Mork, Anibal Mejia) regularly taught courses. However no significant curricular changes took place, except for an environmental concentration in the Division of Natural Sciences, stimulated by "The Eighth Day" community awareness program.

The influence of CHOICE on curriculum was not to be felt until about 1975. By that year the seed money support of The American Lutheran Church was no longer available, and the mission

of CHOICE had to be reviewed by the Administration. At the same time external sources of support (Federal and State funds) were shrinking, with the result that support staff could no longer be maintained, with the exception of the Director. Beginning in 1975 CHOICE began to be used by the Administration more as an internal resource for the development of new programs in response to national trends which called for the development of innovative curriculum planning in the face of a declining pool of high school graduates on the one hand and the increased potential for new adult students, particularly "displaced housewives" on the other. In the new "changing environment" of the mid-seventies, the Administration shifted the focus of CHOICE and its catalytic task on the "human organizations" of the University itself.

The change of emphasis actually began in 1972 when CHOICE was assigned a two-year marketing research project, funded by the Hill Family Foundation (later Northwest Area Foundation). Focus of the studies was on "new markets," particularly women and community college transfer students. (See published report on the project, Choice or Chance: Planning for Independent College Marketing and Retention, St. Paul: Northwest Area Foundation, n.d.) One of the results was inauguration of a program to make it possible for adults to return to college--Accelerated College Entry (ACE), and a stepped up program for recruiting transfers from community colleges. Both resulted in substantial enrollment of "non-traditional students"--women and students over 25 years of age. (Note:

several years later ACE was superseded by AURA--Accelerated Undergraduate Re-entry for Adults--when it was placed under faculty control under an academic administrator.) The two market research projects were reported on in two major articles, contributed by the CHOICE survey director, Dr. Douglas Leister of the School of Business Administration, in the Journal of Higher Education.

The skills of the director in community and organization development were placed at the disposal of academic and administrative units, many of which were attempting to respond to new challenges that the 70's were presenting to them. Some academic units were undertaking major curricular revisions, undergoing reorganization, and responding to the initiatives of new young talented faculty members. Other units needed assistance in preparing grant proposals for new programs. In the next two years consultations of shorter or longer duration were carried on with the staffs of the Office of Development, Office of Student Life, Computer Center, Division of Natural Sciences (including initial planning of the projected science center), Biology Department, and Music Department. In contrast to the high profile and pro-active approach of the Center in the community during its first five years the style during the internal phase of the late seventies was low key and reactive. First steps were taken in 1974 in developing a faculty development effort at PLU were undertaken in 1974 as part of the Northwest Area Foundation grant, beginning with a series of three

"Futures Seminars," which focussed on changes taking place in higher education. These eventually resulted in the formation of the faculty Task Force on Teaching and Learning.

The major commitment of CHOICE from 1975 for the next five years was devoted to two major efforts in the College of Arts and Sciences: the Integrated Studies Program and the "Improving Effectiveness in the Social Sciences" effort.

In June, 1974, a group of a dozen faculty members, convened by Dr. Curtis Huber, met at Alderbrook Inn on Hood^e Canal, underwritten by CHOICE special project funds. Purpose was to explore the possibility of developing an integrated studies alternative to the distributive core. The group immediately organized itself as a curriculum planning-proposal development task force; by the end of the summer a grant proposal for an innovative integrated studies program was sent to the National Endowment for the Humanities. The project was funded, and the rest is history. CORE-II, now in its tenth year, is described in the current Catalog. The role of the Director of CHOICE was two-fold: to assist the project director, Dr. Curtis Huber, in planning and implementing the annual one-to-two week faculty workshop in the Fall; and to develop and carry out an extensive evaluation research effort of the innovative program.

Two years later a similar opportunity presented itself for the Division of Social Sciences...one which eventually resulted in fuller achievement of the vision that the Administration had for CHOICE eight years earlier: more effective

institutional integration of curriculum and public purposes. The opportunity presented itself in connection with the new independent agency of the Federal Government which was established in order to encourage experiments in higher education: the Fund for the Improvement of Postsecondary Education (FIPSE). Enrollments in the Division of Social Sciences continued to grow, and many new faculty members were added. Many students and faculty in the Social Sciences were eager to combine practical learnings along with sound academic work.

