ABSTRACT

PATTERNS OF TIME ALLOCATION AND ACTIVITY IN THE ADMINISTRATION OF A CO-EDUCATIONAL RESIDENCE HALL

By

Robert Judson Carlberg

The Problem

The purpose of this study was to explore the utility of the participant observer method for delineating administrative time allocation and activity patterns in a co-educational residence hall. The task was:

1. To describe and analyze time, activity, and personal interaction patterns in the student personnel administration of a large university residence hall;
2. To examine the topical content of activities which consume the administrator's time;
3. To explore the existing conceptual and methodological underpinnings for studies of time allocation in the behavioral sciences; and, hopefully, to contribute additional concepts and methods to this body of knowledge.

Methodology and Procedures

Using the diary technique, supplemented by other indexes, the chief student personnel administrator in a large residence hall (capacity 1,276) collected time, activity, and information flow data during five representative periods between May, 1969, and January, 1971. Supplemental data were also collected by five other staff members in the same hall. The observed time data were analyzed according to how they were allocated to activities, to other people or groups, and to topics of information. Administrative time patterns were then constructed on the basis of the data.

Major Findings of the Study

Three generalizations may be drawn from the study. First, the participant observation method is a viable alternative for examining the time allocation and activity patterns of a residence hall administration. Second, information overload conceptualizes an administrative problem: the administrator often receives two or more information inputs simultaneously or he receives input B before he has been able to process input A. Third, time and values interact to influence an administrator's behavior.

Several representative patterns which emerge from the data analysis are:

1. The chief administrator allocated an average 10.7 hours per weekday and 2.5 hours per day on weekends to professional activity.
2. The chief administrator's daily activity pattern generally began prior to 9:00 A.M., concentrated on outputs requiring individual effort early in the day, was diverted by inputs from others, and ended after an evening of professionally related activity interspersed with personal pursuits.
3. Time allocations to topics of information were influenced by seasonal pressures which developed during the academic year.
4. The chief administrator reduced his information overload by delegating inputs to other members of the professional staff.
5. If time is viewed as an index to values, the chief administrator valued research and evaluation activities most.

The patterns may be used to: (1) suggest alternative time allocations and staff structures which will reduce information overload; (2) construct accurate job descriptions; and (3) develop relevant in-service training programs.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Time is an elusive resource. At term's end, college students often unsuccessfully attempt to extend it with pep pills to accommodate the three research papers, four finals, and unread texts which demand their attention. Administrators seem to search endlessly for more time, but it slips away at a steady rate leaving behind unmet deadlines, unsolved crises, and shadowy dreams of leisure moments.

Time perspectives of the physicist, philosopher, anthropologist, geologist, historian, astronomer, or harried administrator vary significantly. Each measures time differently in his professional role. But while views of it may vary, time is a quantifiable measure with certain attributes not present in qualitative analysis. In this study, time is defined as a quantitative measure of an activity performed by or engaged in by an administrator.

Effective administrators begin self-evaluation by finding where their time actually is spent (Drucker, 1966). In gathering forces to accomplish a task, the administrator

discovers that his scarcest and most unique resource is time. Of the major resources, money is usually quite plentiful, and more people can always be hired. "But one cannot rent, hire, buy, or otherwise obtain more time" (Drucker, 1966, p. 26). Time is not subject to the fluctuations caused by supply and demand. Nor can it be stored, for it is totally perishable.

The Need

For many years, money has been the resource used to gauge effective administrative practices. Recently, demands for broader accountability have been issued from Washington to agencies using public funds. State capitols are now modeling this example, especially as they scrutinize higher education's use of resources.

One resource which has fallen under the spotlight is time. In most cases, investigators have been content to look at the gross uses of time by an agency or administrative unit. The Program Evaluation and Review Technique (P.E.R.T.) illustrates a macroscopic system analysis approach employed to evaluate the allocation of resources, especially time (Smalter, 1966).

Another systems analysis method has been proposed for higher education to "describe quantitatively the way in which university administrators collectively allocate resources in an effort to meet demands placed upon them by a constantly changing student population, and to

provide a tool for experimenting with alternative allocation policies in the face of these changes" (Koenig, 1966, p. 2). To meet this objective, Koenig proposed that the inputs of time, space, and money resources be examined to determine how effectively each was being used to contribute to the university's final output: an educated student.

As if to underscore the need for broader evaluation in higher education, Michigan State University's Office of Institutional Research recently issued an internal alert to administrators.

> It is obvious all over the country that state budget offices and legislatures are looking at higher education with an ever more critical eye and are, each year, demanding more and more detailed data to support budgetary requests. The university lacks adequate information for fully justifying its budgetary request and for allocating resources within the institution in an equitable manner. We believe that it will take some time before an adequate data system can be developed and sufficient experience with it acquired to make really effective use of it in decision making. It is, however, clear that we must gradually get more information on the manner and effectiveness of resource utilization in our departments and colleges (Dressel, et al., 1970, p. 4).

The Office of Institutional Research staff suggested that student credit hours generated no longer provide an adequate base for budget preparation, salary, cost studies, and faculty records. A macroscopic analysis of administrative and faculty time use was proposed to provide a more equitable distribution and reporting of faculty responsibilities. The analysis is based on the

assumption that most faculty members spend about fifty hours per week in their university-related activities, divided among the following categories: instruction and related activities, research and scholarly activity, service programs, administration, and professional development. When units (one hour equals two units) are computed in each category, the university will be able to describe accurately in macroscopic terms how its faculty uses its time to produce measureable output (Dressel, et al., 1970). Thus, the university will have the capacity to respond to the demands for data concerning faculty time use issued in the legislative rider to the 1970-71 Michigan Higher Education Appropriation Act.

Indications are that careful scrutiny of professional time use may become more microscopic in the future. However, neither the state nor the university has announced the development of methods to measure and analyze time allocations in detail. The need exists for the development of such methods. Both the quantitative and qualitative aspects of time usage should be considered to determine actual time budgets and their meaning in the overall administrative process.

The Purpose

The purpose of this study is:

1. To describe and analyze time, activity, and personal interaction patterns in the student

personnel administration of a large university residence hall;

2. To examine the topical content of activities or events which consume the administrator's time;
3. To explore the existing conceptual and methodological underpinnings for studies of time allocation in the behavioral sciences; and, hopefully, to contribute additional concepts and methods to this body of knowledge.

The Scope

The chief student personnel officer in a residence hall is often assigned the title head resident advisor or director of student affairs, (relations, activities, housing, development, programs, etc.). For purposes of uniformity, the title director of student affairs (DSA) will be used in this study to designate the residence hall staff member responsible for the supervision and coordination of staff, educational programs and student development, and environmental concerns.

As used in this study, an "activity pattern" refers to the ordering of tasks or behaviors which is characteristic of a residence hall administrator during his professional day. The presence of activities, their

repetition in a day, the sequence in which they occur, and the time allotted to them all contribute to the formation of a pattern (Nelson, 1963).

What activity patterns may be identified in the administration of a residence hall student personnel program? How does the DSA allocate his time? What types of information input does he receive and process? Does actual practice conform to philosophical objectives? Are present in-service training programs adequate to prepare the DSA for the responsibilities he faces? Tentative answers for these questions may be uncovered in a study of the time budgets constructed by a DSA in a college residence hall.

Few time allocation studies may be found in higher education administration literature. Yet time allocation by an administrator may be one of the most important variables contributing to his success or failure. The exploration of this resource must be considered by researchers in education who are concerned with evaluation, effective decision making or instruction, and financing.

The residence hall can provide "an observatory for human behavior, a laboratory for research in action" (Phillips, 1964, p. 36). Lasswell (1967) maintained that social science is deprived of data because of a bias against using new methods of data gathering. He suggested

that researchers gather data in social observatories and subsequently sift them into meaningful organized knowledge. The residence hall fills the social observatory qualifications. Few circumstances in higher education provide as many opportunities for twenty-four hour a day observation of an administrator's interaction with staff and students in an educational and social context.

The study of a specific administrative process in a residence hall may generate data which could be valuable in the construction of patterns of administration. By analyzing these patterns, one may identify various models of decision making and delegation of responsibility, administrative behavior, and student-administrator relationships. Although most educational research data is derived from a statistical design, little seems to be used in practice to construct formulas for day-to-day decision making. When faced with demands for an immediate decision, administrators often rely on previous experiences or estimated consequences. This study tests a model for gathering data on observed experiences and for organizing data into meaningful patterns which might influence future decision making.

For example, in a study of single student housing on several large campuses, Titus (1970) reported his statistical conclusions in one and two-thirds pages. However, a discussion of the patterns and implications he

found through observation, inference, and analysis consumed eight pages. While the statistical results of the study are helpful, they would be relatively useless to the administrator if not supplemented by pattern analysis derived in large measure from observation.

This study used the participant observation research method refined by anthropologists. In general, the participant observer is a skilled researcher who gathers data while participating in the daily life of a group or organization. As he interacts in the group, he watches the behavior of its members as they meet various situations and he talks with other participants to determine their views of the events he has observed (Becker, Geer, 1960). Having recorded detailed observations, the observer then interprets his data by systematic pattern analysis.

When using time allocation pattern analysis to interpret data, the observer obtains a descriptive account of the events which take place in the community. He notes the time of each event, its duration, its nature, and the number of people it engaged (Jantzen, 1967). After compiling and sorting his data, the researcher may then base his conclusions on the patterns he has identified.

One precise means of identifying and organizing these patterns is the use of a time budget which provides

a tight control of data. In this study, time budget is defined as the minute by minute recorded account of an administrator's time allocation from the moment he begins his first professional activity of the day until he completes his last.

Literature in residence hall administration is hypothetical and incomplete. Little attempt has been made to describe systematically the DSA's time allocations or his exhibited behaviors. The standard used to evaluate administrative effectiveness is usually based on a speculative philosophy rather than on research findings, whether statistical or descriptive (Phillips, 1964).

Justification for the Study

Time allocation study provides a means of inquiry seldom used in educational research. Resistance to this type of research may be attributed to several causes: data gathering is time consuming and tedious, thus detracting the administrator from matters he considers of higher priority; a theory of time allocation has not been developed which is applicable in the higher education setting; and the methodology does not coincide with the usual statistical designs embraced by educators.

Time allocation studies have important implications for the entire administrative process. By incorporating a participant-observer approach in the analysis of an

administrator's use of time, insights may be gained into the values, philosophy, and daily time demands which shape an administrator's decisions. While this study was based on one hall and one staff, elements of commonality with other administrators or other halls may emerge, revealing areas for future comparative research.

Limitations of the Study

Many limit scientific study to the production of general propositions stating the relations between two or more variables under a specified set of conditions. The unique characteristics of any given case are not accounted for, but to the contrary, only those variables contained in the proposition are abstracted from each particular case (Becker, Geer, 1960).

In contrast, to take account of as much of a human organization's complexity as possible, this study focused on one residence hall. To preserve the individuality and uniqueness of the case being studied, characteristics usually controlled or otherwise rendered irrelevant were included in the pattern analysis. Consequently, generalizations and conclusions must be limited to this case since they may or may not have commonality with other administrative units. Only after the patterns and hypotheses have been identified and tested throughout a broader sample may conclusions be drawn concerning their generic value.

Since detailed data could not be collected and analyzed every day during the nineteen months under review, the participant observation method was used to gather data during five representative periods from May 19, 1969 to January 12, 1971. All professional activities were included whether or not they occurred in the residence hall. To avoid counting seconds, each was measured in units of minutes and hours for easier comprehension. Findings were not reported for activities of less than one minute.

Complete topical time budgets were also kept for regular meetings attended by the DSA from March, 1970, through January, 1971. Time budget data was not available for special meetings or regular meetings the DSA did not attend because of other conflicts.

Time used for thinking or creative reflection was often difficult to quantify, thus only observed behaviors were recorded. Obviously, time allocation cannot explain the totality of human experience nor provide unlimited data. Actually, reflective activity was usually absorbed into other more easily defined categories.

The patterns themselves forced a limitation upon the data. Each activity was assigned to a major time sector containing several categories. When an activity could fit several categories, it was assigned to the more important or observable category in the time budget.

Overview

The foregoing sections of this chapter were designed to introduce time allocation theory and time budget analysis. Each subject will be developed further in subsequent chapters. Chapter II will contain a selected review of the literature relating to time theory, time allocation field studies, and residence hall administration.

A general explanation of the methodology and procedure used in this study will be found in Chapter III. The data uncovered from the DSA's time budgets will be analyzed in Chapter IV. Additional data gathered by other members of the hall staff and the DSA will form the basis for the analysis of patterns in Chapter V. Finally, Chapter VI will contain a summary of the study along with conclusions, an evaluation of the time study method, and implications for further research.

CHAPTER II

A REVIEW OF SELECTED LITERATURE RELATED TO TIME

Time concepts permeate many segments of intellectual inquiry--philosophy, anthropology, sociology, biology, and geology, to name only a few. To explore the existing conceptual and methodological underpinnings for studies of time allocation in the behavioral sciences, this chapter first presents a brief sketch of time theory. Next, the application of time theory is explored through a review of time studies in sociology, anthropology, business, and education. Finally, an overview of research literature relating to the chief administrator in a residence hall is presented.

Time Theories

Benjamin Franklin said, "Dost thou love life? Then do not squander time, for that's the stuff life is made of" (Poor Richard's Almanac, June, 1746). Men before and after Franklin have wrestled with his statement of harsh reality. Sorokin deplored the supreme role which time plays in the Western World mentality. Time is a marking system for the punctuation of events; a

watch is the ball point pen. "We go to bed winding it; we get up at the command of the hands or alarm of a clock; we move, work, act, eat, sleep, love, quarrel, study, pray, live by a watch" (Sorokin, 1959, p. 319). Sorokin and others advocated social time as a research auxiliary, not successor, to astronomical or watch time. Social time is qualitative rather than purely quantitative. It gains meaning from the events surrounding the beliefs and customs common to the group of its origin and reveals the rhythms, pulsations, and beats of these societies (Sorokin, Merton, 1937).

In less complex cultures, the names of days, months, seasons, or years are frequently fixed by the rhythm of economic and social activities. Our society often seems bound to the astronomical calendar with its "objective" measurement of time. When one wishes to speak of social time he uses terms like "a semester," "during the New Deal," or "in the Vietnam era" (Coser, Coser, 1963).

Astronomical time is a valuable resource since, as a quantity it is finite and once spent, cannot be regained. This is underscored in the United States where change is valued and alternative uses for available time constantly compete (Heirich, 1964). Edward Hall (1959) contrasted time as it is understood in America with a culturally different perspective. Even the time

of day varies in meaning from one culture to another. Americans hesitate to place a call after 11:00 P.M. except under dire emergency conditions; but in the South Pacific Islands a visit from neighbors in the middle of the night is not unlikely. The majority of Western World peoples think of time as fixed in nature, stretching like a road into the future. Destination points may be precisely sighted on the roadway as it climbs the hills ahead. And once the hills are reached, the traveler may turn and look back at the experiences through which he has come. In the United States "Know-how is one of our prized possessions, so that when we look backward it is rarely to take pleasure in the past itself but usually to calculate the know-how, to assess the prognosis for success in the future" (Hall, 1959).

Although some feel it is unfortunate, American society is generally locked into a narrow fixed concept of time, with notable exceptions on American Indian reservations and in city ghetto life. Thus, the identification of patterns of time use is important if our society's institutions are to be understood.

Time as a Value Indicator

The way a society or institution allocates its time can be an indicator of the changing value of one activity over another (Heirich, 1964). Donoghue (1962) found in his analysis of thirteen Japanese villages that

most people were not doing things they were doing a decade earlier. Their time budgets were rearranged to allow for more time in economic enterprises and less time in traditional ritual activities.

In American society, time is usually allocated according to immediate pressing needs and wants. Some time is spent at work and some at play to satisfy the demands placed on one's time budget. At the community level, affairs are conducted according to a framework of schedules and routines. Schedules provide meaning by helping to space mutually exclusive activities so that the practice of each will occur at the expected time and with a fairly high net efficacy. Unscheduled activities may indicate a low priority in the time budget, an unpredictable crisis, or an activity which becomes pressing only after a long period of time. However, the frequently occurring scheduled activity is not necessarily the most valued, although this is often the exception rather than the rule when examining time budgets (Goodenough, 1963).

The study of the use of time provides a crucial index of how, when, what, and how much of this valued resource is devoted to various human activities (Donoghue, 1962). From the standpoint of "how," time provides a means of determining the order of events in causal sequence. If applied to "when," time becomes a quantitative measure. To examine "what," a qualitative statement

of the outcome of an activity is necessary (Heirich, 1964). "How much" involves information from each index: how, when, and what.

Answers to these questions become an index to personal or institutional values. To allocate time to one activity but not to another requires one to make a choice. "Such choices presumably reflect some kind of a value system, whether the relevant value be mere survival or some complex combination of desires and needs" (Jantzen, 1963, p. 10). Thus, how a society or an individual uses time reflects a variation in value orientation.

According to popular opinion, the American has many hours of free time to expend each month, so much so that his value system is challenged by the number of alternative activities competing for attention. To deGrazia (1962), this is not so. Although many desire more free time, they do so because the duties that must be completed after the business day still go undone. Should they manipulate these tasks to provide additional free time, it is soon spent, if not by the demands of their value structure then through the pressures of their social or physical environment. Topography or landscape, climate, diet, population density, and all forms of ecological imbalance influence a man's decision making concerning the use of his time, whether it be in leisure or in work.

Time Use as Influenced by Environment

An illustration of the influence of the environmental press upon man's use of time is supplied by studies of the urban culture. In rural life, man spent long hours working the soil, tending animals, or collecting fuel. Social contacts were minimal on a daily basis. When man migrated to the cities he was suddenly catipulted into a world of social interaction; the market economy with its salesmen and supermarkets, educational opportunities, voluntary groups clamoring for members, team sports, and extensive and diverse public entertainment. Activities and services were synchronized by the clock. "Each person normally has only a few practical alternatives open to him when he is forced to make a choice in allocating his time" (Meier, 1962, p. 49).

Meier (1959) proposed that an urban population be studied by assembling a set of social accounts based upon how people use their time. Basic data is already collected by government: labor force statistics, school attendance records, traffic flow patterns, and public health information. Private organizations have data available on newspaper and magazine reading or the time spent upon radio and television. Data on other private and semi-private activities could be gathered by using the survey technique with a limited sample. Meier suggested that a wristwatch alarm be employed to stimulate

a cooperating individual to make several marks upon standard reporting slips at random times throughout the day. The resulting observations are compiled into general data accounts, much like the census reports. These accounts, when combined with the other basic data would assist city planners, public administrators, and members of the business community's research teams in their decision making processes.

Milgram (1970) combined the theory of time allocation with systems analysis concepts in his examination of pattern development in city life. In the complex city, demands on a person's time are extremely competitive, resulting in an overload in the system. Overload "refers to a system's inability to process inputs from the environment because there are too many inputs for the system to cope with, or because successive inputs come so fast that input A cannot be processed when input B is presented" (Milgram, 1970, p. 1,462). To adapt to overload, one may allocate less time to each input or demand, or disregard the low-priority inputs, or filter only certain inputs and ignore others. Whatever choice is made, a value decision concerning the use of time is involved.

In summary, the theory of time allocation, as applied in this study, views time as quantified into units of seconds, minutes, and hours, which are contained in

days, months, and years. On the basis of quantified observations, qualitative judgments may be made. The way time is used provides an index to the value structure which influences individual and institutional decision making. Time is a scarce and inelastic resource which is manipulated by many inputs or demands. To illustrate the principles inherent in this conceptual framework, methods used to study time data in various disciplines will be explored.

Illustrative Time Studies

Research design in higher education has traditionally relied upon the precise statistical tools developed by the social scientists to analyze one aspect of a broad research problem. However, "the atomistic survey is particularly misplaced in the study of organizations" (Barton, Anderson, 1961, p. 400). If unwilling to rely on statistical studies of a particular facet of higher education, one may consult experts who base opinions on informal observation of the college or university scene. While statistical studies may generate precise data, and the expert's broad generalizations may provide an overview of a particular segment in higher education, are there still other methods which could be used to analyze patterns in college or university life?

A legacy in research methods rarely considered by members of the education community has been developed

by the anthropologist. Since most anthropological studies have been conducted in cultures which are vastly different from ours, many often unconsciously assume that the anthropologist's participant observation method is designed to fit the subject matter of an alien culture. However, a growing body of literature is being developed in anthropology based on studies of our culture and its institutions.

Skilled researchers who are able to observe and interpret data enhance a participant observation study's objectivity and reduce the biases that distort most casual observations. According to Borg (1965), this method provides one of the few logical approaches to complex behavior. However, he maintained, "The practical difficulties involved in observational research . . . are of considerable magnitude and, as a result, relatively few observational studies are carried out in education" (Borg, 1965, p. 237). Several of these studies are reviewed below.

Borg's contention is underscored by the paucity of observational studies reported in the education literature. Time allocation studies using the participant observation method are relatively rare. Consequently, to understand the method in a research setting one must first look beyond educational research.

Anthropology and Sociology

To the anthropologist, "observation is the indispensable starting point," whether studying a Japanese peasant community or the complex street life of midtown Manhattan (Milgram, 1970). Several techniques may be used by the participant observer to gather data. In his study of street society in the ghetto, sociologist John Horton (1967) accumulated time allocation data by using taped interviews in addition to personal observation. He constructed a general pattern of time use from his twenty-five informants' self-reports and his own observations over a year's span. He concluded, "Negro street time is built around the irrelevance of clock time, white man's time, and the relevance of street values and activities . . . watches are for pawning and not for telling time" (Horton, 1967, p. 8).

In a similar study using the participant observation method, Liebow (1967) constructed a fascinating account of street life in a Washington ghetto. He included an analysis of the ghetto dweller's use of time and the influence it has on his perceptions, values, and human relationships. His method did not include any questionnaires or structured interviews, but simply recorded observations of the day-by-day routines of two dozen Negro men as they frequented the streetcorner, the alleys, hallways, poolrooms, beer joints, and private houses in the immediate neighborhood.

An anthropologist, sociologist, and research psychologist serving as a research officer in the Air Force conducted "one of the few cases of real participant observation" (Sullivan, et al., 1958, p. 661). To reduce the distortion which may occur when the investigator is an outside agent, the research officer "enlisted" as a basic trainee. His purpose was to identify problems viewed by enlistees during basic and technical training, and to uncover new areas for research by other methods. He became a fullfledged member of the group under study; his identity, mission, and role as a researcher were unknown to everyone, even his own commanding officer. During the week, the research officer made extensive field notes which were subsequently typed and discussed on weekends. According to the researchers, the study "demonstrated that thorough-going participant observation is very difficult, but not impossible" (Sullivan, et al., 1958, p. 667). Of course, the exact research design cannot be duplicated in detail, nor can the sample guarantee representativeness. But this study offered new approaches to observation and interpretation within organizations.

Time has been studied by others using variations of the participant observation method. Work sampling, a technique often found in business and industry, is used when samples are too large for continuous direct observation. Brookover and Back (1966) indicated that the

demand for many observers was too costly in their study of 275 nursing students. Instead, each member of the sample became an observer and reported their activities and perceptions at eight intervals during the day. The diary entry included information on whether the participant was at the moment being exposed to any type of communication, who was present, whether she initiated the activity or communication, and how she judged others' reactions to it. Each of the eight observations took only a few seconds, but the combined observations provided a comprehensive overview of how nurses spend their time and how they perceive what they are doing.

In a longitudinal research program, a social work agency applied the work sampling observation technique for a year (Goldman, 1964). Rather than recording observations in a diary, each of thirty-five staff members responded to a random phone call once a day and indicated to the agency receptionist the general category of activity in which he was engaged at the moment. A total of 7,100 random observations were taken, revealing that 76 per cent of staff time was spent on productive activities and 24 per cent on non-productive activities.

Three studies completed by anthropologists serving as participant observers provide added insight into the use of time as an index to human behavior and its meaning in other cultures.

In describing his proposed study of an Arab village, Jantzen (1967) used the concepts of time allocation and perception as an index to cultural change. First, he proposed to construct a detailed account of a village time budget. Next he planned an in-depth description and analysis of the cultural meaning attached to the time budget by selected informants. Finally, he proposed to examine historical changes to determine how they affected the time budget and perceptions of it in the community. By compiling this data on the village time budget, Jantzen sought to understand the characteristic structure and organization of a community.

How do the Indians of Panajachel Guatemala use their time for twenty-four hours a day, 365 days of the year? Sol Tax (1953) calculated the entire community time budget for the year 1936 and produced a rough estimate of time usage in relation to economic activities, community service, personal and social activities, eating-sleeping, and miscellaneous unaccounted for time. Under each of these major sectors he estimated several categories of time usage. His research enabled him to describe with relative precision the hourly, daily, and monthly time patterns which characterized the Indian community.

In his study of Japanese villages undergoing rapid change, Donoghue (1962) found that the utilization of

time underwent considerable modification at the individual and family levels. In villages where extension agents had introduced new machinery and crops, the status of women in the family was affected appreciably over a period of ten years. Their time formerly had been spent in fulfilling household responsibilities but now was divided between house and field. The daily time cycle constructed by Donoghue illustrates the complicated schedule recently acquired by the Japanese housewife. The increased amount of time spent in agricultural production also became an index to economic change. Time was a crucial variable in Japanese village life.

