

AN INVESTIGATION OF THE CRITICAL ASPECTS
OF THE FUNCTION OF THE STUDENT PERSONNEL DEAN
AS SEEN BY HIS PROFESSIONAL PEERS USING THE
CRITICAL INCIDENT TECHNIQUE

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
Allan Winfield Rodgers
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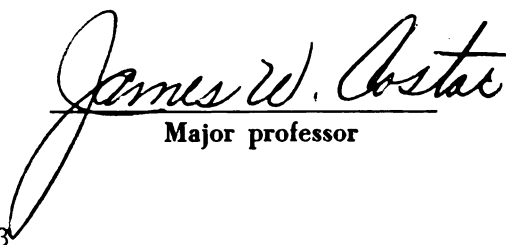
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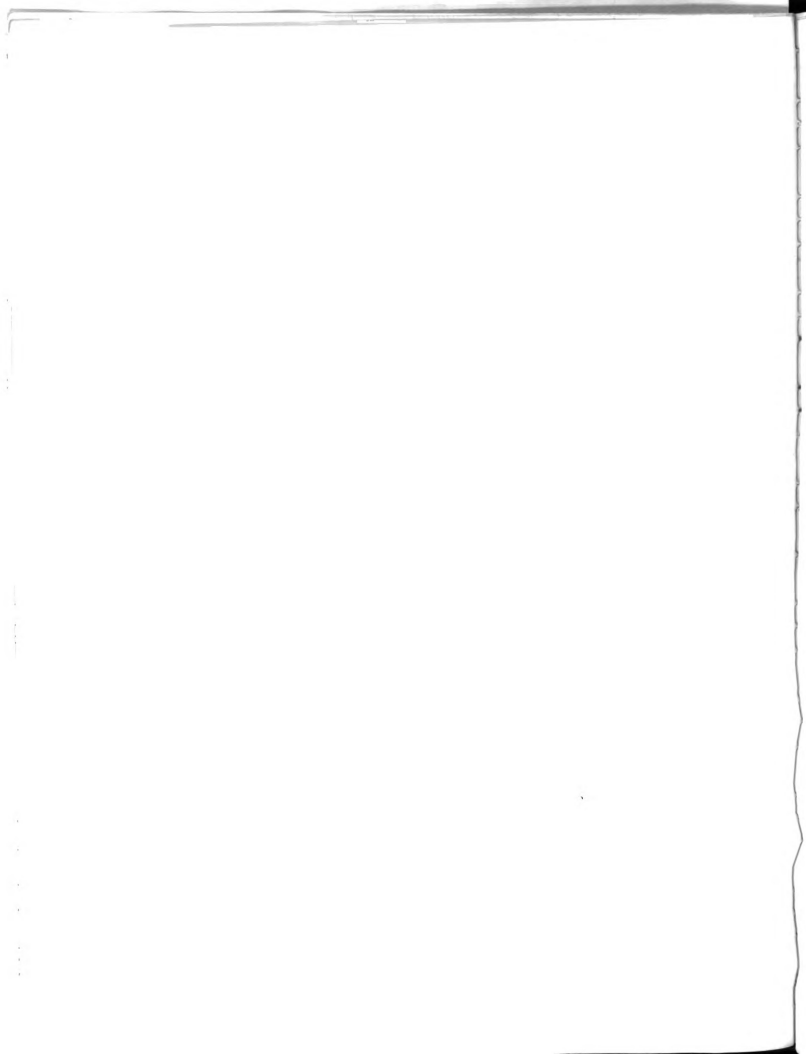
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ABSTRACT

AN INVESTIGATION OF THE CRITICAL ASPECTS OF THE FUNCTION OF THE STUDENT PERSONNEL DEAN AS SEEN BY HIS PROFESSIONAL PEERS USING THE CRITICAL INCIDENT TECHNIQUE

by Allan Winfield Rodgers

The Problem

A comprehensive review of the literature related to the collegiate Student Personnel Dean reveals that his functions are not universally agreed upon. Neither the critical areas in which the Student Personnel Dean works nor the most effective procedures employed by him are clearly identified. Thus, this study was carried out in order to identify the critical functions as well as effective and ineffective behavior of the Student Personnel Dean.