Early in 1976, Dr. James Halseth, chair of the division, and Dr. Menzel, director of CHOICE, in consultation with departmental chairs and interested faculty, prepared a proposal for submission to FIPSE with a request for \$255,000 over a period of three years. In his cover letter Dr. William O. Rieke wrote:

In view of its emphasis on "changing environment," the CHOICE Center now seeks to more fully integrate its community service component with curricular involvement in the public arena. Pacific Lutheran University seeks to transit from direct to mediated service through the revision and enhancement of the social sciences curriculum.... Changing the focus of the social sciences from...(the) specificity of individual disciplines toward increasing the ability of students to apply social science disciplines in problem solving settings will clearly impact the community in a meaningful and significant way.

The association with FIPSE brought about results far beyond the modest goals set forth in the 1976 proposal, i.e., students with better decision-making skills "in public and organizational environments" and faculty more capable of

cross-disciplinary applications in public policy decision-making. Among the major outcomes are the following:

* Public policy as an area of inquiry provided the integrative rubric for most project activities. The Center for the Study of Public Policy was formed to facilitate the goals of the project, and was the catalyst, facilitator, resource and legitimizer of ad hoc study groups, inter-disciplinary research projects, conferences and workshops. Center study groups evolved into permanent programs of the University:

- a. Human rights study group---> Legal Studies Program
- b. Family Research S.G.---> Child Welfare Project
- c. Non-western area S.G.---> Foreign Area Studies Progr.
- d. Experiential Education S.G.---> Coop Education Progr.
- e. Women's Studies S.G.---> Women's Studies Program

* The Center sponsored 3 University-wide symposia, 14 workshops, 18 Student-Faculty Research Projects, 5 public policy forums, 10 faculty research projects, 12 student research and travel awards, and numerous guest lectureships.

* A Master's in Social Sciences degree program with three tracks was inaugurated. * The following division-initiated programs, all of which were internalized by the University, were piloted (in addition to those listed above):

Accelerated Undergraduate Re-entry for Adults (AURA)
Middle College (summer program for high school seniors)
Interface (biennial short courses for the community)
Women's Studies Program

CHOICE exercised its catalytic function by serving as the evaluation/planning arm of the FIPSE project by forming a team of Social Sciences faculty and students to carry out a program of evaluation research. A sophisticated action research model was developed by the CHOICE team in an effort to assess the results of the unfolding project. (See FIPSE annual reports and Final Report, 1979.) During the first two years a "formative evaluation" approach was followed, with a view toward providing data and information for each successive year's programming. At the termination of the program after three years, in June 1979, a summative report was made. Program adjustments and developments for each year were made to a large extent on the basis of the formative aspects of the evaluation team.

Also during this time period, because of his major involvement with the Division of Social Science, the director began to reestablish connections with State and County community development offices. As a result, one of the newer members of the division faculty, Dr. Arturo Biblarz of the department of sociology, began to work with the Pierce County Office of Community development and the manpower office. Under his direction massive Community Needs Assessment (CNAP) was undertaken, with over \$500,000 in public funds. The Provost assigned administration of the project to CHOICE. Nearly 20,000 homes were contacted by surveyors. Data from the needs assessment were used by County planning agencies for the next several years.

In keeping with its coordinating approach, in 1977 the director of CHOICE was designated coordinator of the decennial accreditation self-study in preparation for a site visit by the Northwest Association of Schools and Colleges in April, 1979.

The year 1978 was one of both personal satisfaction and reverse for the Director. In June, 1978, the director received the Ph.D. degree in higher education from The Fielding Institute; his dissertation was based on the voluminous studies made during the development of the Integrated Studies program. The setback came the following month in the form of a diagnosis of a malignancy at the base of his tongue. Although the prognosis for recovery was about 50-50, after extensive radiation treatment the tumor was arrested. Although he experienced increasing speech difficulties which eventually led to his retirement in 1986, he was able to work effectively for the next seven years.