Business and Industry

The business and industrial world has used a microscopic derivative of the observation principle ever since the early days of Scientific Management. Individual motions were timed by a stop watch to determine the time necessary to complete a task (Shultz, 1962). In these time studies, motions were combined to form an element of an operation, and a group of operations made up a total process. Other methods of observation like work sampling had to be developed in many industries after unions forced management to curtail its use of stop watch observations (McQuire, 1962).

In applying the work sampling technique to executive management, NcNaughton (1956) suggested that

secretaries record samples of executive behavior and time use in the job setting. By combining all the observations made in a particular universe, a work analyst was able to interpret the normal activity pattern at a specific level in the organization. In this study, untrained observers were asked to make fairly precise time budget observations, and a specialist used their data to construct patterns for interpretation.

Cook (1967) proposed that white collar workers become participant observers. By using a structured diary format to record the amount of time necessary to complete their activities, they provide an effective time measurement of their tasks. The cost factor is low and large volumes of data may be collected without using the unpopular stop watch. Of course, to gain a broader comprehension of office relations, atmosphere, information flow, or informal power structures, the observer would have to use additional research techniques.

Education

Teachers, administrators, counselors, and students have participated in time studies which use various techniques to gather data. A cross section of these studies is presented to provide an educational perspective.

A study of professional time use was conducted in Ohio by 320 teachers of vocational agriculture during seventy, ten-hour "working days" of the summer months

(Guiler, 1961). Each of the participants kept a daily diary of his activities. A random sample of one-third of the teachers then submitted their diaries for analysis according to seven time allotment categories. The results showed that the teachers spent 58 per cent of their professional time in this way: in-service education 18 per cent, vacation 15.6 per cent, county and state fairs 8.8 per cent, physical facilities 7.7 per cent, office routine 4.2 per cent, individual or group conferences 2.1 per cent, miscellaneous 1.6 per cent. The balance of their professional time was spent on: FFA activities 17.0 per cent, high school farm instruction 11.7 per cent, teaching preparation 4.8 per cent, adult farmer program 2.9 per cent, community relations 2.8 per cent, young farmer program 1.5 per cent, and departmental program planning 1.3 per cent. The participants were given the results and asked to indicate how they would reallocate their time during another summer. Little change was noted, although some felt a need for more student contact and less in-service education.

The research failed to describe the methods used to construct and analyze the diaries or the manner in which observations were made. However, the article indicated that the results were submitted to superintendents and the presidents of local school boards for comments on "how well" the teacher used his time. If this step

were known prior to the completion of the study, one questions whether the results are unbiased. On the other hand, if the participants were unaware that the results would be used for evaluation, an ethical question may be raised regarding the study's propriety.

Diaries were kept by 126 homemaking teachers to record the time distribution of their activities (Youngmans, 1960). The study was conducted for an entire week, twenty-four hours per day, and concluded that the teachers spent an average of 48.2 hours per week on their profession. A fairly simple technique and method of analysis was involved since the researcher was primarily interested in establishing professional versus personal time use.

A mechanical adaptation of the observation principle was made by Withall (1956). The classroom interactions between one teacher and twenty-six pupils in an eighth grade art class were observed for twelve weeks by time-lapse photographs and recordgraph. The data were recorded at fifteen-second intervals throughout the class period. An analysis of the film revealed that the teacher focused attention on a minority of students while almost ignoring others. After the teacher viewed the results of the analysis, he was able to redistribute his time more equally. This technique of data collection is highly accurate but impractical for observing interactions in more than one place.

A National Education Association (1958) research program surveyed 2,421 urban principals in elementary schools to determine how they spent their professional time. The 55 per cent who responded reported that their time was distributed in these ways: administration 55 per cent, community work 18 per cent, supervision and curriculum 35 per cent, classroom teaching 3 per cent. These results are based on estimates of time use and not actual diaries, questionnaires, or other data-gathering techniques. Although this technique is inappropriate and inaccurate for examining a very small sample in detail, it has validity for collecting rough data from a large population.

In a more complete research report, Thrush (1963) described a two-month study designed to determine the behavioral work activities of staff members in a university counseling center and the time allocated to these activities. The work sampling method was employed to estimate activities without observing 100 per cent of the counselors' time. Observations were made three times each hour by clerical personnel. Admittedly, the method was a compromise between guess and 100 per cent observation. A total of 6,312 observations were categorized in the following manner: time with counselees 31.6 per cent, non-clerical tasks directly pertinent to counselee 5.3 per cent, clerical tasks pertinent to counselee 9.6 per cent,

non-clerical work not directly pertinent to the counselee 0.3 per cent, non-work and personal activities 7.7 per cent, and unclassified time 31.9 per cent. The results were used by the staff to make decisions concerning future time allocation.

Building time budgets by using the questionnaire technique has been more widely practiced in educational research. Ten Illinois high school guidance departments cooperated for one month to determine how much time was devoted to specific aspects of their total program (Gardner, 1957). At the end of the day, each counselor estimated how he had spent his time. Counseling received the highest commitment (36 per cent) with testing second ranked (26 per cent). Other results were professional contacts 18 per cent, record keeping 14 per cent, research 3.7 per cent, and other miscellaneous 3.3 per cent. General patterns of time allocation may be drawn from these estimates, but accurate conclusions regarding the details of a high school counselors' time budget would have to be made using other techniques.

According to critics, one weakness in the time estimate technique is the element of human judgment and memory necessary to record data after the fact (Lesperance, 1964). Although only a few studies of the accuracy of time budget estimates have been completed, two indicate that human error is not as great as might be expected

(Carroll, Taylor, 1969). Evaluated was the ability of a group of sixteen clerical workers to recall the proportion of time each spent on various job activities during a routine workday. Unknown to the clerical workers, the researchers had an independent observer recording their activities during the same period by a work sampling method. The recall estimates of the women were compared with the actual time observations made independently. The results indicated that the self-reported times did not differ on the average more than 5 per cent from the time obtained by the observer using work sampling. The researchers concluded that the two-time allocations as determined by the two methods were quite similar, and that "time estimates from a group of such personnel can be of value since they are so easy to obtain and can be accurate enough to serve as a general guide to the nature of the work performed on various jobs" (Carroll, Taylor, 1969, p. 166).

In a similar study, Stogdill and Shartle (1955) found a fairly high degree of correspondence between estimated time of work performance recalled by thirty-four naval officers and the actual time logged for specific activities like talking, reading, writing reports, and operating machines. Subjective activities like planning and reflection were less accurate. While the human element is influencial in this type of research, as in

all others, these studies indicated less inaccuracy exists in time budget estimates than would be expected.

Youmans (1960) confirmed this finding in her study of homemaking teachers. Each teacher was requested to estimate how she allocated her time before she actually constructed a time budget diary. A comparison revealed that teachers estimated only one more hour per week was spent on professional activity than was actually the case.

However, in the last three studies, estimates of time use were required only for general categories of activity. Other evidence indicates that when subjects are requested to predict or recall a more detailed account of their time use, greater inaccuracies occur between the estimation and an actual observation (Nelson, 1963). Nelson observed nineteen randomly selected Costa Rican homemakers to determine their pattern of activity during a typical day. Before she made her observations, she asked them to predict how they would spend their time. Following her observation day, she requested the homemakers to recall their activities from the previous day in detail. She found that time use could be recalled or predicted only in general categories. Specific activities were often forgotten, leading her to conclude that estimations were "not automatically valid representations of behavioristic activity patterns . . ." (Nelson, 1963, p. 107).

Using a similar method of observation, Carroll (1963) observed fifteen selected Indiana high school deans of girls to determine how they used their time during one professional day. The data were gathered by observing each subject for one day and recording observations on an instrument developed by the author. The instrument contained a minute-by-minute account of each activity completed, the individual(s) with whom the dean worked, who initiated the contact, a description of the participants' behavior, and a classification of the activity. The purpose of the study was to determine if the dean of girls' time was being used effectively, whether school size influenced time allocation, and whether professional training made any difference in time usage.

Among the many findings gleaned from the 6,944 minutes of observation, the author reported that the average dean of girls spent one-third of her time in contact with students, although most of these contacts related to non-guidance, administrative functions. Only 3 per cent of her time was spent in counseling individual students. Most contacts with students were dean initiated or a result of normal school procedures since few students came to the dean voluntarily. Generally, professional training had little influence on the results of the study. The deans with two to five years of experience spent the most time with student groups, teaching, counseling, or

working in guidance areas. As might be expected, the deans with the most experience spent no time in teaching or supervising, spent the least time giving educational or vocational information, and the most time giving advice. "The major conclusion of this study was that the time of the dean . . . was not being effectively utilized" (Carroll, 1963, p. 65).

Time estimates were used in two studies conducted during the 1950's to ascertain how college students spent their time. An interview survey of 503 English undergraduates who estimated how they spent their time on the day and weekend before they were questioned concluded that an average of six and one-quarter hours per weekday were spent in academic work (Thoday, 1957). On the weekend, an average of four and one hours per day were spent on academic work. Only one day was covered in the study because "this was the longest period for which reasonably accurate and detailed information could be obtained" (Thoday, 1957, p. 172).

By using a questionnaire survey with 161 University of Hawaii students, Dole (1957) concluded that "a 40-hour student week, about equally divided between activities inside and outside the classroom, seems to have been the mode for many years" (Dole, 1857, p. 633). Dole held that fairly accurate time estimates could be made for the entire previous week. Although this

contention contradicts Thoday's assertion, Dole's results closely parallel the English study. He cautioned, however, that a respondent might distort his results because of the influence of guilt, level of aspiration, pure phantasy, or deliberate deception. He concluded that a definitive study of time use would have to sample all activity, even thought content, throughout the 168 hours in a week.

This selected review of field studies in sociology, anthropology, business and industry, and education underscores the many techniques which have been used to collect time allocation data. With the exception of anthropology, most disciplines have relied on questionnaires, structured interviews, work sampling, time estimates, or mechanical means for identifying time patterns. While anthropologists have not ignored these techniques, they have used participant observation methods more extensively.

Although the term "behavioral research" is currently very popular, the study of actual behavior is not. Pencil and paper data gathered from subjects in a classroom are much easier to collect and correlate, even though one's interest is in actual behavior in a residence hall (Foote, 1961). The participant observation method was chosen for this study because it provided a means of gathering a broad range of data on the administrative patterns in one residence hall.

Residence Hall Administration: An Overview

According to Betchkal, "Using time wisely and productively . . . is a major responsibility of the administrator" (Betchkal, 1960, p. 49). Some administrators assemble a team of clerks, bookkeepers, stenographers, typists, and office machine operators to gather and process information for them (Jones, 1968). Many administrators spend more time selecting, training, motivating, coordinating, and controlling subordinate decision makers than they would if they made all the decisions themselves (Slaybough, 1967). Ideally, the amount of time and effort applied by administrators should vary in direct relationship to the importance of the activity or item being managed, but the ideal often goes unfulfilled.

Admittedly educational administrators are working with an elusive product: the educated student. Residence hall administrators have an even more difficult task since they cannot rely on cost per credit hour calculations nor grade-point averages to measure their effectiveness. The literature is overflowing with philosophical speculations concerning the goals for residence halls. According to the educational theorists, student personnel staff in residence halls should affect the learning and development of hall residents, helping them to feel mature by valuing them as adults who must be respected for their opinions and treated with warmth and friendliness

(Poole, 1967). But what does this mean when lifted from a professional journal and placed in campus reality? Does the educational mission become secondary to food and room provisions?

"Considerable disparity exists between what top level administrators say about the functions of residence halls and what they actually do" (Kilbourn, 1960, p. 205). In his study a decade ago, Kilbourn surveyed 124 schools having female head resident advisors. He found that they distributed their time among these responsibilities: room assignments, programming, room maintenance, interpretation of certain policies and regulations, counseling of a "minor" nature, referrals of serious emotional problems, and "preventive discipline." Duties in the areas of administration and discipline "tended seriously to reduce their effectiveness as counselors" (Kilbourn, 1960, p. 205). Since time allocation data was not reported, speculations concerning competing time demands cannot be made.

To determine the actual time spent in counseling in contrast to administration in men's residence halls, Harle and Gazda (1963) surveyed sixty-eight colleges and universities in the mid-west. Their conclusions were reported in macroscopic terms. In smaller schools, less time was spent in administration (47 per cent) and more time in counseling (37 per cent). The opposite prevailed in larger schools where administration consumed 73 per cent of the time and individual counseling, 13 per cent.

White (1969) questioned whether the goals set by administrators in residence halls are relevant to students. Administrators desire student togetherness yet "today's students want to be left alone, not to be pressed to identify with organizational activities or membership" (White, 1969, p. 123).

> Large, hotel-like physical plants and mass-like social structures have made obsolete a primary, intimate, interpersonal social organization in our colleges. . . . To expect students to form a personal identification with an organized residential life is incompatible with the academic purpose of higher education, as well as with the student's interests, goals, and reasons for going to college (White, 1969, p. 125).

Uncertainty, confusion, and contradiction appear to characterize this sampling of literature on residence halls. Administrators are charged with counseling too little, administering too much, being concerned with the physical plant, and not facilitating student development. Although little in the literature empirically confirms these charges, most intuitive hunches seem to support them. But hunches must be tested and proved before they become conclusions.

Summary

A selected review of the literature on time allocation studies reveals a general weakness in the conceptual and theoretical underpinning so necessary if this type of research is to be accepted as a worthwhile enterprise. Several theorists maintain that social and

chronological time make an impact on cultures and institutions, but their theories need further development and testing. To understand this impact, others suggest that time use be studied to provide an index to the value structures of men and societies. Substantial theoretical literature also proposes time study as an indicator of which forces in a man's environment are the strongest influences on his behavior.

Few studies could be found which pulled the theory into the light of reality or which explored time allocation and information overload concepts as they impinge on administrative theory. When applied to administrative patterns, information overload means that input B is received by an administrator before he can adequately process input A. Thus, the administrator's time allocation and activity patterns are segmented by competing inputs.

A review of actual research completed by anthropologists, sociologists, business and industrial researchers, and educators provides some evidence for a growing interest in time allocation studies. However, experience in conducting time studies is limited, especially in higher education, and the methodology is weak in many disciplines. Many of the organizational studies surveyed lacked depth and specificity because time data was gathered by estimation, work sampling, recall or one-day observations.

While these methods have merit for collecting time data to be analyzed according to broad categories, they lack the capacity to produce detailed longitudinal data to be scrutinized through microscopic analysis.

The present study hopes to make a contribution to knowledge in both the conceptual and methodological spheres. Philosophical speculation related to residence hall administration is plentiful, but few, if any, empirical in-depth studies have been completed on the implications of time allocation and information overload in this area of student personnel work. In Chapter III, a method and technique for exploring time use, activity patterns, and information overload in a residence hall administration will be considered.

CHAPTER III

DESCRIPTION OF SETTING, METHODOLOGY AND PROCEDURE

This chapter describes the setting for the study, namely, the hall selected for observation, the methodological decisions made during data collection, and the procedures involved in observing, tabulating, and analyzing the data.

Descriptive Characteristics of the Residence Hall

Opened in Fall term, 1965, Holmes Hall is one of Michigan State University's newest and largest residence halls. The hall consists of two, six-story residential wings with a capacity for 638 men and 638 women and an academic and service wing which houses a cafeteria, snack shop, library, classrooms, laboratories, faculty offices, and the central administrative offices for Lyman Briggs College, the residential college assigned to the hall since 1967. When this study was initiated in May, 1969, the investigator had been the head resident advisor in East Holmes Hall for three years. On July 1, 1969, he accepted the post of director of student affairs

(hereafter referred to as DSA) for both East and West Holmes and Briggs College and remained in this position during the balance of the study. Thus, observations reported in Chapter V are separated into two distinct chronological periods: the first occurred during May, 1969, when the observer was the head resident advisor in East Holmes, and the second transpired in 1970 and early 1971 when he served as DSA for all of Holmes Hall.

As noted in Chapter I and explained later in this Chapter, the participant observation method was selected for this study. Participant observation, in a narrow sense, requires the researcher to fill a role in the community or organization under study (Sullivan, et al., 1958). The primary reason for selecting Holmes Hall for the study was the researcher's desire to use the participant observation method to analyze an administrative problem in higher education. Since he was already established as an administrator in Holmes Hall and Briggs College, and since the observation of administrators in other halls for twenty-four hours per day would have been awkward, if not impossible, Holmes Hall was an ideal setting for a participant observation study.

Other characteristics of the hall contributed to its desirability as a research location. Its large student population, two coeducational wings, residential college, and experienced student personnel administrator

combined to offer a setting where both unique and representative administrative patterns might be discovered. In total campus perspective, the hall was one of the most recent "living-learning" centers built at Michigan State.

The Living-Learning Concept

Michigan State University opened its first co-educational residence hall in 1961 to provide a "living learning" center which bridged the traditional separation between the concerns of the classroom and those of the dormitory and to enhance the cultural and intellectual life of the students living in the residence halls.

By placing students in halls where academic instruction and faculty offices also were located, the originators of the living-learning concept envisioned that personal interaction between students and faculty would increase, academic programs would become an integral part of the total living experience, and the general environment would become more intellectually stimulating. Of course, few assumed that the traditional Saturday night beer party or other social institutions of the campus culture would be replaced by student-faculty seminars, serious intellectual debate in the living areas, and attendance at chamber music recitals. But many hoped that the living-learning concept would provide an atmosphere which diverted some student energies into more

productive channels and wedded students more closely to the academic discipline housed in the residence halls.

Reviewing the living-learning concept as it had been developed in eight halls by early 1967, the university's Committee on Under-graduate Education (1967) reported, "By having classes taught within them, by placing faculty offices in them, by scheduling lectures, musical events and plays in the evenings, and by providing advisory and counseling and library services in proximity to them," the university has been "relatively successful" in its housing experiment. But what appeared to be major inadequacies in the living-learning program caught the committee's attention. After offering its guarded optimistic appraisal, the committee recommended substantial changes in the living-learning program's central administrative structure, its academic plan, and even its physical characteristics. By its proposals, the committee acknowledged some of the strengths and many of the flaws in the living-learning system as it had been developed by the faculty and top educational planners in the administration.

Many conceptual and methodological problems contributed to the slow development and implementation of the original living-learning plan. Two reasons relevant to this study will be cited. In conceptual terms, one reason why the living-learning concept failed to fulfill

the glorious dreams of its originators was the problem of information overload. The faculty and administrators assigned to the living-learning units maintained professional commitments to their departments and disciplines located elsewhere on campus. The faculty rewards system generally did not recognize extensive informal contact with students in residence halls. Consequently, administrators and faculty responded to information input from the source of their rewards, the central administration or the academic department. Input from students in residence halls was often relegated to low priority status by the staff member because of the overload it placed on his already crowded schedule.

The second reason arose out of a methodological problem confronting those attempting to implement the living-learning concept; sheer numbers had a deadening effect on a residence hall program geared to thousands of students in a complex (Garrison Committee Report, 1969). Individuality, creativity, self-direction, and awareness were all valued by the originators of the living-learning approach. But, as the Garrison Report made clear, requiring thousands of students to sleep, work, play, and study in close physical proximity with others naturally reduced the possibility of these values being fulfilled. Instead, the lowest common denominator in the student subculture often became dominant.

The numbers problem also had implications for the academic instructional programs assigned to residence hall units. Experimentation and innovation was difficult simply because too many students and too few staff members were assigned to participate in the educational process. In summary, student-faculty contact and academic innovation did not increase simply because a traditional academic discipline was assigned to offer some of its courses in a residence hall.

The void in the living-learning concept was discovered prior to the Report of the Committee on Undergraduate Education in 1967 and the Garrison Committee Report on Residence Halls of 1969. Partially to fill the void, the university established three residential colleges in the mid-sixties. Hopefully, by dealing with a smaller number of students, all committed to a common academic interest, and by rewarding faculty and staff for involvement with students in the residential college, the living-learning concept would be enhanced and extended beyond its originators' intentions.

Lyman Briggs College, one of the three residential colleges, was assigned to the academic space in Holmes Hall in 1967 (Harden, 1969). Since opening its doors to its first class, Briggs College's aim has been to offer a liberal education centered on the natural sciences and

characterized by a concern for the needs of a technologically oriented society. The 1970-71 descriptive brochure of the college states, "The programs of LBC have been designed specifically for students . . . who wish to live and learn in a collegiate setting sufficiently small to afford each member the opportunity of a voice and a measure of influence in charting the intellectual, ethical and social direction of the college."

While not explicitly declaring so, this objective implies that the residential college attempts to alleviate problems brought about by large numbers and information overload. Has it achieved its objective? Although this study does not answer the question completely, it proposes a theory which conceptualizes part of the problem and a methodology for gathering evaluative data on information overload, staff activity patterns, and administrative time allocation.

Administrative Structure in Holmes Hall

Three separate administrative structures operate in Holmes Hall: the academic unit, the student personnel staff, and management. In addition, the students are represented through their elected student government officers.

As already indicated, the academic unit, Briggs College, was established, in part, to extend and modify

the original living-learning concept by reducing time and information overload on staff and by creating a small college atmosphere in the larger university setting. Charged with overall administrative responsibility for the college is a dean who is aided by an assistant dean. The dean's staff reports directly to the Provost of the university.

The fulltime student personnel staff is jointly appointed by the residential college and the University Dean of Students so its line of responsibility flows through the college to the Provost and through the Dean of Students structure to the Vice President for Student Affairs. In addition to being responsible for Holmes Hall, the staff fulfills student personnel functions for Briggs College students, whether they live on or off campus.

Holmes Hall implemented in 1969 an experimental variation of the traditional approach to residence hall administration. In the past, most co-educational living-learning units maintained the separation of student personnel staff responsibilities along sex lines, an arrangement which led to many problems, including those attributable to overload. In the fall of 1969, a director of student affairs (DSA) was appointed in Holmes Hall to coordinate and develop a unified student development approach to residents of both sexes. Also created

were fulltime positions for an associate director, and four assistant directors. The associate director is responsible for coordinating all hall programs and interest groups and for advising hall and college government. The director and associate director live outside the hall, while the assistant directors (two women and two men) live in the hall. Each assistant director supervises a unit of six resident assistants (RA's) and approximately 320 residents (see Appendix A) and supports the co-curricular program by advising one major hall committee.

During the observations made at the outset of this study, Holmes Hall was assigned a male and female head advisor who lived in the hall and each supervised twelve RA's and two graduate advisors. An RA was responsible for one house and reported directly to the head advisor of his wing. Assisting the head advisor in program development, informal student contact, committee advising, and staff training, were the two graduate advisors assigned on a half-time basis. The graduate advisors had no direct line responsibility for supervision of RA's. Consequently, aside from their involvement in program development, the graduate advisors found considerable ambiguity built into their positions.

On the other hand, the head advisor was subjected to a high degree of "information overload." Phone calls,

student concerns, housing forms, staff issues, emergency situations, college matters, and administrative details were all channeled to his office for attention. Often, information needing immediate consideration was not handled adequately before additional communication on a different topic was funneled to the head advisor. Milgram (1970) expanded the information overload concept derived from systems analysis and studied the adaptive responses to overload made by the city dweller. The parallels to residence hall life are striking. The observed behavior of the head advisor in a wide range of situations appeared to be determined largely by a variety of adaptations to overload, as demonstrated in Chapter IV.

To alleviate the overload problem and other structural deficiencies, a revamped staff organization was proposed and implemented. The planners of the new staffing arrangement hypothesized that more efficient administration would result by combining the two head advisor positions into a directorship and by unifying the separate staffs. The data reported in Chapter V seeks to substantiate whether this hypothesis was upheld.

The management staff, the third administrative structure in the hall, is responsible for food service, building maintenance, bookkeeping operations, and other service functions of the hall. Since the hall opened

in 1965, four different managers have directed these operations. The management hierarchy reports to the Vice President for Business.

The Student Population

Holmes Hall houses students from both Briggs College and the university. All Briggs College students electing to live on campus must reside in Holmes Hall. Students qualifying to live off campus may do so and still enroll in the college. The proportion of Briggs to non-Briggs students living in the hall moved toward greater balance each year until roughly 50 per cent of the residents were in the college at the time of the study. Because of the unequal proportion of men to women (two and one-half to one) in the college, the men's wing of the hall had a heavier concentration of Briggs students than did the women's.

The non-Briggs College population living in the hall is drawn from varied academic majors. In most residence halls at Michigan State, freshman and sophomore students tend to live on campus while juniors and seniors seek alternate living arrangements off campus. However, Holmes Hall has been able to maintain a higher proportion of upperclassmen than most halls.

The Holmes Hall government represents all students living in the hall. It administers a $9,000-$10,000 budget maintained through the collection of dues from all

residents. An extensive program of lectures, seminars, movies, intramural athletics, student policy making, social events, and other services supported by the student government with the advisement of the student affairs staff. The major student policy-making body is the hall legislature which consists of one representative from each of the twenty-four houses in the hall and several officers elected from the hall population at large. Each house is a physically separate unit with approximately fifty student residents and one undergraduate resident assistant (RA). Policy may be proposed by the hall government, the student affairs staff, or the manager. Ideally, all three structures must agree to the implementation of any hall initiated policy governing students.