Design and Procedure of the Study

The sample used in this study consisted of 133 state-supported co-educational institutions established for education beyond the 12th grade and having four year curriculums leading to the Bachelor's degree. Each had an enrollment of at least 2,000, but not more than 10,000 full-time students.

The Critical Incident Technique was the primary research implement used in the study. Reporters (Professional Peers) reported incidents in which the Dean's actions were especially satisfactory or unsatisfactory. From these critical incidents, specific behaviors which were critical to the work of the Dean were identified.

Report forms were sent to each of the 133 sample institutions. Forty-eight usable and fourteen non-usable reports were returned. Eighty-five effective and 65 ineffective incidents composed of 171 effective and 115 ineffective elements were reported. These 286 elements were grouped into 73 critical elements; the 73 critical elements were further grouped into seven critical areas of behavior. The critical areas are: (The number of elements in each area are in parentheses.) Area I - Communications (59), Area II - Counseling (43), Area III - Cooperative Relationships (54), Area IV - Diagnosis (21), Area V - Investigation (45), Area VI - Leadership and Information (50), and Area VII - Policy Making (14).

Twelve categories of problems which confronted the Student Personnel Dean were also identified as were fifteen categories of people with whom he was in contact in carrying out his responsibilities. The Dean dealt with both categories in all seven critical areas of his behavior.

Specific Findings

- (1) Student Personnel Deans in smaller institutions do more counseling with students than their counterparts in larger institutions.
- (2) Student Personnel Deans in smaller institutions are comparatively ineffective in developing cooperative relationships.
- (3) Student Personnel Deans in larger institutions are more ineffective in conducting investigations of reports of student misconduct than their counterparts in smaller institutions.

- (4) Student Personnel Deans do not consistently take the initiative to provide leadership and information, particularly to students and student groups.
- (5) Student Personnel Deans do not consistently take the initiative in communicating the reasons for their decisions to all parties concerned.
- (6) Student Personnel Deans are consistently successful when working with individual students in disciplinary situations.
- (7) A majority of the Student Personnel Deans' contacts are with individual male students and he is generally successful with these individuals.
- (8) Student Personnel Deans are not consistently successful in their dealings with student groups, especially with fraternity and sorority disciplinary problems.
- (9) Public Relations is the category in which the Student Personnel Dean is involved with a wide variety of people, particularly the press. Therefore, every contact he makes has implications for his effectiveness in public relations.
- (10) Student Personnel Deans are not consistently aware that any action in which they participate exerts great influence on all considerations of their effectiveness as judged by their professional peers.
- (11) Student Personnel Deans do not consistently analyze and evaluate all areas of their responsibility to develop policies that will give direction and support to help reach the objectives of their program.
- (12) When policies or rules and regulations are either introduced or altered by the Student Personnel Dean, they are not always fully explained to all parties concerned.
- (13) Student Personnel Deans are more effective when dealing with fraternities through an interfraternity council or the fraternity advisers than with the fraternity groups themselves.
- (14) Student Personnel Deans are most effective when working personally with all phases of in-service training.

Conclusions

- (1) Every activity in which the Student Personnel Dean functions effects the way he is perceived by his professional peers.
- (2) If the Student Personnel Dean is operating effectively in most areas it is likely that he will be judged so by his professional peers. The opposite is also true.
- (3) The importance attached to certain kinds of behavior of the Student Personnel Dean varies with the size of the institution in which he operates.
- (4) The most appropriate behavior of a Student Personnel Dean varies from problem-to-problem and from time-to-time with the same type of problem.
- (5) College and university presidents feel that members of the faculty, staff, or administration who are not student personnel workers are as able to judge the effectiveness of the Student Personnel Dean's behavior as are student personnel workers.
- (6) The Student Personnel Dean is more effective when working with individual students than when working with student groups.
- (7) The Student Personnel Dean is generally more effective working with the representatives of groups than they are working with the groups themselves.
- (8) The wider the range of activities the Student Personnel Dean uses to resolve a problem, the more likely he is to be considered effective by his professional peers.