In summarizing "The Internal Years" for CHOICE at PLU, these years may be seen as a preparation for a more intensive and structured involvement of the University with the wider community, and a greater level of integration of classroom learning with concurrent experience and community service.

III. Years of Fulfillment: 1981-1986:

In the Annual Report of The Center for Human Organization in Changing Environments for 1981-82 to the Provost the Director wrote:

During the past academic year the Director of CHOICE was confronted with a test of organizational competence--to put up or shut up, as it were--when he was appointed acting chair of the Division of Social Sciences. One test of managerial competence is that an organization still survives after the manager's term of office is completed. That much can be said--the Division is still in existence as of May 31, 1982.

In May, 1981, Dr. James Halseth, left PLU to become academic dean at Texas Lutheran College, leaving one year of an unexpired term as Chair of the Division of Social Sciences.

Half of the Director's work load was given over to a project that the previous chair had inaugurated--a well funded feasibility study for a facility which would serve children and families. Direction of the project was assigned to CHOICE in view of the fact that the study would involve many other University units in addition to the Division of Social Sciences. It was, furthermore, compatible in its goals with the original objectives of CHOICE--a major interface between University and community. The feasibility study and the resultant action taken in implementation of the recommendations of the study represent the most ambitious and far reaching project assumed by CHOICE in the years of its existence as a research-education-action arm of the University.

(A copy of A Feasibility Study of a Family and Child

Services Center is in the PLU Library.)

In early 1982 the Parkland School, one block east of the campus, was declared surplus by the Franklin Pierce School District. With some 50,000 square feet of space, the Administration leased the property to meet needs for additional classroom space and also to provide facilities for the family and child service center, now named The Family and Children's Center. In Fall, 1982, the center began operations.

To an extent scarcely visualized by PLU when CHOICE was founded in 1969, the Family and Children's Center (FCC) melded a conglomerate of academic programs and resources into an effective community service capability which draws on a large reservoir of expertise and energy. Furthermore, the Center provides new opportunities for students and faculty to combine theoretical knowledge with practice.

In contrast to the operation of CHOICE during its first six years, when programs were operated by staff and funded by external sources with relatively little participation by faculty and students, all the "players" in FCC are associated with academic units and curricular programs. The role of the director of CHOICE was entirely as a facilitator to bring diverse elements together in the pursuit of common purposes.

The feasibility study recommended that at least two elements be included in the Center: a child care center and a marriage and family counseling center. During 1981-2 it became evident that the Marriage and Family Therapy Program (MFT) needed

to have a clinic for practicum students. The spacious new "East Campus" provided the location for the program. First tenants of East Campus were the faculty and students of the MFT program, along with the faculty of the Department of Social Work, the Special Education unit of the School of Education, and the Director of the FCC.

The Social Work Department began to inaugurate the "Second Wind" health promotion program for Seniors, and also housed the ambitious "Teaching and Traineeship" program for social workers, funded by generous grants. The latter project gained national prominence through sponsorship of a regional conference on home-based treatment during the three years of its operation.

Through cooperation of Washington Women's Education and Employment (WWE) project, a program to train welfare mothers for the workplace, steps were taken to open a child care center. By the fall, 1983, a child care center, occupying three classrooms, was opened. The University Child Care Center became one of only four in the County to provide care for low income families, and also developed a pilot program in cooperation with mental health agencies for "mainstreaming" children from problem homes with "normal" children.

Also in 1983, with the aid of community block grant funds from Pierce County, a Monday to Friday after school program for "latch-key" children was begun in cooperation with Franklin Pierce School District.

The latter two programs were associated with the Special Education unit of The School of Education, providing first hand experience and observation of small children in a natural setting for education majors. A number of students were employed in both programs through work-study support.