Collection of Data

Several methods for collecting data on administrative patterns were reviewed in Chapter II. These options were explored before the researcher selected the participant observation method. This section contains an overview of the method employed, a survey of field work techniques used by the participant observer, and the schedule followed in data collection.

Method Selection

Questionnaires, standardized tests, and short interviews are the methods most prevalent in educational

research. To gain information which will provide descriptions of the behavior of individuals in organizations,

> we must abandon our research approach of asking people to check a blank or to write down on a piece of paper the way they perceive themselves. . . . We need descriptions of the behavior of administrators and others as they work and live in their organizations. . . . Rather than the experimental method, we should be using the observational approach of the physical sciences and of some of the social sciences . . . the anthropologist has adopted the methods of observation of the physical sciences and has adapted these in a way that is peculiarily beneficial (Griffiths, 1959, pp. 34-35).

To meet this need in educational research and to handle the data adequately, the participant observation method was selected for this study. This method provided a conscious and systematic sharing, as far as circumstances allowed, in the life activities of a group of persons administering a residence hall. Data about behavior was obtained through direct contact in specific situations. Thus, the distortion that may result from the investigator's being unfamiliar with the institution under study was reduced to a minimum (Sullivan, et al., 1958).

Distortion because of intrusion by an outsider was also reduced considerably since the observer was well established in the hall's administrative framework. However, as is the case in all participant observation studies, distortion may result if the observer allows his own biases to influence data gathering or interpretation.

Being sensitive to this, the investigator sought to reduce biased observations, even when the facts in a given situation reflected negatively.

To further maintain objectivity, the researcher did not identify his activities to those he was observing. On occasion, members of the student affairs staff most closely associated with the researcher became aware of his data-gathering activity. Their patterns of interaction did not change appreciably as verified by subsequent study conducted when the staff was unaware that observations were being made.

The "participant-as-observer" method provided the investigator with a means of systematizing and analyzing data which was not generally available to an outside researcher. An external observer, using the traditional methods of recording data in educational research, normally excludes some input; but the participant observer strives to include all material relevant to an understanding of the organization or social system under study (Griffiths, 1959).

Field Work Techniques

Having chosen the research method to be used, the investigator next considered the techniques to employ. Anthropologists often prepare extensive field notes on their observations, but how they gather and organize material for the notes varies widely. Some rely on

diaries of individuals, informant interviewing, existing reports, and personal notes recorded during actual observation (Jantzen, 1963). All of these techniques were used in this study, plus others especially adapted for the specific situation.

The primary field technique chosen for data gathering was a "time budget" and "activity diary" which was kept by the researcher during representative periods in his administration (for example, see Chapter IV). Observations were recorded by using portable dictating equipment which was kept readily available in the administrator's office. When someone else was in the office, or when the DSA was working away from the office or in meetings, thus prohibiting dictation, short written notes were kept and dictated at the earliest opportunity. Most observations were recorded within a few seconds of the event, and rarely did more than an hour elapse before material was dictated.

Each entry in the diary indicated the time at which the activity began, when it ended, if possible who initiated the activity, what transpired, and whether communication took place by phone, in person, or in writing. The investigator attempted to indicate what actions were taken as a result of the communication and, on occasion, what his affective response was to the interaction.

After the first two observation periods, the investigator developed a check list report form (see Appendix B) to augment the taped observations. The form was especially useful during interviews, conferences, and phone calls when note taking was normal behavior.

Second, to provide continuity and background, the DSA also systematically observed all regular meetings he attended from March, 1970, through January, 1971. Observations were noted on each topic discussed, the frequency with which it was raised, and the total number of minutes devoted to each topic per meeting.

A third technique used to collect data was the daily filing of copies of all written professional communications sent or received during each of the observation periods. Thus, an accurate account of written information flow was created.

Finally, as the observations progressed, it became obvious that some issues in the residence hall began before an observation period commenced, continued through the period, and terminated after the period was over. Consequently, longitudinal descriptive anecdotal records were compiled on various incidents to provide supplemental material to activities recorded during the actual periods of the study. These incidents are reported as case studies to illustrate points in the data analysis.

Five other full-time student personnel staff members in Holmes Hall also collected data using the check list report form during May 25-30, 1970. Using the form without assistance from dictating equipment often proved tedious and consumed up to one-half hour in additional time per day. The staff also assisted in the research by developing case studies relating to such issues as student government conflicts, missing students, roommate problems, drug cases, and emotionally upset students. Their findings provided both a contrast to and a confirmation of the time budget and activity pattern data reported by the DSA.

Schedule of Data Collection

Although many participant observation studies reported in Chapter II are limited to a few days or weeks, the seasonal activities and influences involved in residence hall administration made it necessary to sample time periods in each regular academic term. Since the residential college and the residence hall did not have a student population during the summer term, no data was collected then.

The periods selected for intensive observation were purposely determined rather than randomly chosen. The first period (May 19-June 6, 1969) included the last three weeks of a Spring term and the last opportunity for the researcher to record data as a head resident advisor

in the men's wing of Holmes Hall. The research idea had been conceived and designed earlier in May, 1969. Pressure existed to collect data while school was still in session and while the investigator still held his head resident advisor position. Thus, data collected under the new staff structure the following year could be compared with that collected during May, 1969.

The second period (March 9-20, 1970) was selected to give comparative end-of-term data for Winter term. No data had been collected during Fall term, 1969, when the investigator was analyzing his data from the previous Spring to determine whether additional study was fruitful and whether improvements in technique would be necessary.

The third intensive observation period (May 24-30, 1970) was chosen to provide comparative data to that gathered the year before during a similar period. A three-way comparison was made possible by having the other five members of the professional student personnel staff record observations at the same time.

The DSA conducted his fourth intensive study period during the middle of Fall term (October 30-November 6, 1970). This period was selected because it represented the flow of events and information during a "normal" week not heavily influenced by impending examinations. Finally, the fifth observation period (January 4-12, 1971) was chosen to provide data on activities and time demands early in a term.

A total of fifty-two days were observed personally by the investigator who recorded all work-related activity he performed. Regular university work days accounted for forty-two of the days studied. The other ten days were either part of weekends or holidays. Observations made by the other five hall staff members represent twenty-five individual work days and eight weekend days or holidays during the May 24-30, 1970 period.

Tabulation and Analysis Procedures

This section contains a review of the decisions made relative to analysis procedures and an outline of the procedures. After reviewing the eighty-four days upon which observations were made by the residence hall staff, the researcher realized he had more data than could be handled within the microscopic analysis planned.

Parameters of the Analysis

Several decisions were made which provided parameters within which the data could be accurately analyzed. First, only university class days were to be subject to microscopic, minute-by-minute analysis. Second, each time period was to be no longer than one week. Third, a time span would be studied from each of the five observation periods. Fourth, the observations of the five other administrators in Holmes Hall who participated in the May, 1970 period would be analyzed only for the first

three working days (May 25-27). Fifth, the January 4-12, 1971 observations of the DSA were atypical for several reasons: January 4 and 5 were registration days; January 6, 7, 8 were class days spent in Washington, D.C. at a National Institute of Mental Health Conference on Suicidology; January 9, 10 were days on a weekend. Therefore, only January 11, 12 were within the parameters of the analysis. The decision to go to Washington was hurriedly made just hours before departure and after the January observations had begun. Consequently, data were gathered while in Washington but the researcher decided that to use it would skew the overall results of the study toward the professional development sector and the topic of suicide.

Classification of Data

The major part of the analysis centered on the time budget diaries. A total of 953 observations was made and subsequently analyzed within the parameters cited above. Each observation represented a specific time segment or activity. In this study, a segment was defined as the period of time between two specific events. The DSA or head advisor had a total of 664 segments drawn from twenty-two days of analyzed observations. The five other staff had a total of 289 segments drawn from fifteen days (three days each) of analyzed observations.

Each segment was analyzed according to time, mode, person, group or agency involved, and activity or topic. A check list analysis form was developed to aid in speedy classification of each segment (see Appendix C). The original check list used to supplement the dictation proved to be too general for analysis.

After each segment was recorded on the analysis form, the data was coded by number and punched into Burroughs' Unisort Analysis edge-notched cards to increase the accuracy of information storage and retrieval. Where additional explanations were required, they were written directly on the card. Total time consumed by each segment was also noted on each card. The Unisort system consists of a card with ninety-one edge-notched holes which may be used in various combinations. The central portion of the card is left empty for writing in or attaching a desired text.

> The indications to be recorded are associated with particular holes, according to a coding system. A card is prepared for use by converting into notches, opening to the edge of the card, whichever holes correspond in it to the desired indications. When . . . a long needle is inserted through the hole that corresponds to any desired indication, running through a whole pack of cards, and the pack is lifted on this needle, all those cards which have had that particular hole converted to an open notch fall off the needle (Scheele, 1961).

The analysis cards were separated according to the observation period from which they were drawn. For the May 25-27 period, each individual's observations were

coded and analyzed independently. The cards for each period were then sorted several times to determine different combinations of data. The first sorting yielded the following information about each segment:

Personal Interaction:

Phone
Meeting
Class related
Group Contact
Individual one-to-one contact

Individual Effort:

Activity
Research related to this study
Reading
Writing
Administrative routine

As each card was sorted according to the above categories, the data it contained was recorded on a master sheet. The initial sorting yielded information on time spent on the segment and with whom or on what activity it was spent. The total time recorded on the master sheet was equal to the time spent on professional matters during the observation period.

The second sorting through the same cards revealed the amount of time spent on each topic during the observation period. Various other card sortings combined the data to yield the results reported in Chapters IV and V.

The analysis of topics covered in meetings over a period of eleven months (excluding summer term) was less complicated. The minutes of meetings attended by

the DSA were condensed according to topic and recorded on a meeting analysis form developed for this study. All meetings of a specific group were contained on one sheet which included the date of the meeting, the topic discussed, and how long it was discussed. By adding the rows and columns on the meeting analysis form, the total length of any meeting and the topics which received the most attention were ascertained. A topic's frequency of appearance or the length of time it was discussed was an indicator of its importance. In addition, the meeting analysis form provided an index to which topics were seasonal, recurring, infrequent, or of an emergency nature.

The third general area requiring classification involved the input and output of written information. The investigator recorded which written input was received on what topic, when, from whom, and with what result, if any. Similarly, written output was categorized according to its type, on what topic, when sent, and to whom.

Summary

This chapter surveyed the development of the living-learning concept and the residential college at Michigan State University. Two problems were identified as impeding the realization of the living-learning concept; in conceptual terms, the faculty and staff in residence halls were bombarded with "information overload" which strained their time budget. From a

methodological perspective, sheer numbers of students and lack of staff inhibited innovation and experimentation in traditional academic programs in residence halls. The residential college was established, in part, to alleviate these problems and to extend the living-learning approach in residence halls.

Secondly, the methods and techniques used in the collection of the time and information data were presented. Finally, the parameters drawn in the analysis of the data were considered, the types of classifications used were described, and the analysis procedures were outlined. Patterns of administrative information flow and time allocation will be uncovered in Chapter IV and V through the use of these basic analysis procedures.

CHAPTER IV

ADMINISTRATIVE TIME ALLOCATION AND ACTIVITY PATTERNS--ANALYSIS OF THE DATA

The patterns of time allocation identified in this chapter represent one way of interpreting and evaluating administrative activity in a large co-educational residence hall. The data are presented from the general to the specific: (1) Broad sectors of the administrator's time use are identified, (2) his daily pattern of activity is scrutinized; (3) patterns of interpersonal interactions are presented; and (4) a topical analysis of information flow is explored.

An Overview of Time Use

To maintain clarity, only the data gathered by the investigator while he served as the director of student affairs (DSA) are presented in this chapter. Comparative data recorded while he was a head resident advisor and comparisons made with the data generated by other staff members will be offered in Chapter V. By placing the data analysis in separate chapters, one can first examine the DSA's time budget and activity

patterns and then compare them with the indexes given in Chapter V. All time not reported was assumed to be allocated to personal pursuits.

As seen in Table 1, the DSA consumed an average of 53.5 hours per five-day work week or 10.7 hours per day in professional activities. A total of 182.1 hours were observed and subsequently analyzed from representative time periods in the months of March, May, November, 1970, and January, 1971.

Not reported in Table 1 is the DSA's time allocation during weekends. During the eight weekend days observed, approximately 2.5 hours per day were professionally allocated. Thus, the average professional seven-day week for the DSA lasted 58.5 hours. Although time was spent by the DSA on a variety of issues and with a wide range of people, a nearly constant number of professional hours were consumed during the week, regardless of the issues, problems, or emergencies contributing to information overload in the DSA's schedule.

Time Allocation Among Activities

Figure 1 presents a summary of how time was allocated over the four periods among various activities. While "group contact" includes any activity, other than meetings or classes, which involved the DSA with two or more people in face-to-face interaction, "individual

TABLE 1.--Number of professional hours observed by the DSA for four periods.

	Number of Hours in Period	Professional Activity Hours	Percentage of Time in Professional Activity
Period I March 9-13, 1970	120	54.9	45.8%
Period II May 25-29, 1970	120	54.2	45.2%
Period III November 2-6, 1970	120	53.3	44.4%
Period IV January 11-12, 1971	48	19.7	41.0%
TOTAL	408	182.1	

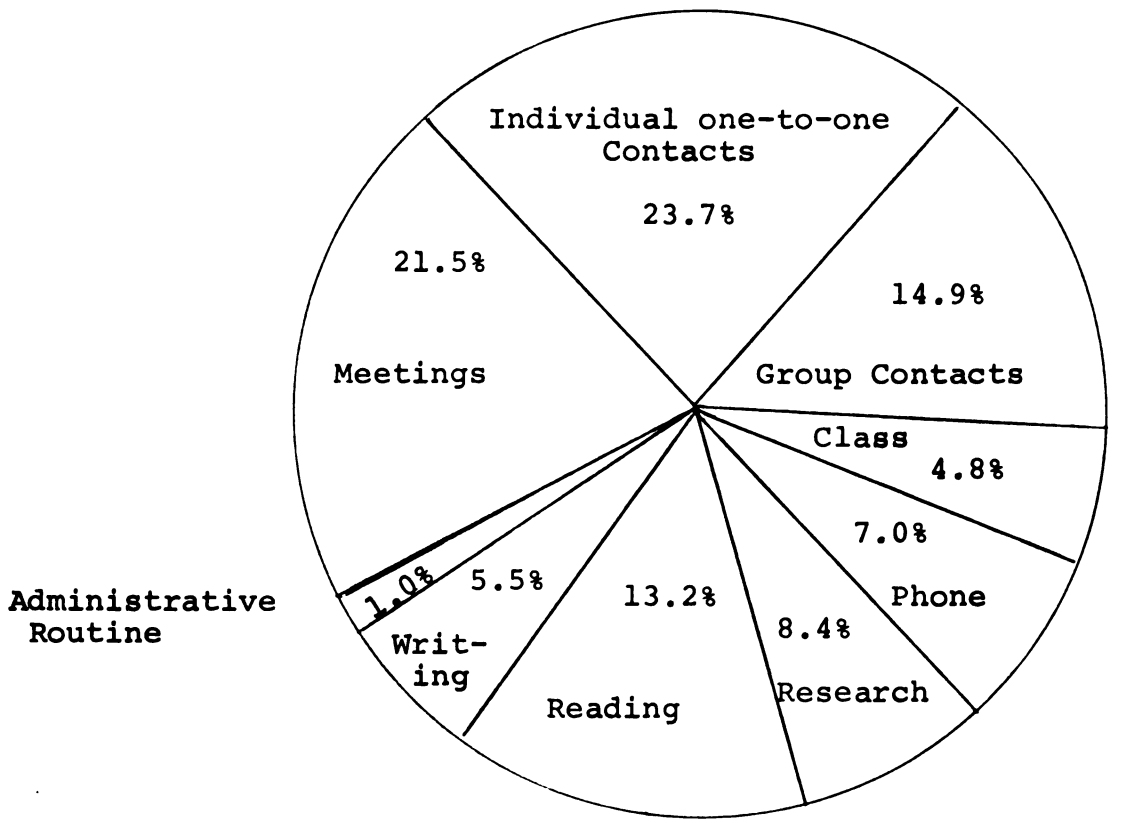

Figure 1.--Percentage of Time Allocated by Director of Student Affairs to Various Categories of Activity during the Four Observation Periods.

contact" refers only to one-to-one interactions. "Administrative routine" denotes individual effort such as filing, record keeping, or preparing educational materials for presentation to the staff.

Overall time allocation patterns were surprisingly similar in each of the time periods reported in Table 2. The DSA spent the most time in contact with others (71.9 per cent). In contrast with the usual stereotypic concept held of a "paper shuffling administrator" neatly secluded in his office, the DSA only spent 28.1 per cent of his time in solitary individual effort, including time devoted to reading and study in his professional area. Time devoted weekly to phone contacts, group contacts, and individual contacts changed little from period to period. Almost one-quarter of the total time observed was devoted to individual one-to-one contacts and over one-fifth of the DSA's time was allocated to meetings. The fact that the DSA allocated over 70 per cent of his total time to personal interaction activity partially reflects his values. However, further analysis will show that time allocation patterns were also influenced by the frequency of input from others.

An average of 21.5 per cent of the total time was dedicated to attendance at meetings. Why was the March figure so highly inflated (31.7 per cent)? A prime concern of staff and students during this period

TABLE 2.--DSA professional time spent in work activities.

	Hours Spent in Activity					Percentage of Time Spent in Activity				
	March 9-13	May 25-29	November 2-6	January 11-12	Total Hours	March 9-13	May 25-29	November 2-6	January 11-12	Total %
Inter-Personal Activity:										
Phone	3.3	4.1	4.1	1.2	12.7	5.9	7.6	7.7	6.3	7.0
Meeting	17.4	11.2	10.4	-	39.0	31.7	20.7	19.5	-	21.5
Class	3.5	2.3	-	2.9	8.7	6.4	4.2	-	14.8	4.8
Group Contact	8.0	8.0	8.8	2.5	27.3	14.6	14.8	16.4	12.7	14.9
Individual Contact	11.9	11.3	12.3	7.6	43.1	21.7	20.8	23.1	38.6	23.7
Total Inter-Personal Activity	44.1	36.9	35.6	14.2	130.8	80.3%	68.1%	66.8%	72.1%	71.9%
Individual Effort:										
Research	6.6	5.9	.5	2.4	15.3	11.9	10.8	.9	12.2	8.4
Reading	1.4	7.4	13.9	1.3	24.0	2.6	13.7	26.1	6.4	13.2
Writing	2.6	3.6	2.2	1.7	10.0	4.7	6.7	4.0	8.6	5.5
Administrative Routine	.2	.4	1.1	.1	1.9	.5	.7	2.0	.4	1.0
Total Individual Effort	10.8	17.3	17.7	5.5	51.2	19.7%	31.9%	33.2%	27.9%	28.1%
Total Professional Time	54.9	54.2	53.3	19.7	182.1					

centered on a co-residential housing proposal for Holmes Hall. Regular weekly meeting channels proved inadequate, and additional hours were spent in ad hoc meetings considering the issues surrounding this controversial topic. The DSA also attended meetings not normally on his schedule to discuss the issue with concerned faculty and students.

The indication that no meetings were held during the two days studied in early January is characteristic of the first class days in any term. Class schedules were not confirmed in some cases, and students were still reticent to make time commitments to additional activities which might demand their regular weekly attention.

Individual contact and writing was highest during the January 11-12 period, thus providing another idiosyncrasy and underscoring the information overload concept. Since the DSA had been away from the office attending a conference on the three previous work days, individuals wanting to see him had had to wait for his return to campus. Issues and decisions which would normally have been disposed of during the three previous work days were also held in suspension. Thus, 38.6 per cent of the time was allocated to one-to-one contact with individuals, almost twice as much as the overall average for all periods combined. In addition, since written input had accumulated, the DSA spent another 8.6 per cent

of his time during these two days responding to letters, reports, and memos. Administrative office routine was almost entirely neglected. The other individual effort which received significant attention was a staff research project being designed to meet a calendar deadline.

A review of the individual effort sector of Table 2 reveals that the DSA's reading pattern was uneven, varying from 2.6 per cent to 26.1 per cent. The lowest percentage occurred during the March period when the DSA was enrolled in a research seminar which encouraged experimentation with anthropological research methods and techniques. The highest reading percentage was registered in November when the DSA was not enrolled in a class but was preparing for comprehensive doctoral exams. Throughout the study, a fairly constant time span was devoted each day to reading mail, the campus newspaper, and daily or weekly bulletins. In general, time allocated to reading was elastic, expanding, and contracting as other demands fluctuated in the DSA's time budget.

In summary, the DSA established contact patterns which were fairly consistent from week to week. Almost three-quarters of his time was allocated to personal interactions and the remaining one-quarter spent in individual or solo effort. More interaction time was consumed by individual one-to-one contacts than any other category, (23.7 per cent of total observed time),

and meetings followed in a close second (21.5 per cent). Generally, variations in overall time allocation occurred because of seasonal influences or pressing issues. For example, if a category under interpersonal interactions increased, one of the categories under individual effort might decrease. The total number of professionally allocated hours in each five-day work week remained nearly constant (53.5 hours).

Activity Patterns in the DSA'S Professional Day

Although the results analyzed up to this point reveal how much time was allocated by the DSA to each major activity category, no daily pattern of activity can be inferred from the data. To confirm this, the investigator recorded when each segment in the daily schedule began. The hourly total for each activity is given in Table 3. Within limitations, the patterns in these figures provide an accurate reflection of the frequency with which each activity occurred. The limitations are: no inference can be made as to the length of each segment; the four categories under "individual effort" were combined since they did not provide as distinct a pattern when viewed separately; and only five segments occurred during the study under the "class" category, too few for a pattern to emerge.

TABLE 3.--Number of DSA activity segments started during each hour observed during four periods.

Time	Phone Contacts	Meetings	Group Contacts	Individual Contacts	Individual Effort (solo)	Total
7-8 AM	-	-	1	-	-	1
8-9	-	-	1	1	8	10
9-10	14	-	4	17	32	67
10-11	18	3	2	13	13	49
11-12	14	1	5	15	17	52
12-1 PM	2	2	7	9	5	25
1-2	9	4	4	10	4	31
2-3	13	2	1	18	14	48
3-4	15	-	6	24	11	56
4-5	20	3	9	27	11	70
5-6	4	-	8	17	12	41
6-7	1	-	1	2	1	5
7-8	5	1	1	9	6	22
8-9	2	2	-	2	1	7
9-10	3	1	1	3	4	12
10-11	3	1	1	3	1	9
11-12	-	-	2	3	-	5
12-1 AM	1	-	2	-	-	3
TOTAL	124	20	56	173	140	

When the data in Table 3 were examined and compared, a clear configuration of the DSA's day emerged. In general, his professional day began between 8:00 and 9:00 AM when he arrived at the office, picked up his mail, and read the campus newspaper.

The DSA often initiated his day with segments falling in the "individual effort" sector. Reading mail, scanning the newspaper, writing memos and reports, or answering letters were typical activities at the start of the day. In fact, fifty-three individual effort segments were begun by the DSA in his office before 11:00 AM during the seventeen days observed, but totals generally decrease for each succeeding hour. The decrease reflects the increased pattern of activity in the DSA's schedule caused by phone calls, individual one-to-one contacts, group contacts, and meetings. Increased activity in interpersonal relations usually meant that individual effort segments had to be ended before they were completed. When possible, individual effort activities were returned to later in the day or evening. When "people inputs" were received by the DSA, "individual output efforts" were almost always cut off. People won the battle over paper.

Many of the individual effort segments which fell between the hours of 4:00 to 6:00 PM reflect the DSA's attempts to elaborate on the day's observations in his

time budget diary. Since notes had been hurriedly made every few minutes as the day progressed, they needed to be compiled and checked before additional input could blur them in the DSA's mind.

As already mentioned, phone contacts and individual contacts generally seemed to increase as the day progressed. However, closer scrutiny reveals that both categories were relatively strong between 9:00 AM and 11:00 AM, slacked off during the noon hour, and built through the afternoon to a crescendo between 4:00 and 5:00 PM. Why? Residence hall staff personnel and students usually worked late into the night or early morning. Few of them began their professional day before 9:00 or 10:00 AM. As pointed out above, this gave the DSA an opportunity to begin projects in the individual effort sector. However, just prior to 10:00 AM, phone calls and visits became more frequent as staff members and students called or dropped in to discuss the previous night's activities or to review the work for the day.

A lull in this pattern occurred during the noon hour when offices closed and staff and students converged on the cafeteria. For this reason, small group contacts reached a secondary peak during the noon hour when the DSA frequently ate with other staff members and students.

