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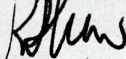
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Edwardsville Bulletin

To the Faculty and Staff of Southern Illinois University at Edwardsville

Vol. 9, No. 13
February 18, 1977

MEMO TO: The University Community

FROM: Kenneth A. Shaw, President 

SUBJECT: Problem Identification Process, Priority Ranking of Problems

Attached is a summary chart showing individual group and overall priority rankings of the sixteen problems which were discussed at the meeting of February 11, 1977.

As one discussion leader pointed out in his post-meeting report, "There were concerns expressed that these numerical exercises would be interpreted too literally." All post-meeting reports received from discussion leaders included comments which should be considered in interpreting the numerical chart which is attached. These comments can be grouped under three main headings: (a) the restrictive nature of the problem-listing itself; (b) the interrelationships of problems; and (c) the variations-in-type of the problems listed. Excerpts from the reports follow under these three headings.

1. Restrictions

- a. The PIP process was probably the most "democratic" event this institution has ever witnessed even if the level of frustration was very high in dealing with the kinds of restrictions placed upon us.
- b. There was, however, voiced frustration at being constrained to rank 16 previously identified general problem areas.
- c. At times the level of frustration of the group (including myself) rose to high levels as we attempted to delineate and define the priorities as they were listed.
- d. The group decided to discuss the different meanings of the term, most important.
- e. It was difficult to "buy into" the narrative statements that elaborated possible concerns of the umbrella topics.
- f. The group feared ranking the terms because the definitions were not provided and group definitions on the form were discouraged.
- g. The most crucial point of our group centered not in identification but definition.

2. Interrelationships

- a. Many of the problems were interrelated and consequently one would have bearing on another.
- b. The systematic relationship of all 16 areas became evident to most of the participants by the middle of the afternoon.
- c. The task of prioritizing sixteen problems is extremely difficult when in fact the sixteen problems tend to be all related to each other in some form or fashion.
- d. The definitions were quite broad and overlapped considerably. Therefore, the priorities might be ranked according to the level of specialization of the category.
- e. Most of the discussion time was devoted not to the prioritizing of the 16 separate problems, but to the examination of interdependencies among them.
- f. The sequential chain-like nature of all of these issues was discussed.
- g. The only comment I can make regarding the reason for our group decisions on priorities was the conviction that if certain items were dealt with and solutions found, other problems would be minimized.

3. Variations-in-Type

- a. The sixteen problem areas identified seem to separate into problems and symptoms of those problems.
- b. Some distinction was made between the problem (i.e. the disease) and the symptoms.
- c. The problem was not so much a difficulty in assessing priorities, but rather, a difficulty in establishing priorities among a series of subjects, some of which were goals and some of which were means to a goal.
- d. The main problem area that I view is not in the goals, but in the means to these goals.
- e. If and when the means to the goal of excellence are forged, it will be possible to make decisions about the priorities of these goals.

- f. There was great confusion over the 16 problem categories. It became evident to this group that problems like academic excellence were goal statements and issues such as budget were problems.
- g. Simply put, the stochastic nature of all of the "problems" was a valuable understanding gained by each of the members.

Again, deepest appreciation is expressed to all who participated in PIP -- it was just the beginning, and together we will continue to move forward toward achievement of our mutual goals.

* * * * *

On March 3 at 3:30 p.m. in the Communications Building Theater, I will speak to the University community, addressing the problems and priorities that were indicated in the meeting of February 11. My remarks will revolve around the kind of University community I think we should have, and I will indicate how we should attack the problems.

FINAL PRIORITY RANKING OF PROBLEMS

PROBLEMS	GROUP NO															GRS TOTAL	GPR TOTAL	FINAL GRS RANK	FINAL GPR RANK	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15					
1. Administration	¹ GRS ² GPR	56 4	65 5	30 2	18 1	45 3	58 4	27 1	50 4	61 4	50 5	31 2	36 4	25 1	42 2	47 3	64.1	45	2	2
2. Affirmative Action	GRS GPR	119 15	139 16	163 16	137 11	63 5	112 14	100 12	56 6	75 7	120 12	144 15	77 8	113 14	115 12	134 16	1667	179	14	14
3. Budget	GRS GPR	50 3	60 3	48 3	145 14	72 9	49 3	30 2	55 5	69 5	10 1	48 5	18 2	40 3	87 8	26 1	807	67	3	3
4. Collective Bargaining	GRS GPR	121 16	133 15	145 15	105 10	109 15	143 16	114 15	82 10	144 16	150 15	169 16	114 13	129 16	122 14	131 15	1911	217	16	16
5. Curriculum	GRS GPR	69 8	91 8	69 5	96 7	69 7	87 9	87 10	88 11	50 3	60 6	96 7	99 11	85 10	66 7	61 5	1173	114	6	6
6. East St. Louis Center	GRS GPR	78 10	120 11	88 8	68 4	101 13	106 11	65 7	70 7	79 9	40 4	96 7	49 5	69 7	48 3	117 13	1194	119	8	8 T
7. External Relations	GRS GPR	39 2	122 12	144 14	174 16	90 10	86 8	76 9	88 11	95 11	80 8	112 9	114 13	124 15	117 13	91 10	1552	161	12	13
8. Governance	GRS GPR	64 5	91 8	58 4	51 3	97 11	119 15	74 8	46 3	96 12	90 9	113 11	27 3	71 8	56 5	126 14	1179	119	7	8 T
9. Institutional Excellence	GRS GPR	66 6	66 6	22 1	40 2	38 2	25 1	52 4	36 2	26 1	20 2	12 1	9 1	41 4	14 1	30 2	497	36	1	1
10. Internal Communications	GRS GPR	66 6	104 10	120 11	155 15	64 6	106 11	110 14	113 15	132 15	140 14	136 13	117 15	99 12	110 11	110 12	1682	180	15	15
11. Morale	GRS GPR	113 14	59 2	88 8	96 7	124 16	65 5	93 11	81 9	130 13	160 16	115 12	144 16	91 11	158 16	56 4	1573	160	13	12
12. Personnel Policies and Operations	GRS GPR	111 13	125 13	113 10	101 9	69 8	85 7	127 16	112 14	70 6	100 10	137 14	67 6	68 6	94 10	107 11	1486	153	10	10
13. Planning	GRS GPR	36 1	80 7	70 6	79 5	19 1	44 2	64 6	126 16	42 2	130 13	37 3	83 9	51 5	60 6	88 9	1008	91	4	4
14. Recruitment and Retention of Students	GRS GPR	76 9	61 4	87 7	141 12	107 14	78 6	51 3	80 8	85 10	110 11	85 6	69 7	84 9	53 4	83 7	1250	117	9	7
15. Salaries	GRS GPR	80 11	48 1	124 13	141 12	99 12	87 9	100 12	111 13	130 13	70 7	112 9	93 10	102 13	124 15	67 6	1488	156	11	11
16. Student Concerns	GRS GPR	80 11	132 14	120 11	84 6	58 4	110 13	53 5	30 1	76 8	30 3	43 4	108 12	31 2	88 9	86 8	1129	111	5	5

¹ Group Raw Score = GRS
² Group Priority Ranking = GPR