In Fall, 1984, a high visibility and high risk component was added in the form of Good Samaritan School, an alternative school for adolescents with severe behavioral problems. A program of Good Samaritan Mental Health Center, a staff of three plus several part-time PLU students work with 12-15 boys and girls in a therapeutic-educational setting.

In 1985 a Wellness Clinic was opened in remodelled quarters, staffed by faculty and students from the School of Nursing, and community volunteers; patrons are for the most part families with small children, and seniors.

When the Director retired in January, 1986, plans were under way with Franklin Pierce School District to operate a Head Start program in East Campus beginning in the fall.

The Family and Children's Center became well established in fine facilities through a \$165,000 community development block grant to renovate portions of the old buildings. Included were modifications to eliminate handicap barriers, facilities for the counseling clinic, meeting rooms, and renovation of three rooms in the south wing for the child care center. The clinic facilities are exemplary, with one-way glass observation rooms and audio-video equipment.

Perspective on the Family and Children's Center

Between 1981 and 1986, when the Director retired, The Family and Children's Center was the chief function of The Center for Human Organization in Changing Environments (CHOICE). In fact FCC was a fulfilment of the goals and intentions that the Administration had when CHOICE was planned and organized in 1968 and 1969.

From the outset FCC had a clear mission to achieve central purposes of PLU. While all units of the University foster learning through their teaching, their quest for knowledge, and serving broad goals of community service, FCC achieves its teaching and research goals while providing direct community and human services. Following a "matrix organization"* approach, one which is characterized by dedication to purpose, employment of skilled and motivated people, and flexibility of response to new information or challenges from the environment, the Center has been able to reach a high level of goal achievement and credibility during its short existence.

(* Matrix organization: typically an organization adopts the matrix approach when a complex project is contemplated which requires the skills and talents of people from many sectors of the organization. A director is assigned to head the project and workers from diverse units of the organization are pulled together to develop the new "product.")

CONCLUSION: Retrospective on CHOICE

It is impossible to be objective, particularly when the observer is also one of the major players. This is no less true of the "hard scientist" as well as of the historian and social scientist, as Heisenberg demonstrated, i.e., that the "thing" being observed is altered by the observer.

It would be bold and reckless to claim that CHOICE has been a major influence on the policies, programs and public perception of PLU during the past seventeen years. What is safe to say is that history of CHOICE parallels and interacted with the movement of the University from an ethnocentric, parochial and societally naive institution into a much broader, more universal and publicly involved institution.

In 1969 the leadership of the University wanted to move it fully into the twentieth century, already well into the third trimester. The formation of CHOICE was one of the chosen strategies. But the rest of the institution was not ready for that path to contemporaneity. As a result, while CHOICE enjoyed great community acceptance throughout the Puget Sound region and racked up substantial public relations gains during its first five or six years, its chief role during those years was to accompany and reinforce efforts of the Administration to make PLU a more cosmopolitan and universal institution.

While the role of CHOICE was low profile during the

middle years (1975-1981), its influence was felt particularly in those areas where the University attempted to make changes and innovations which were being called for by the challenges posed by charges of irrelevance, unresponsiveness and discrimination. These influences were exerted in the fields of faculty development, organizational change, and curricular innovation, as described in the section on "The Internal Years." Admittedly CHOICE was one player among many during a time of widespread awakening on the part of many administrators and scores of faculty members, all of whom were attempting to respond to these challenges in creative ways.

By 1980 the time was ripe for a major application of the premise that, for many students, especially in the social sciences and professional programs, sound academic work must combine experiential aspects with sound theoretical knowledge. Specifically, the thrust of the Division of Social Sciences toward applied theory as a result of the FIPSE-supported work since 1976 prepared the way by demonstrating the viability and strength of a multi-disciplinary approach. In the Family and Children's Center, CHOICE extended the model from the Social Sciences by including elements from other academic units of the University, particularly Education and Nursing.