Phone, group, and individual contacts generally increased throughout the afternoon so that more segments

(seventy) began during the 4:00-5:00 PM hour than at any other hour throughout the observation period. This information overload pattern was caused by several variables. Students and student staff members returned from classes late in the afternoon and desired to make contact with the DSA. For this reason, the DSA also attempted to return to his office from meetings and other responsibilities by 4:00 PM to receive input. In addition, more meetings were held in the hours between 10:00 AM and 3:00 PM than at any other time of day. Since the average meeting consumed almost two hours in the time budget, DSA hours in the heart of the day were less available to individuals trying to reach him. However, in each category, new input segments appear in the pattern after 5:00 PM, a signal of the high information overload conditions which had existed in the previous hour. Not wanting to interrupt the DSA, others waited until he was free after the 5:00 PM hour to initiate contact.

As explained in Chapter II, the information overload concept conveys that inputs are received more quickly than they can be processed or subsequently generated as outputs (Milgram, 1970). Although this is not specifically signified by the data reported in Table 3, it is implied by the general decrease in "solo effort" outputs during the day and the increase of phone, individual, and group inputs. A check of the 124 phone segments

reveals that eighty-two phone inputs were received by the DSA during the four observation periods, while he only generated forty-two phone outputs. In addition, the daily field notes show that about two-thirds of the individual and group contacts observed were inputs initiated by others and only one-third were outputs begun by the DSA. Thus, the DSA's input pattern forced him to spend more time with others than in solitary effort.

Although fewer segments are noted in the evening hours than during the day, their appearance underscores the daily time span inherent in residence hall administration. After 6:00 PM during the seventeen days observed, the DSA attended five meetings, participated in fifteen phone calls, eight group contacts, twenty-two individual contacts, and began thirteen segments of individual effort. Rarely did his professional day end before 10:00 PM, and on several occasions, segments occurred between 11:00 PM and 1:00 AM. However, his activity pattern was not as heavily weighted during the night as were the patterns of the associate and assistant directors. Comparative data will be presented in Chapter IV.

In summation, the DSA's professional daily effort generally began prior to 9:00 AM, concentrated on matters requiring solitary attention early in the day, was diverted to contacts with people, and ended after an

evening of professionally related activity. No day may be labelled as "typical" in the DSA's schedule. Activities followed a general pattern, but so many exceptions were identified when each day was viewed independently, that the researcher could not construct a "model day." For illustrative purposes, an actual day (November 3, 1970) has been included from the DSA's time budget diary. Where necessary, names and incidents have been altered to protect confidentiality. Aside from the fact that this was a national election day, November 3 was not unusual, either in the topics covered or the time consumed. This entry is typical of the field notes made daily in the time budget diary.

An illustration: Day taken from DSA Field Notes

8:50-9:15 AM (25)	I arrive at the office, pick up the campus newspaper and morning mail--I scan both until 9:15.
9:15-9:20 (5)	I prepare an agenda for a 10:00 AM meeting with the full-time professional staff of the hall.
9:20-9:21 (1)	I receive a call from Dr. Spock's office indicating that he is ready to talk with me immediately about the judiciary hearing conducted the night before. Since the case involved a student in our hall and since I was party to the case, I prepared to go immediately to Dr. Spock's office to hear his full explanation of the judiciary's decision.
9:21-9:22 (1)	I notify secretary of my departure and where I can be reached.
9:22-9:25 (3)	In transit to Dr. Spock's office.

9:25-10:10 (45)	I discuss the judiciary decision with Dr. Spock.
10:10-10:15 (5)	In transit back to hall.
10:15-12:30 AM (135)	I conduct the regular weekly meeting with the members of the Holmes professional student affairs staff. Discussed in the meeting were problems related to enforcement of policies in the residence halls, the co-curricular program of hall government and Briggs College and several items communicated from the Dean of Students Office.
12:30-1:05 PM (35)	I eat lunch with the professional staff. Most of our conversation relates to personal matters.
1:05-1:15 (10)	Our group is joined in the cafeteria by the area director and the hall manager to discuss the implications of the judiciary's decision from the previous evening.
1:15-1:50 (35)	I have an individual discussion with area director regarding staffing changes in the residence halls, current evaluation of the residential college concept, and changes being contemplated in the Dean of Students staff organization. Another member of the professional staff in the hall joins us for the last few minutes of the conversation.
1:50-1:55 (5)	Have an individual discussion with one of the assistant directors regarding a roommate conflict. A mother has reported the problem to us--we are not sure the student feels the problem is as acute as the mother claims it is. Assistant will clarify with student.
1:55-1:58 (3)	Dictation of time budget from written notes.
1:58-1:59 (1)	Phone call from assistant director who reports his secretary needs work to keep her busy.

1:59-2:05 (6)	I take a break.
2:05-2:13 (7)	Place a phone call to Dr. Spock's office for further discussion of the judiciary hearing in light of new information.
2:13-2:19 (6)	Receive a call from the area director who is looking for a head advisor replacement and wants my recommendation.
2:19-2:23 (4)	Have discussion with the associate director regarding the afternoon schedule.
2:23-2:25 (2)	An R.A. comes to my office to request a recommendation from me for medical school.
2:25-2:32 (7)	Receive a call from the Dean of Students Office for information relating to a hall student government financial account.
2:32-2:48 (16)	Complete administrative paperwork--filing day's mail and organizing schedule for the afternoon.
2:48-2:50 (2)	Call another head advisor who had earlier requested that I talk with him about research I had conducted in my hall on traffic patterns in the public lobby during the night.
2:50-2:51 (1)	An assistant director stops in the office to inform me that some lost money has been found.
2:51-2:55 (4)	Pick up and scan afternoon mail.
2:55-3:00 (5)	Call my major committee professor to set up a luncheon appointment for tomorrow.
3:00-3:10 (10)	Look through my files for a report from the educational policies committee (EPC) regarding residence halls and residential colleges.

3:10-3:20 (10)	Continue search in the faculty library-lounge where I have discussion with a faculty member concerning recent developments in higher education reported in the Chronicle.
3:20-3:22 (2)	Have picture taken in my office by a student for the college file.
3:22-3:25 (3)	Continue looking for and then find EPC report in my files.
3:25-3:29 (4)	Chat with the associate director regarding voting conditions.
3:29-3:33 (4)	Break
3:33-3:45 (12)	Talk with associate director in my office regarding the demands made by the black students of Holmes Hall for $1000.00 to aid them in furnishing their black culture room. These demands were made the previous evening and have received negative reaction from some members of hall government. We consider alternatives to reduce tension. I also convey information from my previous conversation with the member of the Dean of Students Office regarding the closing of a financial account.
3:45-4:30 (45)	I go to the off campus location to cast my ballot.
4:30-4:50 (20)	Go to another residence hall to explain to the head advisor the research conducted in my hall earlier in the term.
4:50-4:55 (5)	Return to the hall and receive a message to call the manager--he is not in his office.
4:55-5:05 (5)	Talk with an assistant director and the associate director regarding the demands of the black students for the $1000.
5:05-5:50 (45)	Talk with the same assistant director regarding his future vocational and academic goals.

5:50-5:55 (5)	Dictate the rest of the afternoon's observations.
5:55	Depart for home and dinner.
7:25	Arrive back at hall.
7:25-7:30 (5)	Read the EPC report which I found in the afternoon.
7:30-7:45 (15)	I have phone contact with a student who served on the committee which wrote the EPC report. He gives me background information on how the evaluation of residence halls and residential colleges was completed.
7:45-7:51 (6)	Receive a call from an assistant director who had just taken an injured student to the health center.
7:51-7:58 (7)	Receive a call from an R.A. who asks me to write a letter of verification for him indicating that he is an R.A. in our hall and that he is competent to help a former resident in the hall who is in legal difficulty. I discuss the implications of this and together we decide not to pursue the matter further.
7:58-8:30 (32)	Talk with the College Dean concerning future staffing arrangements in the college, summer orientation staffing needs, and the report on residential colleges and residence halls from the EPC.
8:30-8:35 (5)	Dictate evenings events.
8:35	I depart for home.

Time Allocation Among People

Definite patterns of interaction emerge from the data contained in the inter-personal activity sector. Who the DSA communicated with, by what mode, and how

frequently provide a clue to the priorities he established, the pattern of administration he sought to implement, and the physical proximity of others to him.

Four categories offer evidence of time allocation among people: phone calls, individual contacts, group contacts, and meetings. The data for each are presented in Table 4. Each segment of phone and individual contact time involves only one person. Since group contacts and meetings, by definition, involve more than two individuals, the percentages reported in Table 4 for these categories indicate what portion of the DSA's time was shared with members of the campus community in these settings.

As illustrated in Table 4, of the 12.7 hours devoted to phone contacts, 43.7 per cent of the total was used for talking with the four assistant directors, only 4.2 per cent was consumed by the associate director, none by the Briggs College Dean, and only 4.6 per cent by other Briggs faculty or staff members. These results underscore the influence which location has on personal contacts. The assistant directors were located in apartments and offices near the living areas and the main entrances. Since the DSA was assigned an office some distance away on the floor below and in the rear of the building, routine contact with the assistants was easiest via phone, explaining why almost 44 per cent of all calls involved an assistant director. On the other hand, the

TABLE 4.--Percentage of DSA's time budget spent in interaction with others according to activity.

	Phone (12.7 hours)	Meetings (39.1 hours)	Group Contact (27.3 hours)	Individual Contact (43.1 hours)
	%	%	%	%
Student Affairs				
Professional Staff	47.9	72.9	72.1	35.9
Student Staff	8.4	21.6	31.8	6.4
LBC				
Dean	-	42.5	18.5	12.5
Assistant Dean	3.3	23.0	5.7	10.2
Other LBC Faculty and Staff	1.3	14.9	2.1	1.7
Manager	4.9	24.5	4.0	2.4
Secretaries--support personnel	5.9	6.6	4.9	3.9
Other University Staff	12.1	28.8	16.5	16.2
Area Director	11.8	22.1	1.2	2.7
Students	4.3	36.8	19.1	8.0
Other	-	6.6	2.4	-

associate director and other Briggs staff members had offices near the DSA's, making phone contact often unnecessary and person-to-person contact more frequent.

Location of the DSA's office also somewhat controlled which people saw him personally during the 43.1 hours devoted to individual contact. Having an adjoining office made the DSA easily accessible to the associate director. Thus, 13.6 per cent of his total individual contact time was spent in discussions with her. Another 24.4 per cent of the time was consumed by Briggs College staff members, including the dean, to whom the DSA reported (12.5 per cent), and the assistant dean (10.2 per cent). The four assistant directors used 22.3 per cent of the DSA's time and the student affairs student staff captured 6.4 per cent. On the other side of the ledger, students only consumed 8.0 per cent of the DSA's total individual time.

Thus, an administrative pattern and priority clearly emerges. The DSA communicated in person and on the phone primarily with his staff or other college and university staff members. Relatively little individual contact was with students by phone (4.3 per cent of phone contact time) or in person (8.0 per cent of individual contact time). The DSA, although his position concerned students almost exclusively, allocated little of his time to them directly. He made a conscious choice to relate to students, influence their environment, deal with

their concerns, and provide educational experiences for them through the student affairs and Briggs College staffs.

Location also determined the extent of contact the DSA had with his superiors in the university structure. Since he reported to the Dean of Students Office through the area director and to the residential college through the Dean of the College, one might expect some equality in the time spent with both individuals. As illustrated in Table 4, the DSA spent almost no time with the area director and much more with the Dean of the College. However, the area director's office was located almost a mile away and the dean's office was a short distance down the hall. Also, the everyday concerns of the hall's administration effected the dean more directly than the area director. When the unusual occurred (a suicide attempt, a student demonstration, an irate parent), the area director sometimes became involved. However, the day-to-day pattern of administering the hall usually involved the DSA with his staff, the Dean of the College, and occassionally, the hall manager.

The hall manager was in contact with the DSA primarily in group settings or in meetings and rarely on the phone or individually. But these groups and meetings usually provided sufficient time for the manager and the DSA to discuss mutual concerns.

The DSA spent proportionately more time with his professional staff than with any other category of people, reflecting his philosophy of delegation of responsibility. The DSA understood that he could not relate effectively or personally to twenty-four RA's and 1,278 students. Yet he knew that the assistant directors could work more effectively with six RA's and approximately 300 students. The information overload problem was reduced considerably by adopting this administrative pattern. If the DSA had responsibility for direct involvement with all staff, student government, students, and college personnel, he would have been constantly inundated with unmanageable quantities of input. By assuming overall direction through staff members, each delegated the responsibility to administer specific areas, the DSA was able to establish a balanced administrative pattern.

Students had contact with the DSA in meetings and in groups more than on the phone or as individuals. To maintain effective communication, the DSA relied on other professional and student staff members to do much of the informal advising, counseling, and negotiating with individual students. After the other staff laid the groundwork, the DSA then met with students to finalize decisions or review issues. DSA group contacts with students often involved conflict resolution, especially during negotiations over policy changes or over student

attempts to cut "red tape." As a consequence of the administrative hierarchy, the professional staff usually examined these issues with students but referred them to the DSA if the conflict could not be resolved.

By examining the group contact pattern more closely, one sees that student affairs and college staff contacts preempted the largest percentages of total group time. Generally, as the topical analysis will demonstrate, many group contacts were for planning, evaluation, and reflection purposes. Typically, before any formal decision was made in a meeting, its consequences were weighed in the informal group setting.

Looking at Table 4, one sees that at least one member of the student affairs staff, and often more, were present 72.9 per cent of the time at meetings where the DSA was in attendance. The high percentage is partially explained by the number of meetings also attended by the associate director who served as the staff's information link between most formally recognized student groups and the administration of the hall.

Another significant factor emerged from a review of the meeting contacts. The area director had proportionately more contact with the DSA in meetings than through any other activity. In fact, during the periods studied, he had twenty minutes of group contact with the DSA, only an hour of individual contact, and ninety

minutes of phone contact. During the same periods he had 8.7 hours of meeting contact. Since the area director served as the DSA's immediate supervisor and link with the central administration, the quality of meeting contact time determined the adequacy of communication and feedback between the DSA and the area director.

Aside from the associate director, the person who spent the most time (16.6 hours or 42.5 per cent of the total meeting time) with the DSA in meetings was the Dean of the College. Virtually no college-related meeting was attended by the DSA where the dean was not present. The amount of time spent by the dean in contact with the DSA in contrast to that spent by the area director is a clue to communication patterns, differences in administrative styles, value hierarchies, and overload problems.

The March 9-13 period provided an unusual meeting contact pattern. During most weeks, the DSA attended five or six meetings which averaged slightly less than two hours per meeting. Because of the co-residential housing proposal being considered during March, 1970, and because several other unusual events (see Table 5) happened during this observation period, the DSA attended several unscheduled ad hoc meetings in addition to his regular weekly meetings.

What sector was depleted to allow for more meeting time? As might be expected, the individual effort

area, specifically reading, was influenced most heavily. To accommodate normal inputs and increased meeting time, the first activity which the DSA had to eliminate was professional reading and the scanning of newspapers, newsletters, and general distribution memos.

In summary, the DSA's contact time with others was heavily weighted toward his professional staff and the staff of Briggs College. The implications of this finding were examined in light of the DSA's administrative philosophy and the concept of information overload.

Topical Analysis of the Data

Up to this point, the analysis has dealt with which activities and people consumed the time of the DSA. This section of the analysis provides a detailed glimpse of what topics competed for his time and why. More than in the previous analysis, the variations brought about by crisis, natural seasonal cycles, or the unexpected will be evident. The same 10,923 minutes will be examined, but from a perspective which will present contrasting patterns of time allocation and information flow.

To organize the data, the investigator selected thirteen broad sectors within which all topical content in the study fell. The sectors were then subdivided into thirty-nine topic categories. For example, one sector was designated for research and subdivided under the topic categories general research, evaluation, and

TABLE 5.--An analysis of time spent by the DSA on topics of professional concern.

	Hours Spent on Topic						Percentage of Time Spent on Topic					
	March 9-13	May 25-29	November 2-6	January 11-12	Category Total	Sector Total	March 9-13	May 25-29	November 2-6	January 11-12	Category Total	Sector Total
Professional Development						21.3						11.7
Class-seminar-reading	3.5	5.2	11.2	1.4	21.3		6.4	9.6	21.1	7.1	11.7	
Research						31.9						17.5
General	.2	2.3	1.1	1.1	4.7		.4	4.2	2.1	5.6	2.6	
Evaluation	5.2	4.1	2.9	.9	13.1		9.5	7.6	5.5	4.6	7.2	
Dissertation	6.6	5.2	.5	1.8	14.1		12.0	9.6	1.0	9.1	7.7	
Unusual occurrences						2.7						1.6
Student disruption		1.4			1.4			2.6			.8	
Fire Drill		.3			.3			.6			.2	
Tornado												
Illness				.8	.8					4.0	.4	
Suicide		.1			.1			.2			.1	
Accident			.1		.1				.2		.1	
In-service Education						5.4						3.0
Staff training	.7	1.7		.7	3.1		1.3	3.1		3.6	1.7	
Graduate practicum			1.2	1.1	2.3				2.2	5.6	1.3	
Educational Programming						12.2						6.6
Academic assistance and programming	6.0	1.4	.2	2.7	10.3		10.9	2.6	.3	13.7	5.6	
Co-curricular programs	.1	.3			.4		.2	.6			.2	
Orientation & Recruitment		1.2	.2	.1	1.5			2.2	.4	.5	.8	
Staffing Concerns						12.7						7.0
Staff structure-design	1.7	3.8	2.6	.2	8.3		3.1	7.0	4.9	1.0	4.6	
Staff selection	3.9		.1	.4	4.4		7.1		.1	2.0	2.4	
Police matters						-						-
Governance						30.8						16.9
Policy interpretation-alteration, setting	6.6	2.1	.8		9.5		12.0	3.9	1.4		5.2	
Administrative-judicial enforcement	.8	.4	9.8	1.2	12.2		1.4	.7	18.2	6.1	6.7	
Hall Student government	.5	.5	1.0		2.0		.9	.9	1.9		1.1	
LBC-SAC " "	1.7	.1	.1	.4	2.3		3.1	.2	.2	2.0	1.3	
Faculty affairs	2.4	2.0	.4		4.8		4.4	3.7	.8		2.6	
Minority issues	2.9	8.6	6.5		18.0	18.0	5.3	15.9	12.1		9.9	9.9
Personal issues and problems						20.1						11.0
Counseling and referral	.8	.3	.1	1.0	2.2		1.4	.6	.2	5.1	1.2	
Roommate conflict	.1	.1			.2		.2	.2			.1	
Male-female relations	.2	.2			.4		.4	.3			.2	
Alcohol	.3				.3		.6				.2	
Drugs	.5				.5		.9				.3	
Family	.4	.7	.1		1.2		.7	1.3	.2		.7	
Others' personal concern	2.9	3.5	6.4	2.5	15.3		5.3	6.5	12.0	12.7	8.4	
Group Activities						2.8						1.5
Athletic event												
Social event	2.8				2.8		5.1				1.5	
Administrative Activity						16.6						9.1
General Administration routine	1.4	3.2	2.9	1.1	8.6		2.6	5.9	5.9	5.6	4.7	
Recommendations, approv.	.1	.1	.4	.4	1.0		.2	.2	.7	2.0	.5	
Reading mail, news., etc.	1.2	1.1	3.4	1.3	7.0		2.1	2.0	6.3	6.6	3.8	
Management Concerns						7.6						4.2
Room reservations	.1	.2			.3		.2	.3			.1	
Food service												
Maintenance and security	.1	1.3	.1	.01	1.5		.2	2.4	.2	.1	.8	
Housing procedures	1.2	2.8	.8	.6	5.4		2.1	5.1	1.4	3.0	3.0	
Financial-budget matters		.1	.3		.4			.2	.5		.2	
Total time in each period:	54.9	54.2	53.3	19.7	182.1	182.1	100.0	100.0	100.0	100.0	99.9	100.0

dissertation research. Table 5 presents the sectors and categories for each observation period with respective time and percentage data.

The percentage totals in the sector column of Table 5 indicates that topics concerned with research consumed the greatest amount of the DSA's time (17.5 per cent). In second place were topics related to governance (16.9 per cent) followed by those in the professional development sector (11.7 per cent), and the personal issues and problems sector (11.0 per cent). All other sectors were below 10 per cent.

Professional Development

To gain a precise definition and understanding of these sectors, an analysis of the topic categories will be made. Sectors and categories are discussed in the order in which they are listed in Table 5. The first sector, professional development, included all time spent in classes or seminars, time spent preparing for them, and professional reading time not directly related to administrative responsibilities. With the exception of the November period, between 6.4 per cent and 9.6 per cent of the time in each period was allocated to these pursuits. As explained above, the November period was unusual since it preceded by one week the DSA's comprehensive doctoral exams, accounting for the 21.1 per cent of his time spent in exam preparation. Generally, the

DSA found that he used about 10 per cent of his total professional time in keeping abreast of developments in the field of higher education administration.

Research

The next sector, research, was divided into three categories, general research, evaluation, and dissertation research, and commanded 17.5 per cent of the DSA's total time. General research involved participating in university research projects by filling out questionnaires, assisting others in data gathering, or conducting specific hall research designed by the DSA and implemented through his staff (2.6 per cent of the total budget). Of the three categories in the research sector, general research received the least time allocation.

When a research project was not actively underway, time was often spent in evaluation (7.2 per cent of total budget). The evaluation pattern took several forms: an examination of individual staff performance during Winter term in preparation for making commitments for the following year; the review of hall and college programs in the Spring in anticipation of year end annual reports; and studies of the residential college concept which seemed to appear frequently throughout the year because of questions asked by faculty committees, student groups, national studies on innovation in higher education, and Briggs College's own evaluation program. The DSA was

drawn into each of these areas, especially because of his responsibility for supervision and evaluation of the staff and hall program.

The third category under the research sector, dissertation research, includes all time allocated during the four observation periods to gather and organize data for this study and to read literature on other participant observer and time allocation studies (7.7 per cent). The data for this research was gathered in about 2.0 per cent of each week's time budget with the remaining 5.7 per cent of dissertation research time devoted to background reading.

Since more time was allocated to the research sector than to any other in the topical time budget (17.5 per cent), one may conclude that a major goal of the new staffing arrangement was being achieved. When the hall was administered by two head resident advisors, the overload problem was so acute that research and evaluation had to be severely limited. The new centralized system provided adequate time for these activities. Thus, as hypothesized by Jantzen (1963), when high value is placed upon an activity and intervening barriers are removed, more time will be devoted to completing the valued activity.

Unusual Occurrences

Unusual occurrences (student disruption, fire drill, tornado, illness, suicide, accident) comprise the next sector analyzed. Less time was taken to handle unusual occurrences than the DSA estimated before completing the time study. Perhaps because the unusual stands out in one's mind, one is apt to feel it preempts more time than is actually the case. Also, the supporting staff assumed much of the responsibility for direct involvement in unusual occurrences. Thus, although he thought otherwise, the DSA only allocated 2.7 hours (1.6 per cent) of his total time budget to these problems.

As might be expected, the unusual occurrences often fell into a seasonal pattern. Spring term brought tornadoes and warm weather. Warm weather allowed fire drills to be conducted, and student frustrations to erupt in mass outdoor disruption. Also, by this time in the month, the mass outdoor disruptions which had occurred during the first week of May had subsided into monotonous grumbling.

In summary, the new staffing arrangement again appeared to fulfill one of its designers' intentions. Unusual occurrences had previously been disruptive and had limited the hall administrator's effectiveness. By redesignating responsibilities, inputs in this sector

were shifted to staff personnel other than the chief administrator, thus freeing him to attend to more general concerns.

In-Service Education

In-service education includes the categories of staff training and graduate practicum (3.0 per cent of total time budget). Since much of the implementation for staff training was delegated to the assistant directors, the DSA was involved only in the initial planning stages and subsequent evaluation. Since the time spent by the DSA in attendance at training programs was allocated in Table 5 according to topic, only general planning for the overall program shows in the staff training category.

The other category in the in-service education sector, graduate practicum, was assigned to the DSA during both the November and January periods. This activity involved the supervision of two masters degree candidates as they worked in and observed the program of the residential college (1.3 per cent of total time budget).

Through the in-service education program, the DSA became directly involved in the classroom educational process. On occasion, this involvement included assigning grades to student affairs staff members who completed requirements for independent study credit under the DSA's

supervision. As an educational administrator, the DSA benefitted from this exposure to the formal academic teaching process.

Educational Programming

Also related to the teaching process was the sector, educational programming, with its three categories; academic assistance and programming, co-curricular programs, and orientation and recruitment. Together, the three categories consumed 6.6 per cent or 12.2 hours of the total DSA time budget. Of the total hours in the sector, most were devoted to academic assistance and programming (5.6 per cent of total DSA time budget). The DSA's responsibility was to prepare the staff to help needy students in their quest for academic assistance, especially during March.

Neither of the other two categories under educational programming generated many hours to occupy the DSA. The first, co-curricular programs, was assigned to the associate director and other staff who informed the DSA of progress but did not involve him in day-to-day operations. The second, the orientation and recruitment program, primarily took place during the summer months and early fall. It appears simply because of preliminary planning which transpired during the May observation period.

Staffing

The staffing sector required 12.7 hours or 7.0 per cent of the DSA's time and was split between the categories of staff structure and staff selection. Staff structure involved conversations and meetings which reviewed the viability of the new staffing arrangement, alterations which could be made to improve its effectiveness, and human barriers which impeded progress. The last subject is an informal part of most organizations and must be recognized as consuming a portion of the total time budget. A glance at Table 5 reveals that the most time spent on these topics was in May, the month when new staffing arrangements and personnel changes received final approval in the residence hall system.