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By

Allan Winfield Rodgers

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Conducting and reporting this study has been an interesting, challenging, and enlightening experience. For his valuable assistance in outlining the problem and in setting up the research technique used in this investigation, I give special thanks to my doctoral committee chairman, Dr. James Costar. His critical comments and guidance during the course of the writing of this dissertation served to direct and inspire me in the completion of my work. I also thank the members of my committee, Dr. Walter Johnson, Dr. Eldon Nonnamaker, and Dr. Edward Blackman for their time, critical comments, and advice which helped me complete this report. J. Peter Meinke, Richard Halvorson, and Justin O'Connell contributed critical comments and suggestions related to the writing of the report itself.

I would also like to give a special thank you to my wife, Joan, for her understanding of the time involved in the writing of this report and for her untiring efforts in typing and editing. Last but not least, I commend my two children, Heather and Gregory, for the way they accepted my writing a dissertation as a way of life.

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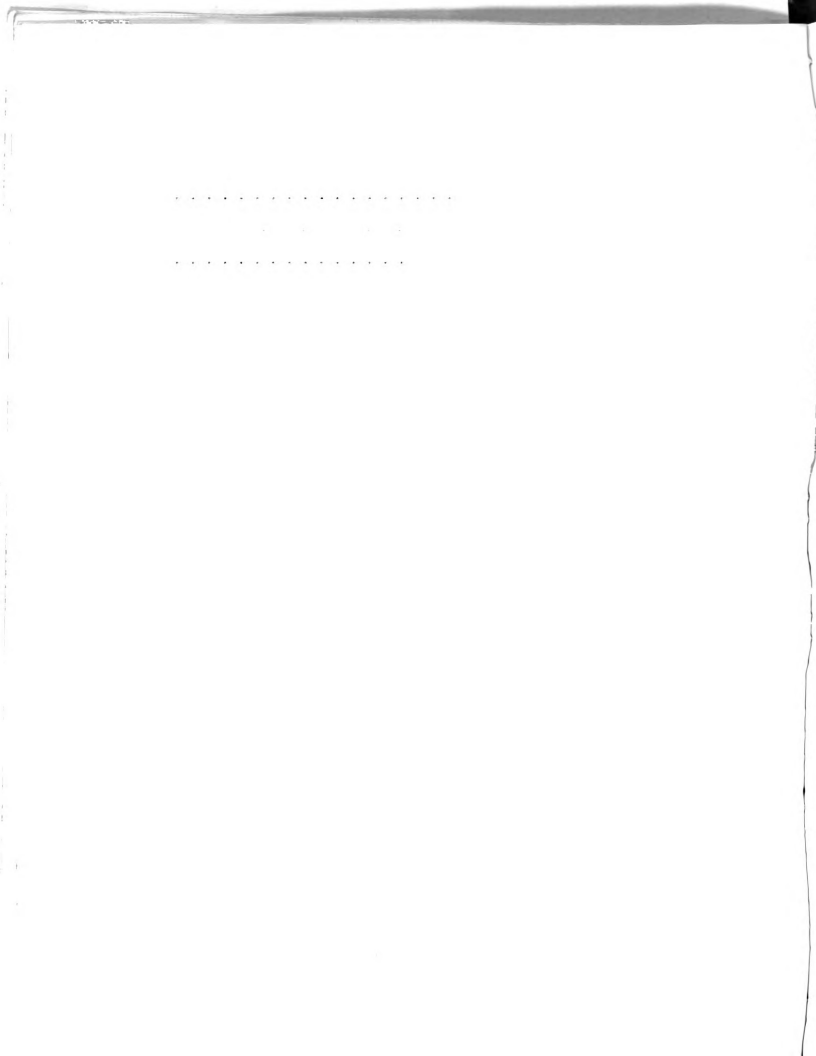
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CHAPTER I