The role of CHOICE as a grant developer is referred to frequently in the foregoing--a major role during the past seventeen years. The record shows that between 1969 and 1985 a total of \$1,069,000 in external funding was generated from

thirteen different sources. Largest were grants from Pierce County Office of Community Development: \$165,000 for building renovation, and \$341,000 for the CNAP survey. Many of these also included substantial "indirect cost" figures which went toward project administration.

The retirement of the Director in 1986 leaves the position unfilled, although a new director is in charge of the Family and Children's Center. The future of CHOICE is uncertain. Once again the Administration will need to determine whether or not such a parastructure is viable and prudent, or whether a much more mature and complex University as PLU is today can adequately respond to the challenges of the still "changing environments."

Robert K. Menzel

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1978

Center for Human Organization
in Changing Environments:
Choice

Since 1969, CHOICE, the Center for Human Organization in Changing Environments, has functioned as a community service and action-research arm of Pacific Lutheran University. The acronym, CHOICE, conveys its function and style: to initiate processes and programs both on and off campus which assist people to participate in making choices which may lead to improved quality of life.

CHOICE has assisted many communities caught up in the turmoil of urban change by providing linkages with community service agencies and offering channels for social involvement by faculty and students. Increasingly, CHOICE has been instrumental in catalyzing needed processes of change on campus in order to effect better use of the University's resources.

The change agent function of CHOICE, regarded with considerable distrust by much of the faculty during the first five years, has come to be recognized and widely accepted as CHOICE's activities became more internalized. The techniques of community and organizational development, which were successfully used by CHOICE to improve community agencies, began to be used by various units of the University, including the offices of Development, Student Life, Division of Natural Science, the School of Music and others. Since faculty members and many administrators must assume administrative roles without specific training, CHOICE has assisted in the planning phases of major curricular revisions, including CORE II, the Music and Biology curriculums, and the Division of Social Sciences.

CHOICE has been instrumental in the evolution of an indigenous approach to faculty development whereby the individual faculty member is stimulated

toward improvement by participating in curricular changes with his/her colleagues. As a result some 75 faculty members have been involved in intensive faculty development efforts. In these efforts, CHOICE has had to retain a low profile in order to avoid the opprobrium which frequently attaches itself to many separately established faculty development centers.

The mission originally conceived for CHOICE in 1968, that is, to strengthen the connections between academe and the community for the mutual benefit of both, came closest to fulfillment as a result of collaboration between CHOICE and the Division of Social Sciences in securing a three-year grant from the Fund for the Improvement of Postsecondary Education (FIPSE). Through this effort the Division of Social Sciences has undergone reorganization, interdisciplinary teaching and research have become widespread, and scores of students are working for academic credit in a wide variety of public and private agencies, and some thirty faculty members have established on-going relationships with organizations about whom they teach. (See the Report of the Chairman of the Division of Social Sciences.)

Since change and innovation require a sound data base, CHOICE has begun to develop a program evaluation capability for several units of the University. Presently the Director, assisted by an Evaluation Team, serves as program evaluator for CORE II, the FIPSE project, and a CAUSE (NSF) grant to the Biology Department. The Director is also coordinator for the Accreditation Self-Study Steering Committee.

Community Service

CHOICE continues to be responsive to community needs which come to its attention. During 1978 the Division of Social Sciences initiated, and CHOICE supervised, a massive community needs assessment survey of 20,000

residences in Pierce County--26% of the total residences. Full details of results are in the hands of Dr. Arturo Biblarz, project director. Total budget for the project, funded by Pierce County Manpower (CETA) and the Office of Community Development, was in excess of \$450,000.

Personnel

Director of CHOICE since its inception in 1969 is Dr. Robert K. Menzel who reports to the Provost. Staffing is provided entirely on a part-time basis in response to project demands by PLU faculty. During 1978, six faculty members, all from the Division of Social Science or School of Business Administration, served as adjunct staff for CHOICE.