On the other hand, staff selection stood out in the time budget during March 9-13 (7.1 per cent of total budget). This finding supports a seasonal pattern which annually demanded time from the DSA during the hiring months of late February, March, and April. Time demands made on the DSA for staff selection during March 9-13 were moderate when compared with the latter part of March or early April when the DSA devoted up to 40.0 per cent of his weekly time budget to final staff selection. Of course, when this occurred, a highly irregular pattern was interjected into the time budget, resulting in the complete abatement of activities in

some categories. Selection activity was not intense enough during the March observation period to cause serious disruption in the overall pattern of activity.

Police Matters

Moving to the next sector, one sees that virtually no time was given to matters involving the police during the observation periods. Again, this was a consequence of assigning responsibility for confronting the unusual to the assistant directors who called for police assistance several times a month.

Governance

Of the sectors used in this study, governance was the most complex and second highest in total time consumption (30.8 hours, 16.9 per cent of total budget). Because of its complexity, each category under governance will be examined separately.

The first, policy interpretation, alteration, and establishment, became a recurring time demand on the DSA when university policies were undergoing deep scrutiny by students, faculty, and administrators. Discussion and debate on several of these policies preempted thousands of university staff hours over a period of months. In the residence hall, two issues consumed the majority of the DSA's hours in this category; 24-hour visitation and

co-residential living. Both matters were campus wide, and in some respects statewide, in their political implications.

During March, students in Holmes Hall approached the DSA with a proposal that the hall be allowed to institute co-residential houses where men would live in one suite and women in the next. The implications of the proposal were so great that the normal channels for considering it were inadequate and ad hoc meetings and discussions were quickly called. The DSA could no longer delegate to his staff the responsibility for representing the administration point of view. By becoming directly involved in negotiations with the students submitting the proposal, he committed 12.0 per cent of his time to this topic during the March period. The DSA's communication with students suddenly increased, and he was expected to transmit the students' reactions to men several steps removed from him in the administrative hierarchy. While irregular, this pattern of changed expectations and altered communication patterns commonly occurred whenever crises situations with wide implications developed. To illustrate, a case study of the DSA's involvement in the consideration of the Holmes students' co-residential options proposal has been included.

Case Study: Steps toward change in residence hall living arrangements--Winter, 1970

Step 1 Early February: Three male students from the hall came to my office to suggest that a new housing policy be implemented in our hall which would allow men and women to live in alternate suites in the same house or in other co-residential patterns. They had drawn up a survey which they proposed to distribute to all members of the hall to ascertain support for their plan. We discussed the proposal, and I made several suggestions which they incorporated into their housing survey. I encouraged them to question residents in cooperation with other interested students and with Holmes Hall Government support. They followed this suggestion by including others and the government in their subsequent planning.

Step 2 Between the date of our conversation early in February and February 9, one of the students discussed the proposal with the Dean of the College and members of the hall student government. In these discussions the students tried to formulate a survey which would identify reservations and concerns surrounding the proposed housing policy.

Step 3 On February 9, 1970, the three students, now called the Human Liberation Front, went to the student government legislature and asked for permission to use the Holmes Hall duplicating machine to prepare their survey questionnaire for distribution to the residents of Holmes Hall. The following motion was passed by consent: "I move that the Holmes Hall Legislature allow the Human Liberation Front to use the Holmes Hall mimeograph to duplicate and to distribute their questionnaire concerning co-ed living."

Step 4 February 16, 1970. The survey was completed and stenciled. A mimeographed letter to house student presidents was added to explain its purpose. The house presidents were requested to distribute and collect the questionnaire.

Step 5 Now that the intent of the students was clear, the proposal became an issue for discussion at various administrative meetings. The Holmes Hall administrative luncheon group (a weekly meeting of the DSA, dean, manager, student president and associate director) discussed the proposal on February 25, March 4, and March 10. Likewise the proposal was discussed by the Briggs Administrative Group on February 27 and March 6. The Holmes Hall professional staff discussed the substance of the proposal on March 11. Likewise a report was given to the Cedar Woods Residence Hall Administrators on March 10 concerning the proposal. However, in none of these meetings were direct plans of action determined. More information was needed on the central administration's reaction to similar proposals being made elsewhere.

Step 6 On February 27, 1970, I wrote a letter to the student leader of the Human Liberation Front expressing my views on the co-residential housing idea and asking to see the results from the survey when they became available.

Step 7 On March 5, 1970, in response to my letter, the student came to give me a progress report on the survey. He assurred me that the results would be available very shortly.

Step 8 On March 6, two student leaders of the Human Liberation Front (HLF) brought the results of the survey to my office. The results indicated that the students supported co-residential housing on an alternating suite basis in at least two houses in the hall. On the basis of this response, the HLF committee would establish a proposal for co-residential housing and submit it to the Holmes Hall Student Affairs staff by 4:00 PM on Monday, March 9, 1970.

Step 9 On March 9, 1970, the HLF leaders set up a 4:00 PM meeting with the Student Affairs staff. Prior to the meeting informal discussions were held with the associate director, the dean, and assistant dean concerning the proposal. I also checked with the area director for his perceptions on how to proceed. He stressed that hall and central administrators should discuss the matter before any commitments were made to the students. At the 4:00 PM meeting, various specific aspects of the proposal were discussed

but no major changes or commitments were made. At 8:00 PM, the legislature considered the proposal and passed a resolution which approved the concept. This was not considered to be binding final action, however.

Step 10 On March 10, 1970, the associate director reported to me the legislative action from the previous night. I discussed the proposal at the Residence Hall Administrators Area Meeting. Another student came to my office and spent one hour outlining his views on the procedures by which participants would be selected to live in the co-residential houses.

Step 11 On March 11, 1970, the matter was discussed again at the Holmes Hall Administrative luncheon and opposition was expressed to the selection procedures contained in the proposal.

Step 12 On March 11, 1970, an unusual meeting of hall, college, and central university administrators (just below the vice presidential level) was held in the hall. No students were present. The minutes of the meeting reveal that several housing proposals were currently being drawn up on campus. No one in the administration wanted to give approval to them until the University Board of Trustees voted approval. This could not be done before the latter part of April, if it could be done at all, too late for implementation in the Fall of 1970. For the record, the dean of students agreed to submit the proposal on behalf of the HLF and Holmes student government to the V.P. for Student Affairs who would consider it and respond in writing to the students proposing the policy change.

Step 13 On March 12, 1970, an informal discussion was held with the assistant dean, the associate director and an assistant director to evaluate the results of the administrator's meeting. Although it was to have been a closed meeting (with the conclusions held confidential) the results of the meeting were released by one administrator present to the student government president. Students were then clamoring for more information.

Step 14 March 17, 1970. I called the dean of students to determine whether a statement was forthcoming

from the V.P. for Student Affairs concerning his decision on the co-residential proposal. The issue was discussed with the university president, and the president indicated that all four co-residential proposals should go directly before the Trustee Board at the April meeting. It was suggested that the proposals should be brought to the Board by the students who had originated them. The dean of students suggested that I contact the students in Holmes Hall who had originated the proposal and alert them to this suggestion by the president.

Step 15 March 23, 1970. I called the area director to ask whether or not he was aware of the change which had taken place since our March 11th administrative meeting. He was unaware of the new development and cautioned that students might be inadequate spokesmen on this issue. His main concern was that they would not be articulate when appearing before the Board of Trustees.

Step 16 March 24, 1970. I sent letters to the HLF student leaders asking them to come in and discuss their latest thinking on the co-residential housing proposal. After this discussion I would be able to recommend whether they appear before the Board.

Conclusions The student leaders never came to discuss the proposal. They had spent two months of time on the housing change effort, to the detriment of Winter term grades in some cases. Their work had led them to a possible direct confrontation with the Board of Trustees, a prospect few of them enjoyed considering. Also, by this time, another hall which had worked both within and outside of regular channels was getting publicity in the press because of its militant stance on housing policy changes. It was this hall which eventually appeared before the Board, but the co-residential aspect of their proposal was turned down. Repeated attempts were made by students and administrators during the next year to receive Board approval for co-residential living--but as of its March 19, 1971 meeting the answer was still "No"! Long before the end of the 1969-70 school year, the HLF in Holmes Hall lost its initiative. And during the turmoil of Spring, 1970, the residence hall administrators were happy it did.

While not as complex, the second controversial policy matter related to 24-hour visitation rights in all residence halls. Students had won the right to unrestricted open houses over a period of years. Finally, during the May, 1970 period, each residence hall staff member was asked to file a report of the policy's implementation and effect. Each resident assistant wrote a report covering his or her house and submitted it to the DSA, who studied the twenty-four reports carefully and compiled a summary for the Dean of Students Office, thus accounting for almost 4 per cent of the May time budget.

Policy development, evaluation, and implementation was an important and time-consuming part of governance within the institution. If change in major policy was requested by students, staff members knew that thousands of man hours might be consumed and normal patterns of activity altered before change became reality. With all their negative aspects, perhaps the autocratic days of university administration were less time consuming when policy formulation was involved.

The second category under the governance sector was administrative-judicial enforcement, another highly irregular time-consumer. As demonstrated in Table 5, only the November observation period had a significant amount of time (9.8 hours, 18.2 per cent) devoted to this area. Usually, enforcement of regulations and

policy was conducted at the lowest staff or student level possible. Occassionally, a student was involved in repeated violations, forcing his case to be referred directly to the DSA and into the university judicial system. This occurred during Fall term, 1970, after the staff had worked with the student in question for over one year. Under the due process procedure applied in such cases, the DSA was asked to prepare and present detailed information about the student's background and his violations of policy to a formal hearing conducted by the Student-Faculty Judiciary. The hours reported in Table 5 as devoted to this case were a small fraction of the hundreds of man hours consumed previously in an attempt to rehabilitate the student. November 2-6 was the culmination of months of staff time and effort offered to one student. Of all the hours reported in this study, those devoted to this case appear to signify the poorest return on time invested. In an ideal pattern of administrative activity, the time invested should yield positive results. However, in actuality, most administrators who evaluate their time investment patterns realize that by choice or by mandate from superiors, at least a small portion of their time budget will be unproductive (Drucker, 1966). To keep this poor return to a minimum was not always a goal attained by the DSA.

Hall and college student government were the next two categories in the governance sector. The

associate director, who was assigned to advise both groups, made periodic summaries of their activity to the DSA. Her efforts reduced the possibility of information overload on this topic flowing into the DSA's activity pattern. Thus, a skillful staff member screened the many hours of deliberations which took place in student government meetings weekly and distilled them into manageable information bits which consumed slightly over 2.0 per cent of the total time budget.

Finally, the faculty affairs category consumed 4.8 hours of the total time budget (2.6 per cent); mostly in time spent by the DSA in college faculty meetings. Since he had faculty rank in the college, the DSA was expected to attend faculty meetings, keep current on faculty issues within the college and university, and represent the student affairs staff to the faculty.

Minority Issues

The DSA spent 18.0 hours (9.9 per cent) of the total time budget on the minority issues sector. In May, some of the 8.6 hours consumed by the topic of minorities were part of a staff training program on racism. However, time was also allocated to helping the black students of the hall locate and equip a black culture room within the hall. Possible conflict over the issue was averted through negotiations with the College Dean, student government, central management,

and black student representatives. Although negotiations began during the May observation period, tangible results were not attained until far into the summer, and the black culture room was not operational until late in Fall term.

Once the black students were granted a room, they next sought funds for books, magazines, and decorative accessories (the university provided furniture) to place in it. Their efforts reached a peak during the November observation period when the black students sought and received $1,000.00 from the hall student government. As an illustration of the negotiations surrounding the black request, a diary of events kept by the associate director is recorded below.

An Illustration: The Black Action Committee Issue

Issue: Whether Hall Student Government should recognize the existence of the Black Action Committee of Holmes Hall and allocate $1,000 to their budget. (Notes compiled by associate director)

Monday, November 2, 1970

8:00-10:00 PM (120)	I attended legislature meeting--the issue is proposed and discussed by the black students of Holmes Hall. Outcome--(1) the house presidents will take the issue to house meetings to: (a) discuss the proposal; (b) decide if any houses will appropriate money towards the $1,000; (2) an ad hoc committee of the Legislature is established to: (a) prepare a written proposal describing the relationship between hall government and the Black Action Committee; (b) investigate sources of hall funds from

	which the $1,000 could be drawn; (3) a special legislature meeting is called for Monday, November 9, 1970.
Tuesday, November 3, 1970	
10:00-10:30 (30)	In the professional staff meeting, I give a summary of the legislature's impressions of student feelings and atmosphere within the hall.
1:00-3:00 (120)	I meet with hall president. A meeting with the ad hoc committee and the black representatives is planned. President outlined a general purpose for the meeting and the desired outcome of the meeting. He prepares a list of questions to ask the black students about their proposal.
3:30-4:00 PM (30)	In a discussion with a male assistant director I request that he advise the joint meeting with the ad hoc committee and the black student representatives. I bring him up to date on the latest occurrences within the hall.
Wednesday, November 4, 1970	
3:00-4:00 PM (60)	I have another discussion with hall president. Further plans are made for the joint meeting. We give each other the most current information we have on the general feelings within the hall.
Thursday, November 5, 1970	
11:30-12:30 PM (60)	Meeting is held with dean, hall manager, DSA, two assistant directors and myself. One assistant director gives a summary of the joint meeting held Wednesday evening.
12:30-2:00 PM (90)	Same meeting with the addition of hall president who came to announce his resignation from hall government. He also gives his opinion

	of the week's events since the Monday night legislature meeting. Outcome: (1) assistant and I agree to meet with the black students and discuss their views of the proposal and the week's events. (2) hall president agrees to remain in office.
2:05-2:06 (1)	Call to black student aide to set up a meeting with the black students.
4:30-4:45 PM (15)	Discussion with DSA. I give an account of what had transpired that afternoon.
4:45-5:00 PM (15)	Discussion with third assistant. She offers her perspectives on the situation in the hall. I asked her to work with black female leader to discuss (1) opening the Black Culture Room; (2) donating an amount of Scholastic-Culture Committee's budget to the $1,000 fund.
5:00-5:20 PM (20)	I have a discussion with male assistant and DSA. I give a report of my talk with female assistant. We discuss plans for Friday's meeting with the black students.
9:00-9:10 PM (10)	Call to hall treasurer--I request that she give me a complete and up-to-date report of the hall funds.
11:10-11:35 PM (25)	Call from hall president reports that he had incorrect information concerning the present status of the hall funds. He also wants approval to initiate an all-hall referendum concerning the allocation of money. Approval is not given.

Friday, November 6, 1970

11:10-11:45 AM (35)	I hold another discussion with male assistant director. We

	discuss alternatives that the black students might take if their request for money should fail.
1:30-2:00 PM (30)	Briggs Administrative meeting--a discussion takes place on the proposal and subsequent events in the hall.
3:00-3:10 PM (30)	I call other assistants to request that they call the R.A.s to find out how houses had voted on the issues at house meetings held the night before.
3:15-3:20 (5)	Hall treasurer brings current written report of hall funds.
3:30-3:45 PM (15)	I have discussion with female assistant who provides a generalized accounting of the current feelings of the black students in the hall.
4:00-5:15 PM (75)	I hold a discussion with hall president. We exchange new information that we had received during the day.
7:30-9:15 PM (105)	Meeting with representatives from the black students and male assistant. The discussion revolves around the following issues: (1) current feelings within the hall (black and white); (2) means of control for the financial account; (3) alternative measures for the black students if the request for money and recognition should fail.

Saturday, November 7, 1970

11:15-11:30 PM (15)	I receive a call from president who wanted a clarification on whether he could change the time of the special legislature meeting on Monday. Outcome: since the time had not been officially established during the meeting, he had the authority to change the time.

Sunday, November 8, 1970

7:30-9:00 PM (90)	Ad Hoc Committee meeting. The committee prepares a proposal stating the $1,000 fund should be made up from three sources: house funds, committee funds, and the general fund.

Monday, November 9, 1970

3:00-3:30 PM (30)	I chat with hall manager about special meeting tonight, and explain week's previous events.
4:00-4:25 (25)	I call Ad Hoc Committee chairman and relay the idea that he would need to be flexible with the ad hoc committee's proposal because the amount of committed house funds was uncertain. He decides to poll each house before the special legislature meeting officially opens.
4:30-4:50 PM (20)	I hold a discussion with hall president. We go over last minute details for the special legislature meeting.
4:50-5:05 PM (15)	I have a discussion with DSA. I give a description of where the hall stood on the proposal as well as summary of the preparations that had been made for the special legislature meeting. All seems to be ready for a showdown.
8:30-10:00 PM (90)	I attended the special legislature meeting. The Black Action Committee is recognized by the legislature and is allocated $1,000 after little discussion. The week's efforts have paid off!
Note:	Total time associate director spent on issue in eight days= 19.2 hours.

As with the 24-hour open house and co-residential living issues, the central administration in both

residence hall management and the Dean of Students Office expressed concern over the implications of the black requests. Once again, the hierarchy above the local residence hall watched with interest, and perhaps some apprehension, as the cross currents prevalent in the larger society buffeted another segment of the campus. The DSA was expected to devote considerable attention to the conflict resolution process to insure that an impasse was not reached. On the other hand, the DSA was hesitant to lift the reigns of involvement from his staff and student government and to enter the negotiations unless requested to do so. The investment of 12.1 per cent of his November time budget, and many more student affairs staff hours in informal strategy and evaluation sessions was rewarded with a compromise accepted by student government and the black students.

Personal Issues and Problems

The personal issues and problems sector (20.1 hours, 11.0 per cent) was a conglomerate of categories ranging from roommate conflicts to drug abuse. Categories were chosen which reflected frequently occurring problems of students, and sometimes of staff. As revealed in Table 5, the DSA spent little time on most of the categories, with one exception, others' personal concerns (15.3 hours, 8.4 per cent).

In most organizations, matters of personal interest are often discussed on a casual basis between co-workers. Perhaps a wedding is being planned; an important job interview has occurred; or a new stock tip has been received. The investigator observed and recorded time spent in these conversations to give a fair picture of his actual time allocations. Many conversations about others' personal concerns transpired during one of the five or more meals per week the DSA ate in the hall. Perhaps this recurring pattern of activity was an indicator of good staff relations. Informal personal discussions relieved tensions and diverted minds from the problems of the day. Especially for staff members living and working in the hall twenty-four hours per day, conversations like this were actively sought and enjoyed.

The other categories in the sector were handled by the assistant directors and resident assistants to decrease overload and to increase personal attention. About once a week, a student or staff member approached the DSA directly with a personal problem. If the matter could be disposed of in one counseling session, the DSA usually dealt with it. But if the issue was too complex, the DSA usually referred the student to a fulltime counselor.

The pattern confirmed by the time data in this sector was sought by the DSA throughout his administrative tenure. His charge was to develop a staff which was

empathetic, understanding, and skillful in relating to others and their concerns. To establish himself as a counselor or to interfere in a staff-student relationship, except in rare instances, would have been negatively viewed and probably would have reduced his overall effectiveness in guiding the organization.

Formal Group Activities

Receiving only 1.5 per cent of the total time allocation was the group activities sector as divided into two categories: hall or staff athletic and social events. Time segments devoted to this sector expanded and contrasted, depending on the age of the student staff, their social interests, financial limitations, and the men's athletic prowess. Since few social or athletic events were held during the observation periods, this is not an accurate time allocation pattern portrayal.

Administrative Activity

The administrative activity sector (16.6 hours, 9.1 per cent of total time budget) included three categories of general administrative routine. First, 4.7 per cent of the total observed time was spent by the DSA attending to the mundane details of the organization: filing, sorting, giving instructions to secretaries, preparing equipment for staff training, and many other minute matters. Second, during the peak application

months, several requests for recommendations a week were usually processed, but each only required five or ten minutes. Finally, the DSA spent 7.0 hours (3.8 per cent) of his total observed time reading the flood of mail, professional organization literature, campus newspapers, and general distribution memorandums which came to his office daily.

Management Concerns

Finally, the management concerns sector completes the consideration of Table 5. Only one category, housing, occupied more than 3.0 per cent of the total DSA time budget (5.4 hours). Although a housing clerk managed the paper work; vacancy rates, roommate conflicts, personal problems, and other influences combined to make the task of determining housing procedures complex. Several times a week, especially near the beginning and end of each term, judgments about specific problems encountered by the student affairs staff were required. Without the help of the four assistant directors and others, management concerns, especially housing, might have consumed a large majority of hours available to the DSA.

This section of the analysis has examined how and why the DSA allocated his time among various topics. Research consumed the highest proportion of the budget (17.5 per cent) and unusual occurrences (1.6 per cent)

and hall athletic events (1.5 per cent) were at the other end of the continuum. Reasons for this distribution were explored.

Summary

Reported in this chapter were the data observed and analyzed by the investigator during four periods containing a total of seventeen days. The observations were made while he served as director of student affairs (DSA) in a large co-educational residence hall. First, a general overview of how he allocated his time among nine categories of activity was presented. Of the 182.1 hours observed, 71.9 per cent were spent in activities which required interaction with others and 28.1 per cent were allocated to individual or solo effort.

Secondly, a pattern of professional behaviors was drawn by plotting the DSA's daily activity schedule. His daily effort generally began before 9:00 AM, concentrated early in the day on outputs requiring solitary attention, was diverted by inputs from staff and students, and ended after an evening of professionally related activity.

Thirdly, interpersonal interactions between the DSA and other members of the university community were examined. The DSA allocated 23.7 per cent of his time to individual one-to-one contacts, 21.5 per cent to meetings, 14.9 per cent to group encounters, and 7.0 per cent to phone contacts. In each of these categories,

the DSA reflected his philosophy of administration by interacting with members of his staff more than with any other group or individual.

Finally, the chapter ended with a survey of how the DSA divided his time among various topics of information which clamored for his attention. Topics concerned with research, including this study, consumed the greatest amount of time (17.5 per cent). Governance topics were second with 16.9 per cent of the total time, followed by those in the professional development sector (11.7 per cent), and the personal issues and problems sector (11.0 per cent). All others were below 10 per cent in the total time budget. Each category included in these sectors was scrutinized for clues to administrative patterns.

Chapter V will provide comparative data to determine how other members of the hall's administrative staff allocated their time in contrast to the DSA. Explored also will be the time budget of a head resident advisor contrasted with the one reported by the same person serving as a director of student affairs exactly one year later. Verbal information flow content, as observed in meetings, will be presented. Finally the flow of inputs and outputs through the DSA's office will be examined.

CHAPTER V

ADMINISTRATIVE TIME ALLOCATION AND ACTIVITY PATTERNS--ANALYSIS OF COMPARATIVE DATA

Since the time allocation and activity patterns identified in Chapter IV were based upon one administrator's observation, comparative data are presented in this chapter to provide a broader perspective of the hall's administrative activity.

First, five other fulltime professional administrators in the same hall recorded observations from May 24-30, 1970, using the same techniques as the DSA. Analysis procedures and incomplete reports at the end of this period allowed only three full days of activities to be scrutinized. As in Chapter IV, broad sectors of time use are identified; daily patterns of activity are established; patterns of interpersonal interactions are presented; and a topical analysis of information flow is completed.

Secondly, to provide longitudinal data, the investigator reports observations he made one year earlier while serving in East Holmes Hall as head resident advisor and compares these with data he gathered while serving as director of student affairs (DSA). In both cases, the

observations were made during the ninth week of classes in Spring term to insure comparable seasonal influences and conditions.

A third index to time use in residence hall administration is based on topics discussed in weekly meetings attended by the DSA over an eleven-month period. Observations were made of the topics discussed, the frequency of discussion, and the time spent on each topic. Topical time allocation in meetings indicates which items of information received high priority attention and were of greatest concern.

Finally, all written input and output received and sent by the DSA during the four observation periods are categorized according to type, topic, and action taken. Since the analysis up to this point centers on verbal interaction, the examination of written material completes the view of influences impacting upon a residence hall administrator's time.

Professional Staff's Time Allocation Patterns

Do the associate and four assistant directors allocate their time to major professional activities differently than the DSA? Table 6 provides an answer to this question by reporting comparisons of the May 25-27, 1970, time allocations of each staff member and the DSA's total time use in all four observation periods.

TABLE 6.--Professional staff time spent in work-related activity--May 25-27, 1970.

