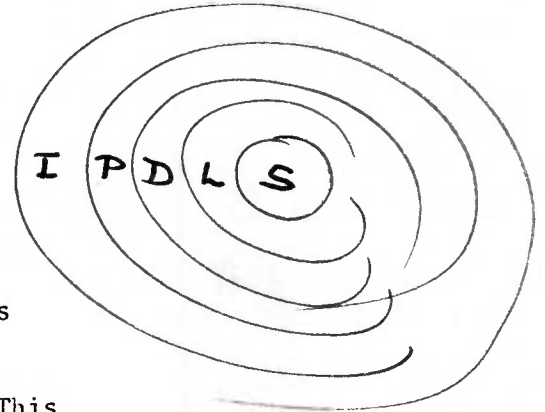


In current liberationist jargon, this thinksheet is about "contextualization." PURPOSE: To provide a visual helping to avoid piecemeal, and therefore irresponsible, evaluation. As the least authentic "solution" of a problem is finding a scapegoat to blame [the demontheory], instead of doing the hard work of "situation definition" [another term, from planning, for what I'm here calling "contextualization"], the most authentic evaluation will keep in mind, throughout the process, all the contexts, spheres, factors. The following display of these only begins to sketch the dimensions and essential questions.



I

Is the INSTITUTION doing what it's supposed to do? This breaks down into [1] is it articulating goals/processes appropriate/adequate to the human needs it claims to be addressing, and [2] does its programming faithfully instrument this articulation? What's the vision ["the Kingdom of God"], what's the process of self-calling to account in the presence of the vision, and how effective are the overall functionaries (president, trustees, staff) face-to-face with this overall responsibility? If there's to be realistic and therefore hopeful distribution of "blame" when something fails, this outermost circle must not, Watergatelike, be excluded from the possibility of accepting a share of the blame. With such realism, creative change [biblical "repentance"] is possible.

P

To each particular PROGRAM should be applied the criteria adduced in the paragraph immediately above. A program may be pathological because [1] misshapen from birth, [2] malnourished with energy, theory, and humility, [3] diseased from invading, inimical forces (persons, interpersonal dynamics, enervating and/or canceling ideas), and/or [4] listless-depressed from "dailiness," i.e. mindless repetition of its processes.....or even [5] cancerous from having taken off into a life of its own, independent of its birthing-overseeing institution. Any program needs continuous evaluation as to whether it should (a) continue, (b) be modified, (c) be reduced, or (d) be expanded.

D

A particular program's DEAN should be under continuous review on all the criteria under "I" and "P." Is he/she effective vis-a-vis the institutional and programmatic goals? Is he/she a good team-worker vis-a-vis the other deans, the president, the trustees, the staff to/for whom the dean is responsible? Is he/she supine/stubborn --i.e., either a "yes"-person or a bullheaded, "I'll-run-my-own-show" independent? Are the paper-and-person processes throughout his/her sphere clear and functioning? Does he/she balance yang/yin, confrontation/consolation, responding to situations flexibly rather than in a frozen, ideologized, personalized "style"? Does he/she make decisions with maximum feasible time/participation, so that he/she cannot be fairly accused of intrigue, indirection [confrontation-avoidance], peremptoriness [my saying that "Whosoever is not in on the takeoff will not be in on the landing"]?

L

In addition to all the criteria above ("I," "P," "D") appropriate to his/her responsibilities, how effective is the LEADER of a particular program component? What are the best questions to ask to assess his/her effectiveness? Has he/she been in this action long enough for his/her effectiveness to be assessed fairly, or should more time be given [say, another semester or another year]?

S

Finally I get to the STUDENT, the circle most apt to get evaluated, "graded." Because educational institutions are so well developed in the minute examination of their potential products, I need give least attention to this circle on this thinksheet. But as for evaluation from students, what instruments for this, and how weigh responses?