An Example of Community Advocacy

Section: Non-reimbursable Services on Behalf of the University to
the Community

Title: The Community Council of the United Good Neighbors (UGN)

The involvement of CHOICE with the United Good Neighbors began in October, 1969 as an outgrowth of discussions in the Executive Committee on the Tacoma Area Urban Coalition regarding the delivery of services on the part of UGN agencies. Preliminary research brought to light a comprehensive study of health, welfare and court services, commissioned by a special Tacoma Citizens group and done in 1966 were brought to light. Since none of the recommendations made in that expensive study had been implemented, notably suggestions regarding the activation of a planning function by a related Community Council.

Several TAUC members were involved between mid-October and mid-December in a series of meetings. Three or four strategy meetings were held in order to bring pressure to bear on the Board of Directors of UGN to provide additional funding to newer agencies serving the needs of consumers not adequately served by UGN agencies, in particular, the rapidly growing services of the Tacoma Urban League.

At the same time a new Executive Director was being selected and the Urban Coalition attempted to secure assurances from the Selections Committee of the Board of Directors that the new Executive Director would have some experience in the delivery of services to people not presently adequately served by UGN agencies.

By January, 1970, a strategy was developed to reactivate the Community Council and to make certain that a majority of the members of the new

Community Council would be sensitive to the needs of the minorities and the poor.

Twelve members of the Community Council, according to the United Good Neighbors by-laws for the Community Council, were to be selected by ballot at a meeting of the Community Council Assembly. The Assembly is composed of representatives of any social service agency in the county and each such agency may send up to two delegates. This process made it easy to ensure the election of 12 sensitive people to the Community Council. These 12 together with the 12 appointees of the UGN Board in turn selected 6 additional members to the 30-man Community Council Planning Committee. The Director of CHOICE was included among those so selected.

Subsequently an assistant director of UGN for planning was selected by the UGN Board upon recommendation of the personnel committee which included Dr. John Schiller of the Community Council Planning Council Board, and also a number of the powerful Finance Committee of the UGN.

The Director of CHOICE subsequently secured a position on the Research Committee of the Community Council, which committee was to undertake the first intensive study of all UGN agencies. During November and December, 1970 the Director spent between 30-38 hours (over 1 full work-week) in interviews with the UGN agencies and in drawing up subsequent recommendations to the Planning Council.

As a result of the study and recommendation of the 5-man Research Committee the Budget Committee of UGN recommended far-reaching changes in the way in which funds were allotted to agencies. For the first time in the history of Pierce County, UGN allocations were made not only on the basis of cursory reviews of requests balanced off against the UGN pledges but instead began to reflect the findings of investigation and research. The Board of Directors of the UGN unanimously upheld the procedures of the

Research Committee and the action of the Budget Committee taken on the basis of Research Committee findings. One of the most severely affected agencies happened to be the large Lutheran Welfare Society, in particular its social services component. The action resulted in a long-needed shake-up of the agency (with the help of LCUSA's Division of Welfare Services).

SECOND PHASE: 1971-1972

The planning process inaugurated during 1970 has been very well received in the Community, with the exception of those agencies whose programs were called into account at certain points by the findings of the Research Committee.

During 1971 the Community Planning Process has been expanded and the Research Committee has suggested that 3 representatives of the Tacoma UGN by designated to participate with the respective UGN agency Board of Directors in setting ways and developing program alterations during the coming year. The Research Committee has suggested that a member of the Community Council, a member of the UGN Finance Committee and a third person selected from the Community at large be designated to sit with each of the 26 agency Board of Directors.

The Community Council then instructed the Research Committee to develop a set of priorities of community need against which the recommendations from the various agencies would be evaluated for 1972 program funding. This process is being implemented as of the date of this report.

The Director of CHOICE was regarded as a representative of Pacific Lutheran University and it is the public understanding that he is placed at the disposal of the community by the University.

In terms of time devoted to these activities approximately 10 hours per month is devoted to the Community Council and related concerns in addition to the 48-hour block of time given in November and December, 1970. A total of some 148 hours which prices out somewhere in the vicinity of \$1,500.00, in addition some 600 miles in travel was accumulated and 15-20 hours of secretarial services also rendered.