	May 25-27, 1970											
	Four Assistant Directors			Associate Director			DSA-May 25-27			DSA-Allocations During All Four Periods		
	Average Hours Per Assistant	%	Average Cost Per Assistant	Hours	%	Cost	Hours	%	Cost	Hours	%	Cost
Interpersonal Activity:												
Phone	.8	3.0	$ 2.62	1.7	6.5	$ 7.51	2.5	7.9	$ 10.72	12.7	7.0	$ 54.48
Meeting	2.4	8.9	7.79	6.3	24.2	27.84	5.4	17.0	23.16	39.0	21.5	167.31
Class	1.5	5.7	5.00	4.3	16.8	19.00	2.3	7.1	9.86	8.7	4.8	37.32
Group Contact	9.1	33.8	29.76	2.0	7.7	8.84	3.6	11.3	15.44	27.3	14.9	117.11
Individual Contact	6.2	23.3	20.50	2.6	10.0	11.49	7.7	24.4	33.03	43.1	23.7	184.90
Total: Interpersonal Activity:	20.0	74.7	$65.67	16.9	65.5	$ 74.68	21.5	67.5	$ 92.21	130.8	71.8	$561.12
Individual Effort:												
Research	1.0	3.5	$ 3.11	.3	1.3	$ 1.32	3.3	10.5	$ 14.15	15.3	8.4	$ 65.64
Reading	2.9	10.7	9.43	2.6	10.1	11.49	6.1	19.2	26.17	24.0	13.2	102.96
Writing	2.4	8.9	7.87	5.2	20.0	22.98	.4	1.3	1.71	10.0	5.5	42.90
Administrative Routine	.6	2.1	1.89	.8	3.2	3.53	.4	1.3	1.71	1.9	1.0	8.15
Total: Individual Effort:	6.9	25.3	$22.30	8.9	34.5	$ 39.32	10.2	32.5	$ 43.74	51.2	28.1	$219.65
TOTALS												
Time	26.9			25.8			31.7			182.1		
Cost per person			$87.97			$114.01			$135.95			$780.77

To simplify the table, the individual time budgets of the assistant directors were combined, and an average time budget for the assistant directors was computed. Finally, to demonstrate another use of the data, salary cost allocations were made for each category. The salary cost per hour was determined by estimating the yearly income for each position and dividing it by the number of hours worked in a year (excluding vacations, based on an assumed fifty-hour professional week). These cost estimates are relative since no staff member worked exactly ten hours each day.

Although the activity and time patterns in Table 6 are based on only three days of observation, they indicate trends and differences which would most likely prevail should the observations be made for longer periods. From a broad vantage point, the total staff allocated 65 per cent to 75 per cent of its time to interpersonal activity with the balance to individual effort activities. The pattern is confirmed that residence hall staff members spend over two-thirds of their time with others.

Looking at the inter-personal activity results, one sees that the associate director spent almost one-quarter of her time in meetings, the DSA 17.0 per cent, and the assistants only 8.9 per cent. This pattern of time allocation to meetings follows from the responsibilities each one was assigned.

Since the assistants attended fewer meetings, they were able to devote more time to others, both individually and in informal groups. One of the reasons for implementing the new staff structure was to make professional staff more available to students and student staff members. Under the previous structure, the head advisor's time was preempted by meetings, phone calls, and fixed time commitments in his schedule, leaving little time available for informal relations with others, especially students.

In the individual effort sector, the supporting staff's research category is relatively low and the writing category high when compared with the DSA's time allocation. This pattern was seasonal and, in fact, was reversed later in the month. The supporting staff members were preparing their annual reports for the DSA during the May 25-27 period. He wrote his annual report after receiving theirs, thus boosting his writing time after the observation period was completed. In the meantime, the DSA "traded off" writing for reading until schedule requirements forced him to write the annual report.

The administrative routine category was slightly higher for the supporting staff than the DSA, even though it remained surprisingly low for all staff. Matters

involving administrative routine usually required interaction with others and, therefore, were not allocated to the individual effort sector.

Activity Patterns in the Professional Staff's Day

The investigator recorded when each segment of the professional staff's activity began and compared the resulting patterns with those reported in Chapter IV. Although there are limitations on the data, a decided difference in daily activity patterns emerges, as illustrated in Table 7. Comparisons must be limited because fifteen days were analyzed for the supporting staff (four assistants and one associate observed the same three days) and seventeen days were analyzed for the DSA (seventeen different days).

The data indicate that the supporting staff began only fifteen segments in their professional day before 10:00 A.M., while the DSA initiated seventy-four segments before that hour. The reverse was true during the evening. The DSA commenced few interpersonal activity segments after 8:00 P.M., while the five members of the supporting staff increased involvement with others until late into the evening. This activity pattern confirms that the goal of making professional staff more available to students throughout the day and most of the evening was being reached.

TABLE 7.--Frequency of occurrence of segments of activity.

Time	Supporting Staff Based on 15 Days of Observation		DSA Based on 17 Days of Observation	
	Interpersonal Activity	Individual Effort	Interpersonal Activity	Individual Effort
7-8 AM			1	
8-9	4		2	8
9-10	10	1	31	32
10-11	25	3	36	13
11-12	26	6	36	17
12-1 PM	14	4	20	5
1-2	25	9	27	4
2-3	16	3	34	14
3-4	24	4	45	11
4-5	18	1	59	11
5-6	11		29	12
6-7	9		4	1
7-8	21	2	17	6
8-9	12		6	1
9-10	13	2	8	4
10-11	6	4	8	1
11-12	10	1	5	
12-1 AM	1	3	3	

One curious pattern is the decrease in late afternoon segments for the supporting staff and the increase for the DSA. As noted in Chapter IV, more segments (seventy) were initiated with the DSA from 4:00-5:00 P.M. than at any other hour of the day. However, for the supporting staff, the 1:00-2:00 P.M. hour contained the largest number of segments initiated (thirty-four). Why the supporting staff was not also bombarded with information overload late in the afternoon is difficult to understand. Perhaps students knew they could contact in-hall staff later in the evening; or perhaps staff were unavailable during the 4:00-5:00 P.M. hour. A check of the field notes confirms that several assistants ate dinner early on the days observed.

In summary, this portion of the study reveals that at least one staff member was available from the beginning of the professional day through the early morning hours of the following day. Since unpublished questionnaire research conducted in Holmes Hall indicated that 88.2 per cent of the residents go to bed at midnight or later on week nights, the staff must be available late into the evening (Holmes Hall Housing Alternatives Questionnaire, March, 1971). The Holmes' administrative activity patterns seem to demonstrate that this goal is being achieved.

Research may produce unintended consequences or unexpected findings. When the researcher plotted each

assistant's activity segments on a time scale, he found noticeable gaps appeared during the professional day, indicating that the typical day for the assistant was fragmented into personal and professional segments. One who was unfamiliar with the residence hall schedule might conclude that the assistants were failing to meet their responsibilities during the 8:00 A.M.-5:00 P.M. professional day. The fragmented daily schedule was a consequence of living and working in the same location for twenty-four hours per day.

Professional Staff Time Allocation Patterns Among People

With whom did the supporting staff members spend their professional time? To answer this, their interpersonal interaction time was computed and compared with the DSA's time budget. In general, the assistants spent the most time in interaction with students, student staff members, and other professional staff members and the least time with staff members of the residential college and larger university community.

The associate director had a similar pattern of interaction, although she did have some contact with other members of the residential college staff. During the three May days observed, only the DSA had a wide range of contacts with students, faculty, university, and college

staff. A similar pattern emerges when the DSA's field notes are reviewed for the four observation periods (see Chapter IV, Table 4).

Table 8 illustrates how each member of the professional staff allocated his time in personal contacts during May 25-27, 1970. The percentage totals for the assistants were determined by analyzing each one's field notes separately and then averaging together the results to form a composite pattern. Time allocated to interpersonal contacts with other than the student affairs staff and students is not included.

The data in Table 8 confirm that the DSA did not spend more than 10.0 per cent of his time with one individual or group of individuals. In addition to those included in Table 8, the DSA also spent time with the Dean of the College (9.5 per cent), the assistant dean (5.4 per cent), the area director (8.4 per cent) and other university staff members (20.6 per cent). On the other hand, the assistants allocated one per cent or less to each of the categories not reported in Table 8. The associate director's pattern of contact was heavily concentrated on interaction with students in meetings (22.5 per cent).

According to Table 8, the assistants and associate spent much more time with students and student staff members than the DSA did. Thus, the pattern which emerged

TABLE 8.--Percentage of personal contact time allocated to hall staff members and residents by the professional staff, May 25-27.

Setting for Contact	DSA	Associate DSA	Assistant DSA
	% of 31.6 Hours Observed	% of 25.8 Hours Observed	% of 107.3 Hours Observed
Meeting at Which One or More of the Following Were Present--			
DSA	-	12.0	9.3
Associate DSA	9.8	-	9.3
Assistant DSA	6.6	11.6	9.3
Student Staff	6.6	8.9	6.7
Student	8.5	22.5	6.7
Groups in Which One or More of the Following Were Present--			
DSA	-	4.3	2.6
Associate DSA	3.5	-	4.1
Assistant DSA	2.2	5.8	6.3
Student Staff	1.3	-	8.5
Student	1.6	1.9	26.6
Individual Contact With--			
DSA	-	3.1	1.4
Associate DSA	2.5	-	.3
Assistant DSA	5.7	.4	4.1
Student Staff	3.2	2.3	2.6
Student	.3	3.5	8.2

in Chapter IV indicating that the DSA had a wide range of contacts with individuals and groups throughout the university is confirmed by this data. The converse, that the DSA had relatively little time in contact with hall residents and student staff is also confirmed. But the administrative structure did not ignore students. The data supports the claim that the student staff members and hall residents primarily related to the administrative structure through the assistant directors, and, in the case of meetings, the associate director.

Although the data was gathered during a limited period of time, the overall interpersonal interaction patterns which are identified probably would be supported by observations over a longer period. Since the assistants each supervised six student staff members and six houses of residents, and since their offices were located near the living area, it follows that their contacts with students and staff would naturally be higher. Since the staff usually transmitted information to the dean and the area director through the DSA, they had fewer opportunities for direct contact with the college staff or the Dean of Students Office.

One of the unintended consequences of the new staffing arrangement was the relative isolation which developed around the assistants, and to some extent, the associate director. The DSA was delegated the responsibility for coordinating the total program of the hall as

it related to the college and the larger university. Thus, his contact time with staff members in the college, in other residence halls, campus agencies, and the Dean of Students Office was much higher when compared with the rest of the staff.

A second unintended consequence of the staff structure was the relative isolation the DSA had from students. Contacts he did have were usually with delegated student representatives or with residents in serious difficulty. As the supporting staff relied on the DSA to keep outside channels of communication open, so the DSA relied on free-flowing input from the student subculture through his staff.

Comparison of Topical Data Patterns

Table 9 provides a topical analysis of data processed by the DSA during all four observation periods and during May 25-27, 1970. For comparison, the topical data processed by the assistants and the associate director are also delineated for the May 25-27 period. The assistant directors' field notes were first analyzed separately, and then a group percentage was computed for each topic. Although topic categories were analyzed for each of the six administrators, only the sectors are given in Table 9 to simplify reading.

Do pronounced patterns emerge from the data? A comparison of the DSA's percentage totals for four periods

TABLE 9.--An analysis of time spent by the professional staff on topics of professional concern--May 25-27, 1970.

Topic Sector	I DSA Totals For 4 Periods		II DSA May 25-27		III Associate DSA May 25-27		IV Four Assistant DSA's May 25-27	
	Hours	%	Hours	%	Hours	%	Hours	%
Professional Development	21.3	11.7	5.2	16.4	6.1	23.6	17.9	16.7
Research	31.9	17.5	8.0	25.3	6.0	23.4	10.6	9.9
Unusual Occurrences	2.7	1.6	1.6	5.1	-	-	6.2	5.8
In-Service Education	5.4	3.0	1.4	4.4	1.1	4.1	2.1	2.0
Educational Programming	12.2	6.6	1.4	4.4	.7	2.9	2.4	2.2
Staffing Concerns	12.7	7.0	1.4	4.4	.1	.5	.5	.5
Governance	30.8	16.9	.7	2.2	4.0	15.6	3.1	2.9
Minority Issues	18.0	9.9	4.5	14.2	5.1	19.7	22.6	21.1
Personal Issues and Problems	20.1	11.0	2.4	7.6	.9	3.6	16.7	15.6
Group Activities	2.8	1.5	-	-	-	-	13.1	12.2
Administrative Activity	16.6	9.1	2.6	8.2	1.5	5.5	6.4	6.0
Management Concerns	7.6	4.2	2.5	7.8	.3	.9	5.7	5.3
Total Time in Each Period	182.1		31.6		25.8		107.3	

(I) with the DSA's percentage totals for May 25-27 (II) shows that the topic content which was processed by the DSA during the May period varied substantially from that handled on the average. Reasons for this have been explored extensively in Chapter IV. However, with some slight exceptions, sectors which are higher than average for the DSA from May 25-27 are also higher for the supporting staff. Thus the seasonal influences which regulated total input to the DSA had similar effects upon the rest of the staff.

Rather than examining each sector in detail, only the extreme divergencies will be surveyed. The research sector commanded at least 10.0 per cent of all staff members' time during the May 25-27 period. The DSA (25.3 per cent) and associate (23.4 per cent) were higher because the former was coordinating the collection of data for this study and the latter was completing an extensive annual report on her activities. Unusual occurrences occupied about the same amount of time for the DSA as the assistants as a result of student disruptions which occurred on campus.

The governance sector was low for the DSA (2.2 per cent) and assistants (2.9 per cent) and nearer the average for the associate DSA (15.6 per cent). Few incidents involving judiciary or discipline action took place during the period; policy changes were not being made so

late in the year, and no student government issue was demanding the attention of the DSA or assistants. However, as her role in the structure required, the associate DSA continued to attend student government meetings, thus contributing time to this sector of the time budget.

Minority issues were high for everyone because of the staff training program on racism being conducted by the professional staff and black leaders of the hall.

As pointed out in the section on personal issues and problems in Chapter IV, the DSA rarely was directly involved in student personal concerns. The assistants exercised a greater responsibility for direct involvement in personal issues and problems brought to them primarily by students. The individual field notes reveal that several hours were spent in counseling and referral activities, a very rare task for the DSA and associate DSA. Again, the pattern that the support staff, and not the DSA, dealt with student problems is confirmed by the data in Table 9.

Group activities is the last sector which shows a high degree of divergency. Neither the DSA nor associate participated in hall social or athletic events during the three days of observation, but the assistants spent 12.2 per cent of their time in these activities. This pattern is typical of staff members who live in a residence hall and, therefore, build close relationships with students and student staff.

Generally, except where job roles defined a different time allocation pattern, each member of the staff devoted a similar proportion of his time to the sectors studied. Topics of concern for one staff member often were shared with the others, as confirmed by Table 9 and by an examination of the patterns of communication in the field notes.

Overall, the assistants were directly involved in many sectors requiring conflict resolution behavior, such as minority issues, personal issues and problems, and the administrative-judicial category of governance. The resolving of conflict between roommates, individuals, student organizations, and races occupied up to 20.0 per cent of the staff's total time.

The New Staff Structure: A Comparison of Administrative Patterns

All of the foregoing data was collected under the new staffing system implemented in Holmes Hall in Fall term, 1969 (see Appendix A). This section will compare data gathered by the investigator from May 19-23, 1969, with data he collected during the same week of the academic term one year later. When he gathered the May, 1969 data, he was the head resident advisor in Holmes Hall rather than the DSA. What were the consequences of changing to the DSA system? Did the administrator become more efficient and less personal?

To explore these and other questions, the investigator compared the head resident advisor's (HRA) activity patterns with the DSA's. Table 10 contains data divided into two major sectors, interpersonal activity and individual effort. To offer a third comparative dimension, the overall totals observed by the DSA are also given for the four periods analyzed in 1970-71.

As demonstrated in Table 10, the hall's chief administrator, whether filling a DSA or HRA position, allocated two-thirds to three-quarters of his time to interpersonal activity. Although the HRA spent 76.6 per cent of his time in personal contact, and the DSA allocated only 68.1 per cent during the same week a year later, most of the difference is explained by a variation in class load. Thus, whether a HRA or a DSA, the observer allocated approximately the same overall percentage of his time to various activity categories, with the exception of the "class," "meetings," and "research" categories.

Each exception is directly attributed to the new staffing arrangement. First, the total time spent in meetings was reduced for the DSA. As a HRA, the observer was expected to attend a number of meetings which were delegated to others when the new staff structure was implemented. Throughout the four DSA observation periods,

TABLE 10.--A comparison: time spent by the head resident advisor and director of student affairs in various activities.

	HRA May 19-23, 1969		DSA May 25-29, 1970		DSA All Periods Observed	
	Hours	%	Hours	%	Hours	%
Interpersonal Activity:						
Phone	2.8	4.3	4.1	7.6	12.7	7.0
Meeting	16.6	25.8	11.2	20.7	39.0	21.5
Class	11.0	17.1	2.3	4.2	8.7	4.8
Group Contact	10.3	15.9	8.0	14.8	27.3	14.9
Individual Contact	8.7	13.5	11.3	20.8	43.1	23.7
Total Interpersonal Activity	49.4	76.6%	36.9	68.1%	130.8	71.8%
Individual Effort:						
Research	1.4	2.2	5.9	10.8	15.3	8.4
Reading	4.6	7.1	4.4	8.1	24.0	13.2
Writing	8.1	12.7	6.6	12.2	10.0	5.5
Administration Routine	.8	1.3	.4	.8	1.9	1.0
Total Individual Effort	14.9	23.3%	17.3	31.9%	51.2	28.1%
Total Professional Time	64.3		54.2		182.1	

time allocated to individual contact increased and time spent in class and in meetings decreased. Since one of the recurring complaints received by the HRA had been that he was "never available," the trend toward more availability time under the new structure was welcomed by both staff and students.

Time allocated to research is the second exception. Almost no time had been available to the HRA to complete research or evaluation activities (2.2 per cent of total time budget). The DSA, on the other hand, devoted 10.8 per cent of his total May, 1970 budget to research. This reflects an intended consequence of the DSA structure--increased time allocated to research and evaluation.

The administrative routine category was near the 1.0 per cent level where it has emerged in all the time budgets constructed in this study, regardless of the time of year. The low administrative time pattern may indicate that residence hall administrators in the hall studied have adequate secretarial and housing clerk assistance, or that some administrative details are ignored. One fact is certain, regardless of the staff structure, the staff spent little individual effort attending to filing, typing, or other house-keeping chores.

In summary, the HRA allocated less time than the DSA to individual contact and to research or evaluation and more time to class sessions and meetings. The new

structure reversed the trend and caused a desired pattern of behavior to emerge.

Activity Patterns in the HRA's Day

Because the HRA position required that the administrator live in the hall, his activity patterns were similar to those of the supporting staff. A check of the HRA field notes shows that he began his day after 9:00 or 9:30 A.M., unless forced to arise earlier. His pattern of activity also developed the same gaps noticed in the assistant director's day. Two or three hours at a time were devoted to personal pursuits during the day, but the evening hours were almost entirely filled with professional in-hall segments of activity.

Because of the nature of the position, subtle information overload pressures often built upon the HRA. He did not know at what hour of the day or night the phone might ring, when someone might knock on the door, or when an urgent message might be received. Often, a second input would be received before the first one was adequately handled. After several days on the job, the HRA welcomed a weekend away to escape from the "availability anxiety" pattern.

The new staff structure reduced the information overload problem appreciably. Inputs were shared by six staff members, freeing more time for reflection and evaluation without fear of interruption.

HRA Time Allocation Patterns Among People

In comparing the HRA's time allocation among people with the DSA's, only deviations from the established pattern will be discussed. Table 11 contains a percentage description of the personal contact time allocated to staff members and residents by the HRA during May 19-23, 1969, and the DSA during May 25-29, 1970.

Under the HRA system, the male head advisor allocated 18.0 per cent of his time to meetings where the female head advisor was also present, resulting in substantial duplication of effort. Under the revised system, the associate director attended many meetings formerly assigned to the chief administrator. Therefore, the DSA was freed to pursue other responsibilities. As a HRA, the investigator allocated 10.0 per cent of his total budget to meetings involving students. When the associate DSA assumed meeting attendance responsibilities, the amount of time spent in meetings with students was cut to 5.0 per cent.

Data on the HRA's attendance in groups show that he spent 8.4 per cent of his time with students and 5.8 per cent with student staff in the group setting, while as a DSA he allotted only .9 per cent of his time budget to students and 1.5 per cent to the student staff. Once again, the responsibility for relating directly to

TABLE 11.--Percentage of personal contact time allocated to staff members and hall residents by the head resident advisor during May 19-23, 1969, and the director of student affairs during May 25-29, 1970.

Setting For Contact	Male HRA May 19-26, 1969	DSA May 25-29, 1970
	% of 64.3 Hours Observed	% of 54.2 Hours Observed
Meeting at Which One or More of the Following Were Present--		
Female HRA	18.0%	not applicable
Graduate Advisor	5.3	"
Associate Director	not applicable	12.9
Assistant Director	"	7.6
Student Staff	3.0	3.9
Students	10.0	5.0
Briggs Dean	8.4	7.0
Groups in Which One or More of the Following Were Present--		
Female HRA	.9	not applicable
Graduate Advisor	6.8	"
Associate Director	not applicable	5.2
Assistant Director	"	4.6
Student Staff	5.8	1.5
Students	8.4	.9
Briggs Dean	-	4.4
Individual Contact		
Female HRA	.5	not applicable
Graduate Advisor	.5	"
Associate Director	not applicable	1.8
Assistant Director	"	4.4
Student Staff	3.4	2.8
Students	2.3	.7
Briggs Dean	.3	4.2

students was shifted from the HRA to the supporting staff. On the other hand, group contact time with college and university staff rose.

The same shifting pattern is discernable in the third category in Table 11. Again, more time was allocated by the male HRA to individual contacts with student staff and students and less to the college dean and other staff members. The pattern reverses under the DSA approach to administration so that more individual contacts were with the professional staff and others in the college community.

The data in Table 11 also offer a clue to the informal communications patterns which developed among professional staff members in a hall divided between a male and female head advisor. Informal contact was very low between the male HRA and his female counterpart when compared with the informal contact a year later between the DSA and others on the professional staff. Admittedly, formal meeting contact was high between the two chief administrators under the head advisor system, but meetings afforded little time to develop informal relationships and expedite personal interaction. By increasing informal contact time between the DSA and other professional staff, the new staff structure promoted another value sought by its originators; increased communication and coordination between the men's and women's professional staff.

Formerly, the HRA tried to distribute his time equally among students, student staff, professional staff, and others in the university community. Input from each segment seemed to vie for his time. Under the new approach, students and student staff usually funneled input through the supporting staff to the DSA. Thus, inputs were received in more manageable quantities and in more orderly fashion. In turn, greater responsibility for direct output to students fell upon the supporting staff.

In summary, one value held in esteem by many members of the student personnel professional is direct and individual contact with students. The new pattern of administration in the hall appeared to counter this value. However, less time spent with students by the chief administrator resulted in more time allocated to training and evaluation of the professional and student staff. Thus, even if professional staff contact time with students was not quantitatively increased, perhaps greater quality was interjected into these contacts.

HRA Topical Time Allocation Patterns

Not only did the HRA distribute his contact time among constituents differently than the DSA, he also partitioned his topical time budget in a varied manner as illustrated by Table 12 and Figure 2.

TABLE 12.--An analysis of the time spent by the head resident advisor on topics of professional concern as contrasted with the director of student affairs.