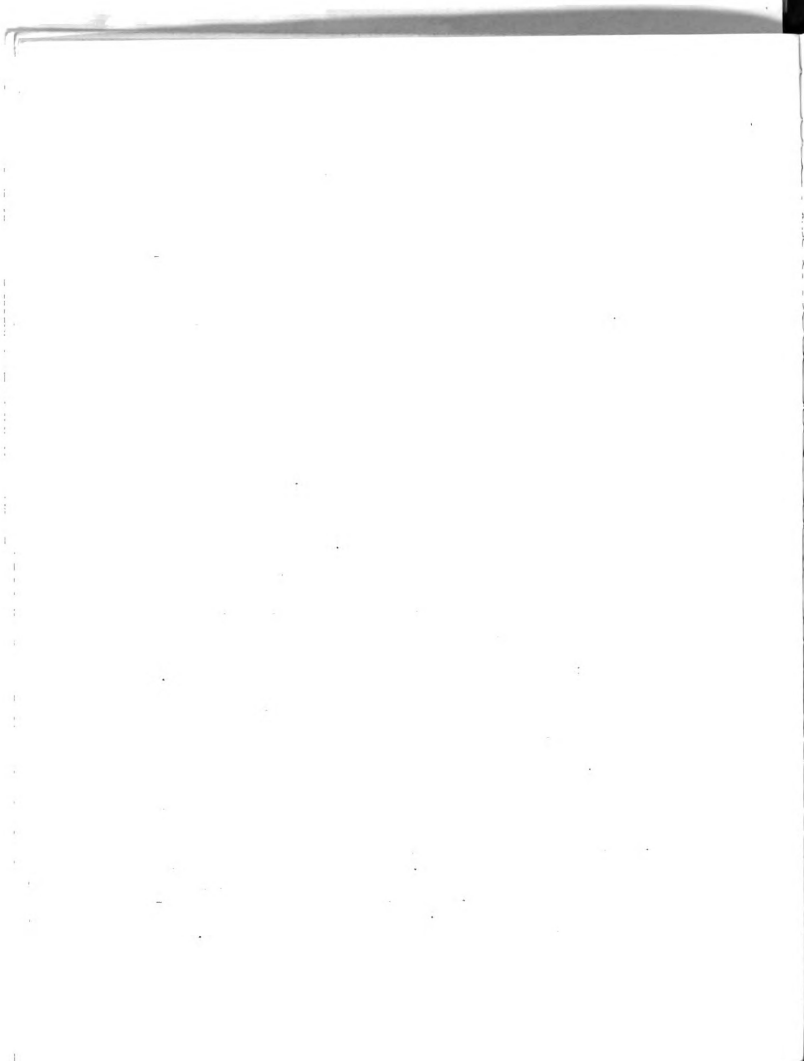
THE STUDENT PERSONNEL DEAN:
QUESTIONS - THE PROBLEM - LITERATURE

Introduction

During recent years, many questions have been raised concerning the true functions of a collegiate Student Personnel Dean.¹ These questions have been raised by people interested in becoming Student Personnel Deans, by college and university presidents who are hiring Deans, by members of the teaching faculty seeking to understand just what is the function of a Student Personnel Dean in the academic community, and by college students who come in contact with his office. Questions have varied depending on the type of college or university and the individual filling the position of Dean. The lack of well documented answers to questions about the Dean's duties has indicated the need for an up-to-date review of the literature concerning the functions of the Student Personnel Dean and the need for further research related to a definition of his role.

In this study the literature concerning several different aspects of the functions of the Student Personnel Dean was reviewed. However, an analysis of the literature does not reveal any universal conclusions regarding the most appropriate functions

1. See page 19 for the precise definition of Student Personnel Dean as used in this study. In the rest of this paper, the term "Dean" will be used in reference to the "Student Personnel Dean" only. In some tabular matter, the abbreviation "SPD" will be used. Other collegiate deans will be designated by full title, for example, "Academic Dean."



of the office. The writing related to this topic reveals a wide range of responsibilities thought to be properly associated with the position. The literature concerning the functions of the Student Personnel Dean can be categorized into three major areas: (1) Literature that defines the Dean's duties in general terms, indicating the administrative nature of his work; (2) Literature that defines the Dean's functions in a detailed check-list related to no particular institution; and (3) Literature that defines in detail the Dean's functions at a particular institution. However, these three classifications neither clarify the critical areas in which the Dean must work nor indicate effective processes for fulfilling the requirements of the position. In general, available information in the literature concerning the work of the Student Personnel Dean has little value for such an official at his particular institution. Most studies are either too limited or too broad. Thus, no description presently exists of those duties of the Student Personnel Dean which are essential in order for him to successfully carry out the requirements of his position.

