

COVENANT FOR HUMAN BEHAVIOR
PROGRAM

1. The members of this staff agree to meet on time for all scheduled meetings.

2. DECISION MAKING:

We agree to govern this program by consensus. All major decisions will be decisions of the full staff, arrived at by full discussion and consensus. By this we do not mean unanimity. We mean that each member of the staff is committed to find solutions to problems that are agreeable to all parties. Each member should present his own views as fully and openly as possible. Each member concerns himself with the doubts and disquiet expressed by any other. The object is a solution to problems about which each member can feel easy, and if not in full accord, at least willing to work for. The group commits itself to keep working at problems until they are solved. All such agreements are, of course, open to review and change.

3. ROLE OF THE COORDINATOR:

As indicated in Section 2, the coordinator has no special authority in the decision making process. The coordinator represents this program to the rest of the college. The coordinator signs whatever documents or papers require official signature. The coordinator's tasks can, and should, be fairly often delegated to the other members, so long as this causes no serious confusion.

4. ROLE OF THE STAFF:

The staff members will share in the deliberations on all major issues.

They devise and administer the curriculum jointly.

We agree to maintain our commitment to the outline of the curriculum jointly devised, to stick close to this outline in our seminars, and to make important changes only by consensus of the whole staff.

Each staff member is responsible for his own seminar groups, and for independent study contracts with the students in his seminars.

Staff members agree to be open to input by students, and by fellow staff members.

5. ROLE OF THE STUDENTS:

The students are chiefly responsible for devising the curriculum for the last section of the program.

Each student is required to pursue an individual project (or projects) throughout the year. These projects are to be proposed by each student and the details worked out in consultation with his seminar leader. (Peculiar or puzzled proposals should be reviewed by the full staff.) The student and his seminar leader will then draw up a "contract" describing the project in detail: its goals, the methods to be used, its evaluation. The student is responsible for fulfilling the terms of the contract; the staff member will offer whatever assistance and guidance is required, and participate in evaluation.

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The staff has set no specific limit on the range of projects that will satisfy this requirement, except that the projects should be consonant with the general goals of the program, and be acceptable as worth about one-third of the full credit for the program.

Students can devise group projects and thus meet the demand for "independent projects."

Students are encouraged to develop week-long workshops of their own. Work on such a workshop would qualify as an "independent project."

There will be a full-group meeting of the program every Monday morning. One function of this meeting will be to serve as a student forum for the discussion of program business. If necessary, the students can organize a separate forum for business discussions.

From time to time task forces of students will be organized to deal with particular problems. These task forces will disappear once their work is completed. These task forces can be organized at staff request or at student request.

Students will participate in the selection and development of their projects for the second section of the program (March-April). If the project is an internship, for instance, the student will be involved in choosing the job involved, in finding the internship position, and in preparation for the internship. Of course, the responsibility for these projects is shared by the staff and the students.

The staff wishes to encourage student criticism of the program, and, so far as is practicable, student participation in the design and administration of the program. The whole program will be involved in the discussion of student-initiated program changes.

6. FACULTY SEMINAR AND FACULTY BUSINESS MEETING

The FACULTY SEMINAR will meet Monday evenings to discuss the curricular content of the program. This will not be a meeting for "business," and will devote itself to group exploration of the academic content of the program.

The staff will meet Mondays from 12:00 - 2:00 for a FACULTY BUSINESS MEETING.

7. EVALUATION

The staff agrees that a careful evaluation process is essential to the program. It further agrees that evaluation should be in accord with the method known as "Management By Objectives." By "Management By Objectives," we mean the following process:

- a. The student and his seminar leader will meet to discuss and agree on overall goals and broad requirements of the program.
- b. The student then, with the help and guidance of his seminar leader,

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sets for himself specific targets -- objectives -- to meet for a specified period of time, e.g. three months. The responsibility for forming and meeting these goals is that of the student. The seminar leader's role is to consult with the student, to help develop realistic objectives for that student.

- c. The next step involves "the management process;" i.e., the process by which seminar leaders help students to meet their objectives.
- d. The final step involves a meeting with the student and seminar leader to (i) determine if and how the objectives were met; (ii) the student and faculty member evaluating his progress; and finally (iii) the setting of new objectives for the next period of time.

Student Evaluation: The student and his seminar leader will discuss at length the student's objectives in the program, and will reach a mutual understanding. Evaluation will then be a matter of determining how well the student has met his goals, and of charting his progress toward those goals. The student will evaluate his work, as will his seminar leader. All evaluations will be open to the student. Details of this process are left to each seminar leader.

Faculty Evaluation: We agree that the paramount goal of faculty evaluation is improvement of faculty performance. Faculty seminars will, periodically, devote themselves to this mutual evaluation, both of our performances, and of the program itself. Student evaluations will be solicited, and faculty will make regular self-evaluations -- in journal form, or whatever other form the individual faculty member feels comfortable with.