	HRA				DSA			
	Categories		Sectors		Categories		Sectors	
	Hours	%	Hours	%	Hours	%	Hours	%
Professional Development			19.0	29.5			5.2	9.6
Class-seminar-reading	19.0	29.5			5.2	9.6		
Research			2.2	3.4			11.6	21.4
General					2.3	4.2		
Evaluation	.8	1.2			4.1	7.6		
Dissertation	1.4	2.2			5.2	9.6		
Unusual Occurrences			1.9	2.9			1.8	3.4
Student Disruption					1.4	2.6		
Fire Drill	.3	.5			.3	.6		
Tornado								
Illness								
Suicide	1.6	2.5			.1	.2		
Accident								
In-Service Education			2.5	3.6			1.7	3.1
Staff Training	2.3	3.6			1.7	3.1		
Graduate Practicum								
Educational Programming			1.1	1.7			2.9	5.4
Academic Assistance and Programming	.4	.6			1.4	2.6		
Co-curricular Programs	.4	.6			.3	.6		
Orientation and Recruitment	.3	.5			1.2	2.2		
Staffing Concerns			7.8	12.1			3.8	7.0
Staff Structure-Design	6.4	10.0			3.8	7.0		
Staff Selection	1.4	2.2						
Police Matters	.5	.8	.5	.8				
Governance			8.0	12.7			5.1	9.4
Policy Interpretation-Alteration, Setting	.6	.9			2.1	3.9		
Administrative-Judicial Enforcement	.9	1.4			.4	.7		
Hall Student Government	4.0	6.4			.5	.9		
LBC-SAC Student Government					.1	.2		
Faculty Affairs	2.5	3.9			2.0	3.9		
Minority Issues	3.9	6.1	3.9	6.0	8.6	15.9	8.6	15.9
Personal Issues and Problems			3.1	4.8			4.7	8.7
Counseling and Referral	.3	.5			.3	.6		
Roommate Conflict	1.3	1.9						
Male-Female Relations					.2	.3		
Alcohol								
Drugs	.3	.5						
Family					.7	1.3		
Others' Personal Concern	1.2	1.9			3.5	6.5		
Group Activities			3.4	5.2				
Athletic Event								
Social Event	3.4	5.2						
Administrative Activity			6.8	10.5			4.4	8.1
General Administrative Routine	2.9	4.5			3.2	5.9		
Recommendations, Approval	.7	1.1			.1	.2		
Reading Mail, News, Etc.	3.2	4.9			1.1	2.0		
Management Concerns			4.6	7.0			4.4	8.0
Room Reservations	3.8	5.8			.2	.3		
Food Service								
Maintenance & Security	.2	.3			1.3	2.4		
Housing Procedures	.4	.6			2.8	5.1		
Financial-Budget Matters	.2	.3			.1	.2		
Total Time in Each Period	64.3	100.0	64.3	99.7	54.2	100.0	54.2	100.0

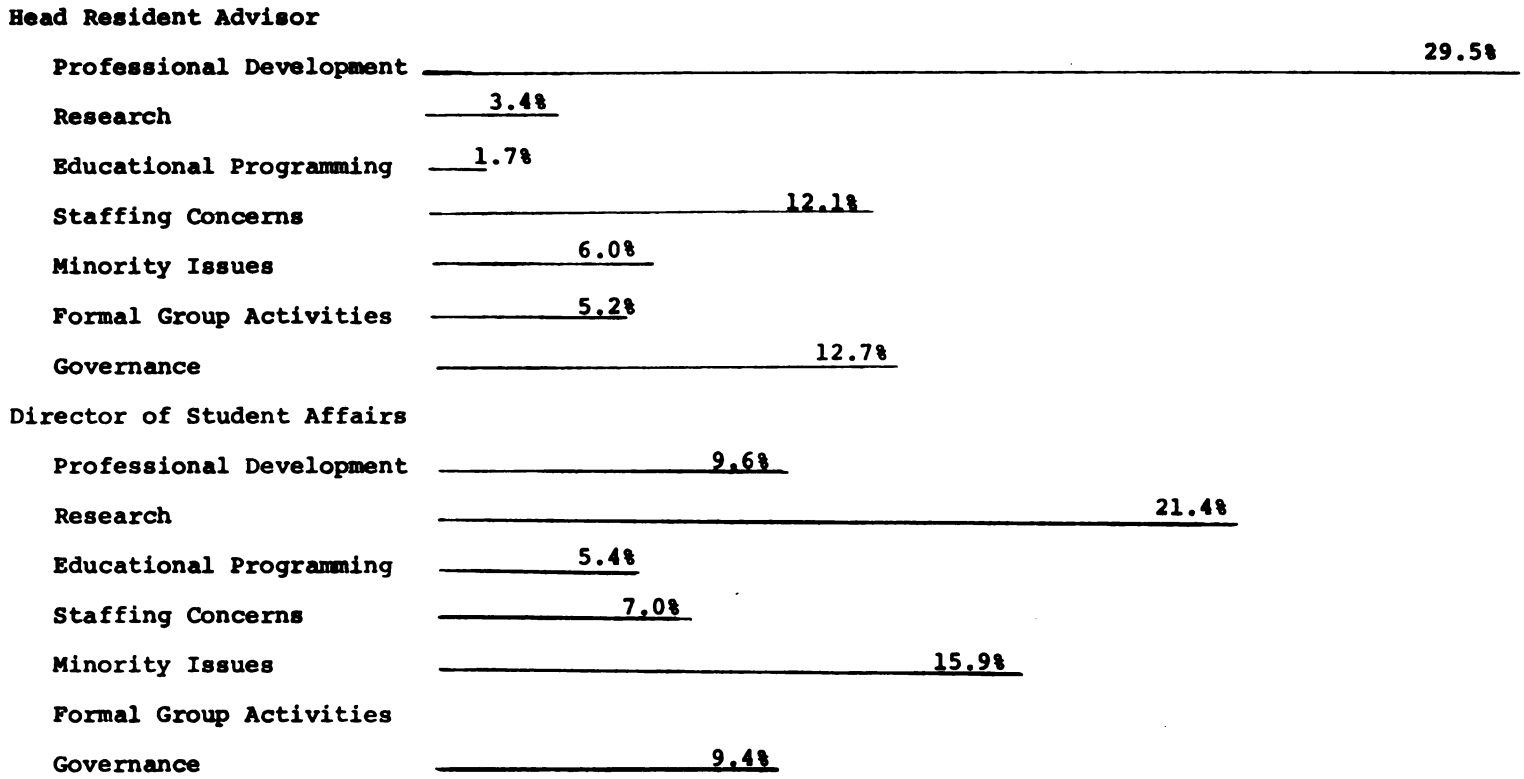

Figure 2.--Contrasts in Time Allocated to Topics: The Head Resident Advisor and Director of Student Affairs Compared.

Major differences are obvious in the first two sectors, professional development and research. First, class attendance and related responsibilities account for the HRA allocation to professional development. Second, research was minimal under the HRA since other topics preempted most of his time. Under the DSA structure, research and evaluation was highly valued, as his time allocation attests.

Other observations may briefly be made about several sectors. Primarily because of his attachment to the residential college, the DSA spent 5.4 per cent on educational programming in contrast to the 1.7 per cent of the HRA. Although seemingly insignificant, the HRA allocated .8 per cent of his budget to police matters which underscores the frequent, but short, contacts "live-in" staff members have with police. On the other hand, the DSA spent almost no time in contact with police throughout the subsequent two years, a decided shift in pattern.

Governance was higher for the HRA primarily because of the student government advising function. Under the new administrative approach, the DSA dealt with student government concerns primarily through the associate director.

Minority issues had a wider divergence in time allocation than the data show. Most of the HRA time credited to this category (6.0 per cent) was inflated

by his attendance at a "soul" dinner given for students in the hall. The DSA accumulated 8.6 hours in this sector (15.9 per cent of total budget) by attempting to resolve questions arising from racial conflict. Before Fall term, 1969, the minority students in Holmes Hall had generated few confrontations or issues. However, increased time allocation by the DSA to this topic is evidence of a newly formed administrative time pattern relating to minority students.

Under the group activities sector, a pattern previously suggested when studying the support staff is confirmed; the HRA found himself attending more hall social and athletic functions than the DSA. Since the staff living in the hall formed closer personal relationships with students and student staff, they felt more responsibility to attend these group activities.

Administrative activity and management concerns remained nearly parallel in their time consumption under the HRA and the DSA systems. However, within the management sector, the DSA allocated 5.1 per cent to housing procedures since overall responsibility for this area was delegated to him under the new structure.

In summary, topics related to professional development, staffing concerns, police matters, governance, and group activities captured a higher proportion of the HRA's time. Changes in the staffing structure allowed

the DSA to concentrate on research and evaluation, educational programming, conflict resolution with minority students, and, to a lesser degree, on the personal concerns of professional staff members.

Topical Time Allocation in Professional Meetings

To confirm patterns identified in preceding sections of this chapter and Chapter IV, the researcher kept a detailed account of all topics discussed in five regularly scheduled administrative meetings he attended over a period of eleven months. Recorded were the topics, the amount of time devoted to each one, and the frequency with which the topic was raised. A total of 166.2 hours was observed in 101 meetings, starting in March, 1970, and going through January, 1971. Contrasts and similarities emerge when the DSA's total topical time budget is compared with Table 13.

In these meetings the governance topic was allocated more time than any other sector (22.3 per cent). In comparison, it received the second highest time allocation in the DSA's overall time budget (16.9 per cent). Thus, in both indexes the governance topic was prominent.

The category of policy interpretation and alteration accounted for most of the time allocated to governance in the Cedar Woods Area Administrators meeting and the Holmes Administrative Group. The area meeting was

TABLE 13.--A time analysis of topics covered in 101 regular meetings attended by the DSA from March, 1970, through January, 1971. (Times reported in minutes)

	Holmes Hall Professional Staff		LBC Administrative Group		Cedar Woods Area Meeting		Holmes Hall Administrative Group		Holmes Hall Student Staff		TOTALS	
	Time	%	Time	%	Time	%	Time	%	Time	%	Time	%
Research											704	7.1
General	23	.6	10	.6	3	.1			65	4.9		
Evaluation	67	2.0	65	4.2	213	10.4	8	.5	225	16.9		
Dissertation	25	.7										
Unusual Occurrences											560	5.6
Student Disruption	45	1.3	20	1.3	273	13.3	25	1.5	10	.7		
Fire Drill	15	.4			12	.6			30	2.2		
Tornado	10	.3							30	2.2		
Illness									30	2.2		
Accident									60	4.5		
In-Service Education											595	6.0
Staff Training	304	9.0			58	2.8			185	13.9		
Graduate Practicum	5	.1	43	2.8								
Educational Programming											1,220	12.2
Academic Assistance and Programming	175	5.2	356	23.0	10	.5	10	.6	5	.4		
Co-Curricular Programs	255	7.5	53	3.4	24	1.2	56	3.4				
Orientation and Recruitment	43	1.3	95	6.1	60	2.9	82	5.0				
Staffing Concerns											1,886	18.9
Staff Structure-Design	373	11.0	120	7.7	213	10.4	67	4.0				
Staff Selection	477	14.1	23	1.5	103	5.0	30	1.8	480	35.9		
Police Matters	5	.1					7	.4			12	.1
Governance											2,228	22.3
Policy Interpretation-Alteration, Setting	264	7.8	55	3.5	309	15.0	308	18.8	5	.4		
Administrative-Judicial Enforcement	253	7.5	287	18.5	124	6.0	123	7.5	5	.4		
Hall Student Government	120	3.5			38	1.9	40	2.4				
LBC-SAC Student Government	70	2.1	175	11.3								
Faculty Affairs			47	3.0			5	.3				
Minority Issues	160	4.7	69	4.5	135	6.6	200	12.2	180	13.5	744	7.5
Personal Issues and Student Problems	69	2.0	77	5.0	40	1.9					186	1.9
Administrative Activity	331	9.8	35	2.3	150	7.3	67	4.1	20	1.5	603	6.0
Management Concerns											1,230	12.3
Room Reservations	21	.6			16	.8	242	14.7				
Food Service			3	.2			81	4.9				
Maintenance & Security	62	1.8	7	.5	75	3.7	62	3.8				
Housing Procedures	194	5.7			102	5.0	145	8.8	5	.4		
Financial Budget Matters	26	.7	10	.6	95	4.6	84	5.1				
Meeting Totals:	3,392 = 56.5hrs		1,550 = 25.8hrs		2,053 = 34.2hrs		1,642 = 27.4hrs		1,335 = 22.3hrs		9,972= 166.2hrs	

the chief formal communications link between the hall administration and the central university administration.

The second meeting which allocated more time to policy matters than any other group was the Holmes Hall Administrative Group, the chief policy coordination and implementation body in the hall. The heads of each of the administrative structures operating in the hall met weekly to discuss areas of mutual concern often centering on conflict resolution in the areas of minorities, policies, and management issues. This group had power to explore policy changes, to resolve conflicts between segments of the hall, and to agree to procedures effecting those related to the hall. Although formal voting was not characteristic of this group, clashes between viewpoints and informal resolution of conflict most often transpired in this setting.

Whether a topic was appropriate for discussion in a meeting appeared to regulate its frequency of appearance. Research and evaluation involved much solitary effort or informal consultation with individuals, not lengthy deliberation in meetings. Similarly, discussion of personal problems and interests was inappropriate in most meeting settings. On the other hand, staff selection and structural design was a common concern of administrators in the college and the residence hall. Thus, more administrative meeting time was allocated to staffing.

Additional patterns emerge when the meeting data are viewed in overall perspective. Participants in meetings determine their time allocations on the basis of the constituents present. In-service education (9.1 per cent), educational programming (14.0 per cent), staffing (25.2 per cent), and governance (20.9 per cent) captured the highest percentages of the 56.5 hours spent in meetings of the Holmes Hall professional staff. The same sectors, with the exception of governance, consumed a much lower percentage of the 34.2 hours spent in the Cedar Woods Area meetings. Perhaps this underscores that the area meeting was occurrence and crisis oriented, while the hall professional staff meeting was centered on developing and implementing educational programs.

Although the data do not reveal the atmosphere in meetings attended by the DSA, a brief description might be helpful for interpretation purposes. In his observations, the DSA found that meeting agendas were hidden or loosely organized, if established at all. Each member of the group was expected to contribute comments on issues or to suggest topics for discussion. As illustrated in Table 13, topics were drawn from a wide range, depending on the nature and purpose of the meeting. No votes were taken to settle issues since consensus was usually the goal. Meetings at which superiors met with subordinates might be characterized by input and output sharing, with

final decisions being offered by the chief administrator present. When administrative representatives of several structures met in meetings, concensus was the goal. If this goal was unattainable, the topic was usually dropped and considered again after subsequent informal or private negotiations transpired. The dominant pattern in decision making seemed to be evolution rather than execution. While less efficient and sometimes frustrating, the pattern appeared to the observer to encourage support for decisions from group members, to be more democratic, and to build stronger bonds among meeting representatives.

Written Communication Patterns: A Comparative Index

Everyday, written input and output passed through the DSA's office. What was it, what impact did it have, if any, and what topic did it involve? The observer catalogued all written materials received and sent during the four observation periods studied to provide another index to the influences which regulated the DSA's use of time. Table 14 contains a summary of the DSA's written input.

A total of 241 letters, memorandums, general announcements, minutes, and student records were received by the DSA during the seventeen days of the study. Of these, sixty-five (27 per cent) required either a direct DSA response or the communication of information to others. The balance of 176 (73 per cent) pieces of

TABLE 14.--A summary of written input received by the DSA during the four observation periods.

		Personal Notes Correspondence	General Distribution Material	Newspaper Newsletter	Student Records	Minutes	Hall Staff Memo	Totals
Research and Evaluation	F	1	4					5
	I							
	A	2						2
	D							
Unusual Occurrences	F		1					1
	I							
	A							
	D							
Educational Programming and In-Service Education	F	11	24		2		3	40
	I		5					5
	A	3						3
	D							
Staffing Concerns	F	6	3				3	12
	I		1					1
	A	1						1
	D							
Governance	F	2	9			14		25
	I	1	2					3
	A	3	2					5
	D							
Minority Issues	F		4					4
	I							
	A	2						2
	D							
Personal Issues and Problems	F	1	3					4
	I	1						1
	A	2						2
	D							
Administrative Routine and Details	F	4	2					6
	I	1			2			3
	A	14						14
	D	6	1					7
Management Concerns	F	6	3		43	1		53
	I						2	2
	A	4	1					5
	D							
General Information, Announcements and Other Miscellaneous Items	F	2	1	20	1	2		26
	I		2			2		4
	A							
	D		3	2				5
TOTALS		73	71	22	48	19	8	241

F = Filed
I = Information Relayed
A = Action Taken
D = Destroyed

written material required no action and was either filed for future reference or destroyed. An analysis of the material according to topic sectors revealed that little correlation existed between volume of input in any sector and amount of time allocated to that sector by the DSA. Thus, no pattern confirming the DSA's topical time allocation could be drawn from the analysis of written or printed input.

Turning to output, twenty-five memorandums, notices, or letters were written and sent by the DSA during the seventeen days observed. Written material generally fell in three sectors, research and evaluation (seven outputs), educational programming and in-service education (seven outputs), and administrative routine and detail (five outputs). Again, no correlation existed between outputs and the DSA's topical time budget allocations.

The high volume of input does confirm one pattern already established; the DSA spent 13.2 per cent of his overall time allocation in reading input and only 5.5 per cent in writing output. The higher number of inputs over outputs was also characteristic of DSA phone calls and individual contacts, as pointed out in Chapter IV. The input-output pattern underscores again the information overload problem confronting the chief residence hall administrator. Generally, all personal correspondence inputs were read; other inputs were scanned and filed

or destroyed, depending on their content and the information overload conditions at the time.

In summary, aside from the information overload problem confirmed by the written matter analysis, little parallel can be drawn between the volume of material received on any topic and the amount of time devoted to the topic. Of the 241 inputs received, 27 per cent required definite action or written responses from the DSA; 73 per cent of all inputs were either filed or destroyed.

Summary

This chapter compared the director of student affairs' time budget with several other indexes of time use in the administration of one university residence hall. First, observations made from May 25-27, 1970, by five other fulltime professional administrators in Holmes Hall were analyzed and compared with data supplied by the DSA during the same period. In general, all staff members spent between 65 per cent-75 per cent of their time in contact with others and the balance of their budget in individual effort activities.

When the DSA's daily pattern of activity was compared with the supporting staff's pattern, striking differences emerge. The supporting staff often began their professional day after 10:00 A.M., interspersed personal with professional activities throughout the day, and then

spent most of the hours after dinner and late into the evening fulfilling professional duties. In contrast, the DSA's professional activity pattern usually started before 9:00 A.M. and ended about 5:45 P.M. The DSA's evenings were not as heavily committed to professional activities, since he lived outside of the residence hall and was less subject to calls and visits from students.

The DSA's contacts with others were compared with the contacts reported by the assistant and associate directors. Generally, the supporting staff allocated more time to students and student staff members than did the DSA. On the other hand, the DSA had more contact with faculty and staff both in Briggs College and throughout the university. To combat isolation in their contact pattern, the supporting staff relied on the DSA to keep outside channels of communication open; and the DSA, in turn, relied on the hall staff to provide free-flowing input from the student subculture.

When the topical data for the DSA and the supporting staff were compared, the results show that each staff member generally spent time on topics which were part of his responsibility in the administrative scheme. The assistants allocated more of their time (15.6 per cent of total topical budget) to students' personal issues and problems and to student group activities (12.2 per cent). In contrast, the DSA and associate director concentrated

between 15.0 per cent and 25.0 per cent of their total time to topics in the governance and research and evaluation sectors.

A second index against which the DSA's time budget was compared was developed from data observed by the investigator when he served as head resident advisor in East Holmes Hall. Several generalizations may be made from the data. First, the head advisor allocated less time than the DSA to individual contacts and to research and evaluation and more time to class commitments and meetings. Under the new staffing structure. the reverse was noted. Second, overload was a persistent problem for the head advisor. With the new staff system, inputs were shared by six staff members, thus freeing more time for reflection and evaluation without interruption. Third, the head advisor had a high percentage of contact time with students and student staff in contrast to the DSA, who delegated much of this responsibility to the assistant and associate directors. Fourth, topics related to professional development, staffing concerns, police matters, governance, and group activities captured a higher proportion of the head advisor's time budget. The change in the staff structure allowed the DSA to concentrate on research and evaluation, educational programming, conflict resolution with minority students, and, to a lesser degree, on the personal concerns of professional staff members.

The third index against which the DSA's time budget was compared was the time allocated to various topics in 101 meetings attended by the DSA from March, 1971, through January, 1971. Generally, topics were allocated more time in meetings and less time by the DSA if they were appropriate for group discussion and resolution. Matters which involved individual conflict resolution or personal matters were usually higher in the DSA's topical time budget. Planning and programming received comparatively equal time allocations in both time budgets.

The fourth index used for comparison was the amount of written input and output flowing through the DSA's office during the four observation periods. In seventeen days, 241 letters, memorandums, general announcements, minutes of meetings, and student records were received and twenty-five written outputs were sent. The input rate confirmed the information overload problem which often existed in the DSA's office, but no parallel can be drawn between the volume of material received on any topic and the amount of time devoted to the topic in the DSA's topical time budget.

A summary of this study will be discussed in the final chapter. The methodology and procedures used to gather and analyze the data will be presented. Basic time patterns in the data and three claims arising from

the evidence will be considered. As a practical consequence of the research, suggestions for future administrative practices will be offered, and suggestions for future research will be explored.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The summary contained in this chapter includes: a review of the methodology and procedures used to gather and analyze the data, the basic time patterns drawn from the data, three claims related to time allocation method and theory, practical suggestions for future administrative practices, and recommendations for future research.

Methodology and Procedures

In this study, time was defined as a quantifiable measure of an activity performed or engaged in by an administrator. To provide a description of the behaviors of a group of clock-bound administrators as they worked and lived in a residence hall, the participant observation method was selected for this study. The participant observer method requires that a skilled researcher interacts in the daily life of a group or organization and watches and records the behavior of its members as they meet various situations.

The setting in which this study transpired was Holmes Hall, one of Michigan State University's newest

and largest (capacity 1,276) co-educational residence halls. Holmes Hall was selected because of the researcher's desire to use the participant observation method to analyze an administrative problem in higher education. He was already an accepted member of the hall community, since he had served both as the head resident advisor and the director of student affairs in the hall. Another characteristic which made the hall desirable as a unique research location was its designation as the home of Lyman Briggs College, one of three experimental residential colleges on campus.

The investigator collected data during five periods between May, 1969, and January, 1971, one during his tenure as head resident advisor (HRA) and four while he was director of student affairs (DSA). Also, for comparative purposes, five other fulltime professional staff members gathered data during one period. The DSA kept a minute-by-minute diary of his activities throughout each of the work days observed. A basic time allocation budget was prepared using the data he gathered. To determine time patterns, the 182.1 hours observed and analyzed in the DSA's portion of the study were viewed from three perspectives: how they were allocated to activities, to other people and groups, and to topics of information flowing through the DSA's professional day. A fourth perspective on the data was gained by noting when each

segment of activity in a professional day began, thus providing the information needed to establish administrative activity patterns.

The basic findings of this section were then compared with four other indexes. First, the data gathered by the five supporting staff members were analyzed from the perspectives outlined in the previous paragraph and compared with the DSA's data. Second, the data collected by the researcher while he served as head resident advisor were analyzed and compared with the DSA's data. Third, in the 101 administrative meetings he attended over eleven months, the investigator recorded each topic considered and the time allocated to it. This data was analyzed and contrasted on a percentage basis with the time and topics reported in the DSA's time budget. Fourth, all written input and output which flowed through the DSA's office were catalogued according to the information they contained and were then compared with the DSA's topical time budget. All four indexes were used, where possible, to confirm the original time budgets established by the DSA or to provide contrasting data which contributed to a broader understanding of the hall's administrative patterns.

The Basic Time Patterns

Since this is a descriptive case study, many bits of information contained in the original diaries and

other indexes cannot be detailed in the summary. Nevertheless, an attempt is made to cite sufficient data from which administrative patterns may be constructed.

Basic Patterns in the DSA's time budget are:

Pattern 1

The director of student affairs (DSA) allocated an average of 58.5 hours per week to professional activity or an average of 10.7 hours per weekday and 2.5 hours per day on weekends.

Pattern 2

The DSA allocated 71.9 per cent of his activity budget to interpersonal activity; phone (7.0 per cent), meetings (21.5 per cent), classes (4.8 per cent), informal groups (14.9 per cent), and individual one-to-one contacts (23.7 per cent).

Pattern 3

The DSA spent 28.1 per cent of his time budget in activities requiring individual effort; research (8.4 per cent), reading (13.2 per cent), writing (5.5 per cent), and administrative routine (1.0 per cent).

Pattern 4

The DSA's daily professional activity pattern generally began prior to 9:00 A.M., concentrated on outputs requiring individual effort early in the day, was diverted by inputs from staff and students, and ended after an evening of professionally related activity interspersed with personal pursuits.

Pattern 5

The DSA allocated substantially more time to the professional staff and Briggs College staff in all categories of interpersonal activity than he did to students. (See Table 4 for detailed comparisons).

Pattern 6

Approximately two-thirds of all interpersonal interactions were inputs from others and only one-third were outputs generated by the DSA. For example,

data on phone contacts indicate that eighty-two phone calls were received and only forty-two were initiated by the DSA.

Pattern 7

From a different perspective, the DSA spent most of his time handling topics of information related to research and evaluation (17.5 per cent), followed by governance (16.9 per cent), professional development (11.7 per cent), personal issues and problems (11.0 per cent), minority issues (9.9 per cent), administrative activity (9.1 per cent), staffing concerns (7.0 per cent), educational programming (6.6 per cent), management matters (4.2 per cent), in-service education (3.0 per cent), unusual occurrences (1.6 per cent), and informal group activities (1.5 per cent).

Pattern 8

Topical time allocations were influenced by seasonal pressures and by the professional responsibilities the investigator and the supporting staff fulfilled in the administrative structure.

Pattern 9

Conflict resolution was a major time consumer which cut across at least four topical sectors; governance, personal issues and problems, minority issues, and management matters.

Basic Patterns in the supporting professional staff's time budget are:

Pattern 10

During the three weekdays observed by all six professional staff, the assistant directors averaged 8.9 hours per day and the associate director averaged 8.6 hours per day in professional activities.

Pattern 11

In the same period, the assistants spent an average of 74.7 per cent of their time in interpersonal activity and 25.3 per cent in individual effort. The associate director allocated her time between interpersonal activity (65.5 per cent) and individual effort (34.5 per cent).

Pattern 12

The associate allocated more time to meetings (24.2 per cent) than any other category; the assistants spent more time in group contact (33.8 per cent); and the DSA allocated more time to individual contact (24.4 per cent) during the three days observed.

Pattern 13

The professional days of the five members of the support staff were fractionalized into segments of professional activity interspersed with personal pursuits. Their professional days often began after 10:00 A.M., and continued intermittently late into the evening.

Pattern 14

Since the supporting staff allocated more time to students and student staff and less time to contact with faculty and staff both in Briggs College and the university, and since the DSA's pattern was the reverse, the supporting staff relied on the DSA to keep channels of communication open to the outside; and the DSA relied on the hall staff to provide free-flowing input from the student subculture.