A Statement of the Problem

Because little research has been carried out to identify the critical aspects of the behavior of the Student Personnel Dean, that area was chosen as the focal point for this study. Investigation centered around an analysis, using the Critical Incident Technique developed by John C. Flanagan, of effective and ineffective procedures employed by the Student Personnel Dean in carrying out his responsibilities. In addition to those responsibilities directly related to the functions of the Student Personnel

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Dean, the study also included an analysis of the way in which he effectively copes with more distant but related problems. Any technique used by the Dean to discharge his responsibilities bears some relationship to his success or failure. Thus, the primary purpose of this study was to extricate from the diverse procedures employed by the Student Personnel Dean those procedures his professional peers believed to be critical to success in the position.

To study the functions of the Student Personnel Dean, it seemed worthwhile to use a design which permitted the study to occur in an on-the-job situation. The Critical Incident Technique permits this because it describes the Dean's effectiveness "in terms of behavior rather than the traditional list of traits."²

In this study, it was assumed that:

1. The total function of the Student Personnel Dean was everything which he did that was related to his job.
2. The total function could be broken into several single functions.
3. Each single function was composed of a set of identifiable behaviors.
4. Those behaviors which were identified in Critical Incidents were a part of some function which could be identified only through the study of behavior.

To isolate these functions, it was necessary to discover just which things the Dean did satisfactorily and those things which he did unsatisfactorily.

2. Stapley, Maurice and Harlan Beem, "Effective Board Functioning," School Executive, 73:101, March, 1954.

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Literature Related to the Functions of a Student Personnel Dean

Because student personnel work as a professional field is relatively new, there are still gaps in the literature related to the functions of the Student Personnel Dean. An examination of the literature shows that the position of Student Personnel Dean evolved from the assignment of staff members by the president to assist him in the area of student life outside the classroom. This work has become known in educational settings as student personnel work. Such work evolved because college and university presidents, who had traditionally handled all problems relating to student life, could no longer afford the drain on their time and energy. The first student personnel appointments were made to assist students in finding suitable housing.³ Later, appointments were made to handle all aspects of student life outside the classroom.

The forerunner to the position of Student Personnel Dean was that of Dean of Men. The first Dean of Men was appointed at the University of Illinois in 1901.⁴ It was at this time that student personnel work first received formal recognition by college presidents and thus began to grow as a campus entity.

Until 1938,⁵ all student personnel workers had formerly been

3. Leonard, Eugenie, A., Origins of Personnel Services in American Higher Education, University of Minnesota Press, 1959, p. 112.
4. DeFerrari, Roy, College Organization and Administration, The Catholic University of America Press, 1947, p. 76.
5. Reed, Anna Y., "The Origin and Development of the Work of the Dean of Men in Higher Education," abstract of a Ph. D. Dissertation, School of Education of New York University, 1938, Association of American Colleges Bulletin, 25:277-285, 1939.

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employed in some other field of endeavor. The majority had come from non-academic pursuits; none had any special educational training for their new work.

World War II interrupted the growth of professional student personnel work; however, immediately after the war the trend toward professionalism grew rapidly. Saddlemire in 1950 reported that student personnel workers were being selected from varied backgrounds:

. . . major fields represented by the highest degree granted were: 20.5% education; 15.5% social sciences; and 12% guidance or Student Personnel Administration. The remaining 52% were scattered among many different fields.⁶

Thus it is seen that from 1938 to 1950, the number of student personnel workers holding student personnel degrees increased from 0% to 12%. Current literature does not indicate any change in this trend.

Broad Definitions of the Functions of the Student Personnel Dean

In 1933 William Gray⁷ indicated that the student personnel worker should aid students in estimating their ability to do college level work and bring to bear upon those who enter college all the resources which will enable them to achieve the major values of a college education. This suggests that the Dean would be an administrator in an organization geared to achieve these ends.

6. Saddlemire, Gerald, "Of Men Personnel Administrators in Colleges and Universities," Occupations 29:192, 1950.

7. Gray, William, Editor, Needed Readjustments in Higher Education, University of Chicago Press, 1933.

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Roy DeFarrari,⁸ using a modified check list developed by W. E. Hilton, reported in 1947 the following duties and responsibilities of the Student Personnel Dean.