Pattern 15

The assistants generally spent about half of their time responding to topics which directly related to student concerns or conflict resolution: minority issues (21.1 per cent), personal issues and problems (15.6 per cent), and student group activities (12.2 per cent). The associate director spent more time in professional development (23.6 per cent), research and evaluation (23.4 per cent), governance (15.6 per cent), and minority issues (19.7 per cent) than in the other eight topical sectors.

Basic Patterns in the head resident advisor's time budget are:

Pattern 16

The head resident advisor (HRA) allocated more of his activities budget to class commitments and meetings and less time than the DSA to individual contacts and to research and evaluation activities.

Pattern 17

The HRA was burdened by the overload problem since his diary shows that a second input was often received before the first one could be processed adequately.

Pattern 18

The HRA had a higher percentage of contact time with students and student staff in contrast to the DSA who delegated much of this responsibility to the assistant and associate directors.

Pattern 19

From the topical analysis perspective, the HRA divided his time among the sectors of professional development, staffing concerns, police matters, governance, and group activities in contrast to the topics capturing the greatest proportions of the DSA's topical time budget (see Chapter V, Table 12.)

Basic Patterns observed by the DSA in 101 meetings over an eleven-month span are:

Pattern 20

Time allocated to topics in meetings depended upon the nature of the topic. Topics were allocated more time in meetings than in the DSA's topical budget if they were appropriate for group discussion and resolution and less time if they involved research problems, individual conflict resolution, or personal problems (compare Table 5 and Table 13).

Pattern 21

Educational planning and programming received comparatively equal time allocations in both the meeting and DSA time budgets, indicating that some topics were mutual concerns in both meetings and in the individual administrator's time budget.

Pattern 22

Meeting agendas were hidden or loosely organized, if established at all. Each member of the group was expected to contribute comments on issues or to suggest topics for discussion.

Pattern 23

The dominant pattern in decision making seemed to be evolution rather than execution, since group consensus on an issue was usually the goal.

Pattern 24

If consensus was unattainable, the topic was usually tabled and considered again after subsequent informal or private negotiations transpired.

Basic Patterns of DSA written input and output during the seventeen days observed are:

Pattern 25

Since a total of 241 inputs were received and only twenty-five outputs were sent, the information overload problem was confirmed by the analysis of written material.

Pattern 26

Of the inputs received, only sixty-five (27 per cent) required either a direct response from the DSA or the communication of information to others. Seventy-three per cent of the materials received were either filed for future reference or destroyed.

Pattern 27

No correlation existed between the volume of input or output on a topic and the amount of time devoted to the topic in the DSA's topical time budget.

Claims of the Study

The study of one residence hall does not produce representative data which may be generalized to other residence halls on the same campus or elsewhere. Admittedly, the personality idiosyncracies of the chief investigator or the supporting staff influenced what administrative patterns emerged.

However, three claims may be generalized from the evidence reported in this study. First, the time allocation and activity patterns of a residence hall administration may be examined by using the participant observation method. While the participant observation method is not completely absent from educational research, very few studies in higher education have used it (Borg, 1963). This study has attempted to take the general principles of participant observation and apply them in a pioneering approach to an administrative problem.

Second, the information overload idea offers a viable means for conceptualizing an administrative problem. Once an administrator becomes aware of the impact each input has on his professional time allocation, he may give greater consideration to which input he rejects, which input he delegates to others, and what priorities he assigns to an input he chooses to process himself.

For example, Patterns 4, 6, 17, and 25 illustrate the problems one administrator had trying to balance inputs and outputs. When serving as the head resident advisor, the administrator was burdened by inputs from students asking questions about housing procedures (Pattern 17). By designing a new administrative structure, he was able to delegate these inputs to the assistant directors (Pattern 18). Since he was not responding to housing input, the administrator was able to concentrate on the hall's research and evaluation program (Pattern 7).

A third claim supported by the evidence in this study is that time and values interact to influence administrative behavior. How an administrator allocates his time can even be an index to his values. The DSA valued students, but his time budget indicates he actually spent little time with them in personal interaction (Pattern 5). The administrative pattern also shows that the DSA valued the concept of delegation of authority and responsibility (Pattern 18). Therefore, he had to make a decision between two values. The DSA chose to relate to students more effectively by delegating the personal contact responsibility to his staff and by spending more time on research and evaluation (Pattern 7). Thus, he reduced his own personal contact time with students but increased the time, and perhaps the quality of contact, his staff had with them. Perhaps this was an inappropriate way to allocate time, but it illustrates how values and time interact to influence behavior.

Practical Suggestions Emerging From the Study

Based upon the patterns identified in this study, several suggestions for the administration of the residence hall may be cited. First, changes in information overload conditions can be made over a period of time. For example, the HRA spent more time in meetings in May, 1969, than the DSA did in May, 1970 (Pattern 16).

The DSA was able to reduce information overload by delegating the responsibility for some meeting attendance to others on the staff. Perhaps information overload could be reduced by requesting that more staff be available during the peak input hours of the day (see Tables 3, 7, Patterns 4, 13).

Second, the DSA's contact pattern was not only dominated by interaction with the fulltime professional staff in the hall, but also with Briggs College and university faculty and staff (Pattern 14). On the other hand, the supporting staff spent much of their contact time interacting with students and student staff members. Perhaps the supporting staff should work jointly with several other staff or faculty members on at least one research or educational project per term to insure a broader range of contacts.

Third, the topical time budgets indicate that the professional staff allocated an average of a few minutes of time per week to unusual occurrences in residence halls: drugs, suicide attempts, student mental health problems, alcohol problems, student disruption (Pattern 15). However, all indications from past experiences are that such occurrences transpire regularly. Most professional staff members estimate that they allocate several hours a week to these matters. Obviously, the data do not support this notion. Since student staff

members, especially resident assistants, usually report heavy involvement in resolving these issues, perhaps through even more thorough in-service education, the professional staff should prepare resident assistants for the front line responsibility they will face in dealing with unusual occurrences. (Of course, the three-day observation span may have been too limited to present an accurate pattern of staff involvement in unusual or emergency situations.)

Fourth, all staff members, especially the associate director and DSA, reported that time was spent in several meetings and many groups each week (Pattern 2, 12). Perhaps all professional staff members should study the dynamics of the group process and participate in a seminar experience which would help them understand their role in facilitating the group experience.

Fifth, the patterns of activity and time allocation provide an overview of the behaviors exhibited by administrators in the residence hall structure. Perhaps job descriptions which no longer portray what is actually transpiring in residence halls should be rewritten. Where job descriptions are lacking, they might be developed on the basis of the behavioral patterns identified.

Sixth, different patterns of administrative activity were evident at varying times in the year

because of annual time consumers (Tables 5, 9, 13, Pattern 8). For example, the DSA only allocated time to student disruptions during the May observation period when unrest and mass demonstrations were commonplace on campus. By advanced planning, the residence hall staff members might reduce overload conditions if they redistributed their time allocation budget in anticipation of the advent of other unusual seasonal forces such as staff selection, Spring room sign up, Fall opening, and annual evaluations.

Seventh, the staff member living in a residence hall is faced with a segmented activity pattern characterized by input at any hour of the day or night (Pattern 13). When inputs increase to an intolerable level, staff members should be strongly encouraged by superiors in the administrative structure to seek a more integrated life pattern by leaving the hall and its information overload conditions for a period of rest. Also, when potential staff members are being interviewed for live-in-hall positions, the information overload problem should be discussed.

Eighth, the six participant observers' diaries and time budgets illustrate the frequent occurrence of situations requiring decision-making behavior (Patterns 7, 15). Since good decision-making procedures are learned both in the classroom and through practical

experience, perhaps each new residence hall professional staff member should have the opportunity to model the decision-making behaviors exhibited by an experienced staff member as he interacts on the job. These observations could be supplemented by informal group contact with other staff members to exchange ideas, conclusions, and case studies.

Finally, the study of administrative patterns had unintended consequences for those who were involved. Each of these consequences have implications for job performance. The researcher saw the need to delegate inputs to other staff members. Also, he evaluated time patterns more closely to determine if his time investment was worth the return. Finally, the participant observation method not only proved helpful in gathering a wide variety of data, it also became a vehicle of self-evaluation for those using it. As illustrated below, after the participants reviewed their data and comprehended how much time was allocated to trivia and how little was spent talking with Briggs College faculty, they began to alter their values or rules which governed decisions about time use.

To illustrate some of the unintended consequences and effects of this study for its participants, four statements written by the professional staff members who recorded time and activity data in May, 1970, are included:

Participating in the time study made me constantly aware of what I was doing from day to day. I began to realize that some of the trivial issues were demanding more of my time than I would have liked, whereas more substantive issues were not receiving enough of my time. The study also revealed to me that I did not have enough contact with faculty members of Briggs College.

Because the time study was conducted almost at the end of Spring term, it did not affect my behavior significantly. However, the results of the time study did make me determined to have more contact with Briggs faculty and Holmes Hall students during the next academic year.

Associate Director

When I began working as an assistant director in Holmes Hall, I was sure that individual student contact would be the most time-consuming and most important facet of the job. After the first two terms were over, I began to suspect this.

The time study verified my hunch. Other responsibilities demanded more time but were not necessarily more important to successful functioning in the position. In other words, I thought functional importance and time consumed were highly correlated. In fact, sometimes the inverse is true.

Discovering this, I attempted to alter my behavior to emphasize student contact and its importance. While the amount of time spent in this manner may not have increased significantly, each individual encounter with a student has become more important to me, and I hope, more meaningful to the student.

Assistant Director

Prior to participating in the study, I did not have an accurate perception about the way my time was being spent. I felt that I was spending many more hours in specific job-related activities than I actually was. It was interesting to discover that one's perception of and feelings about the nature and quality of time spent is more important than actual time spent.

Also, when I felt I was having a good time on the job, I felt like I was spending less time on the job.

> When job problems got me down, I thought I was spending more time on the job than I actually was.
>
> Assistant Director

> It made me aware of the number of student contacts which had formerly been made "unconsciously"--i.e., much of the time I was not aware of unscheduled contacts and did not "present-self" in a professional manner. I, therefore, became more aware of the totality of involvement that a live-in position requires.
>
> Secondly, this realization helped to get me organized and off the tread-wheel of the mundane--I was able to sort out contacts into categories and priorities that were formerly viewed as "all being equal."
>
> Assistant Director

Suggestions for Future Research

This study has explored the utility of the participant observation method for delineating administrative time allocation and activity patterns. While the method has proved viable as a research alternative, several changes in procedures and techniques are suggested for future participant observer research conducted in a similar setting. Finally, several potential studies related to time allocation research in residence halls are suggested.

Suggested Changes in Procedures and Techniques

1. The participant observer diaries provided more data than could be adequately analyzed using activity and time allocation patterns. Therefore, future research

should include the exploration of alternative tools for quantifying and conceptualizing the raw data.

2. The selection of sectors and categories in the time budget was, of necessity, an arbitrary act. If information concerning different patterns is sought, one should consider alternative budget designs. One might examine sectors receiving higher time allocations in this study and attempt to create additional categories or sectors on similar topics. Sectors in this study which appear to be insignificant in the total administrative pattern might be eliminated or incorporated into other sectors.

3. The checklist (Appendix B) used to supplement the minute-by-minute diary proved to be inadequate. If categories and sectors could be established before the data were collected, they could be incorporated into the check list form, thus reducing the need for a detailed diary and eliminating unnecessary steps in analysis.

4. As illustrated in Chapter V, once time data have been determined, cost data may also be calculated on the basis of salaries paid to the people involved in the activity under study. To accomplish this, one should note all of the persons present at a given event (for instance, a meeting) and the length of time the event

lasts. Cost data could only be calculated in this study for the six participant observers.

5. Since this was a descriptive case study, all observed data was recorded and much of it was analyzed by using the edge-notched punch card technique. If the need to record written information on the punch cards could be eliminated, one might use computer cards to store and to retrieve the observed data in numerous patterns. This analysis system would also allow data to be gathered and analyzed for much longer periods of time.

Potential Related Research

1. Patterns identified in this research should be explored further to confirm or question whether they can be generalized to similar residence hall administrative structures. As of the completion of this research, a study is being conducted in other Michigan State University residence halls to determine what topics of information consume portions of the staff's time. The researcher's topical time budget was adapted for the study, and some suggestions listed above were also incorporated into it.

2. Once patterns of administrative time allocation and activity are established, an attempt could be made to determine what influence an administrator's personality type has on determining these patterns.

3. One might wish to explore the impact which advisory staff members have on the resolution of conflict among individual students or factions in residence halls. The basic methodology used in this study might be helpful in gathering such data, but the analysis would include sectors and categories geared to identify conflict resolution situations.

4. Again, using the same basic methodology, one might study the specific decisions an administrator makes over a period of time and the various forces, including time, which shape those decisions.

5. Since some doubt exists that a person's perceptions of what he is doing can be equated with observed behavior, an instrument might be devised to obtain an administrator's perceptions of his activities in the residence hall setting. The questionnaire data could then be compared with actual participant observation data to determine the similarities and differences in perceptions and behavior.

6. It would be of interest to know if students, staff, and faculty perceive an increased or decreased effectiveness in the total student personnel program in Holmes Hall under the new staffing arrangement implemented in September, 1969. Since the data indicates that the DSA is spending more time in research, evaluation, and educational programming, has this emphasis resulted in altered perceptions of his role in the community?

7. If the methodology suggested in this study were expanded to examine other administrative roles on this campus and elsewhere, perhaps common patterns would emerge. Hypotheses could then be generated from these administrative patterns and could be tested by additional research methods.

8. In this period of turmoil in higher education, many are questioning the role and responsibility of student personnel administrators, especially in relation to their use of time. Perhaps research should first be conducted to determine what are the most frequent criticisms leveled by the public and segments of the university, including trustees, against the student personnel establishment. Second, participant observation studies might then be made of the actual time and activity patterns characteristic of administrators in student personnel. As a result, the administrators would be in a more secure position from which to make necessary alterations in their time budgets and activity patterns or to justify them to the critics.

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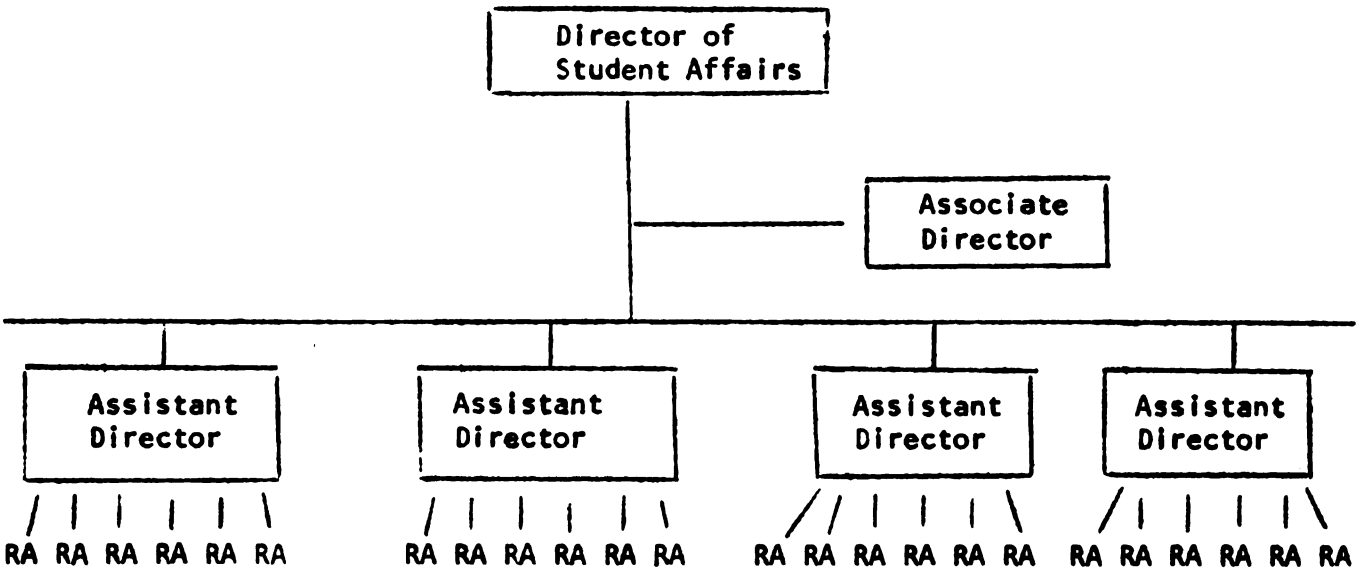
APPENDICES

APPENDIX A

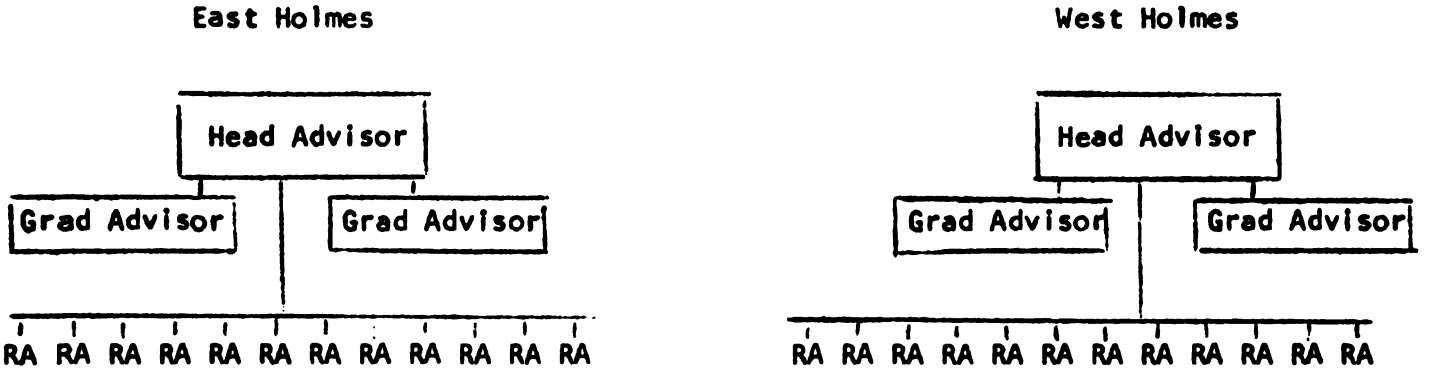
HOLMES HALL EXPERIMENTAL STAFFING ARRANGEMENT--M.S.U.

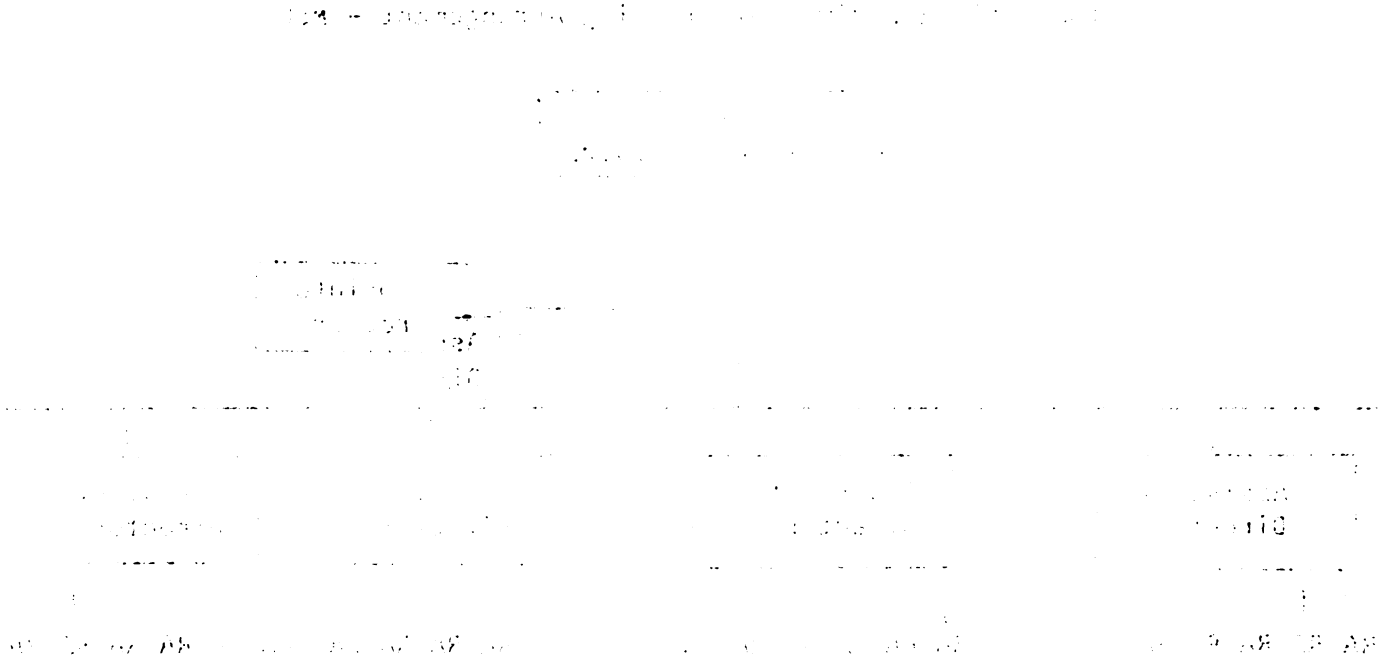
APPENDIX

Holmes Hall Experimental Staffing Arrangement - MSU



Former Staffing Arragement - East and West Holmes Hall - MSU





APPENDIX B

HOLMES HALL TIME ALLOCATION AND INFORMATION FLOW STUDY CHECKLIST

Holmes Hall Time Allocation and Information Flow Study

Date _____

Initials _____

Time at Start of Activity _____ at end of activity _____

Total minutes _____

Check either Input or output:

Input (Contact or information received by you) _____

Output (Contact or information initiated by you) _____

If neither input, or output seem appropriate, specify why _____

_____

Check one:

Phone _____	Newspaper _____	Rap Session _____
Memo _____	Book _____	Meeting _____
Letter _____	Other (specify) _____	Class _____
Article _____	Counseling Session _____	Chat (5 min or less) _____
	Informal Group Conference (Over Five Minutes _____	

Name of person(s) or group involved _____

Topic discussed or decision made:

Helpful Hints for Completing Activity Report Forms

Name: _____

Initials: _____

Type of Activity _____ Name of Activity _____

Total Time: _____

Check one or more as appropriate:

Type (Consultation or Information provided) _____

Type (Assessment or Intervention Individually Provided) _____

Activity (Group or Other Consultation Specify) _____

Check one:

Site _____ Meeting Room _____ Room Number _____

Area _____ Area _____ Meeting _____

Unit _____ Other (Specify) _____ Class _____

Agency _____ Community Location _____ Home (For Home Visits) _____

Informal Group Conference (Over Five Minutes) _____

Name of person(s) or group involved _____

Topic discussed or decisions made:

APPENDIX C

HOLMES HALL TIME ALLOCATION STUDY

ANALYSIS CHECKLIST

Time Allocation Study Analysis

Holmes Hall

p._____

1-3	4	Time start	a/p
Date	W/V	Time end	a/p
Place		Output	6
Input	5	LBC	8
Holmes	7	Non-U	10
All-U	9	Initials	
Personal	11		

Mode:

- Written matter 12
- Letter-Memo 13
- Personal notes 14
- Newspaper-Newsletter 15
- Phone 16
- In person contact 17
  - individual A
- Group contact 18
  - more than 10 A
- Meeting(scheduled) 19
- Class-Seminar 20
  - related session A
- _____ 21

Explanation, decision or remarks:

Person Group or Agency:

- Director SA 22
- Associate Dir. 23
- Assistant Dir. Denny 24
- Assistant Dir. Ed 25
- Assistant Dir. Sue 26
- Assistant Dir. M-R 27
- Holmes Grad Avisors 28
- R.A. 29
- Female 30
- Black Aide 31
- LBC Dean 32
- LBC Administrative Staff 33
- Briggs Aide 34
- Faculty 35
- Secretary 36
- Manager 37
  - other mgr. staff A
- Receptionist 38
- Central DOS 39
  - area director A
- Other Res. Hall admin. 40
- Other U. staff 41
- Counseling Staff 42
- Police 43
- Student 44
- Hall Officer 45
  - president A
- Committee 46
- Legislature 47
- Parents 48
- _____ 49
- _____ 50
- _____ 51

Activity or topic:

- Counseling 52
- Admin. routine 53
- Research 54
  - dissertation A
- Writing 55
  - report A
- Signature 56
- Coverage or off. 57
- Staff Selection 58
- Reading 59
- Orientation 60
- Policy 61
- Evaluation 62
- Recommendation 63
- Referral 64
- Practicum 65
- Fire drill 66
- Tornado 67
- Illness 68
- Accident 69
- Rommate conflict 70
- Male-female relat. 71
- Suicide attempt 72
- Student disrupt. 73
- Discipline prob. 74
- Personal-others 75
- Alcohol 76
- Drugs 77
- Family 78
- Financial 79
- Academ. prob. 80
- Minority issue 81
- Front off. resp. 82
  - bookings A
- Food service 83
- Building maint. 84
- Housing 85
- Athletic event 86
- Social event 87
- Staff training 88
- _____ 89
- _____ 90
- _____ 91
- _____
- _____
- _____
- _____

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