1. Supervising student health.
2. Supervising dormitories, dining rooms, and the board and rooms for off-campus students.
3. Supervising student government and other activities, including all social functions.
4. Investigating absences, doing personal counseling, handling discipline problems, and encouraging religious life on campus.
5. Supervising the freshmen orientation program.
6. Providing academic advising, including supervision of the testing program and special reports to parents.
7. Giving vocational guidance, and supervising part-time employment and occupational placement.
8. Directing loans and scholarships.
9. Securing and selecting students.
10. Making community contacts and representing the college at professional meetings.

E. E. Lindsay and E. O. Holland⁹ indicate that perhaps the chief requirement for successfully carrying out the duties of the Student Personnel Dean is the ability to work with young people. Thus, the Student Personnel Dean must win and hold the respect, the confidence, and the cooperation of the students.

8. DeFarrari, op. cit., p. 77.

9. Lindsay, E. E. and E. O. Holland, College and University Administration, The MacMillian Company, 1930, p. 27.

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The Student Personnel Dean's personal influence should make a favorable impact upon the students' lives. Close personal friendships with the leaders of student opinion is very necessary in working with social living units such as cooperatives, fraternities, and organized houses.¹⁰

A statement from a doctoral dissertation by E. E. Hanson summarizes the general administrative role of the Dean as follows:

The duties of the chief personnel official would be thought of as being primarily the administration and supervision of the program of Student Personnel Services. It would seem that . . . there is a definite tendency on the part of colleges and universities . . . to assign the responsibility for the coordination and direction of the student personnel program to a person or an official who could be classified as a personnel official¹¹

Detailed Check-List Descriptions of the Functions of the Student Personnel Dean

The results of a survey of 34 member-colleges of the North Central Association published in 1943, give some insight into the proportion of Deans who perform duties in the major areas of identifiable responsibility. The following list shows these responsibilities and the percentage of Deans performing each task:¹²

- | | |
|---|-----|
| . Approving health and housing policies | 9% |
| . Setting conduct standards | 16% |

10. Ibid., p. 503.

11. Hanson, Ernest E., A Study of the Structural Organization of Student Personnel Services in Certain State Colleges and Universities, Michigan State University Doctoral Dissertation, 1952.

12. Hyde, Melvin W. and Emile Leffler, A Study of Administrative Functions, A report of a survey sponsored by the North Central Associations of Colleges and Secondary Schools, 1943.

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. Drafting personnel budgets	66%
. Checking chapel attendance	75% ⁴
. Keeping personnel records	94%
. Making statistical studies	25%
. Checking student failures	50% ⁴
. Checking class attendance	75%
. Evaluating student personnel operations	77%

Saddlemire reports,¹³ that 54% of the Student Personnel Deans in his study did not consider civic responsibilities such as public relations and representing the university to the public, affiliation with church councils and religious committees, and attendance at Rotary, Kiwanis, and professional meetings as personnel functions.

Related studies have been done of the academic disciplines in which Deans were trained prior to their personnel appointments. Studies have also been conducted to find the highest academic degree held by various groups of people engaged in student personnel work.

Detailed Descriptions of the Functions of the Student Personnel Dean at a Particular Institution

Studies conducted at a particular institution have been called, in many instances, "household studies" because they are studies within the framework of a particular institution.

13. Saddlemire, op. cit., pp. 190-193.

A book, entitled Student Personnel Work in the University of Minnesota,¹⁴ prepared for the President's Committee at the University of Minnesota is an outstanding example of such a study. This study utilizing evaluations of regular divisional reports, personal interviews with divisional chairmen, and special questionnaires, reports the following areas in which the Student Personnel Dean functions.

Family Cooperation - The Dean of Student Affairs in certain disciplinary cases may call upon parents.

Physical and Mental Health - The Dean of Student Affairs inspects fraternity and sorority houses regularly.

Housing - The Dean of Student Affairs inspects the physical plant of fraternities and sororities and has a staff relationship to the Director of Housing.

Extra-Curricular Activities - The Dean of Student Affairs, as chairman of the Committee on Student Affairs, supervises all extra-curricular activities

Social Life - The Dean of Student Affairs supervises the organized social life on the campus through his discretionary powers as chairman of the Senate Committee on Student Affairs

Financial Aid - The Dean of Student Affairs administers university loan funds, administers a number of private loan funds, and administers certain scholarships.

Cumulative Record Keeping - The Dean of Student Affairs keeps a file of activity preferences of men students.

Discipline - The Dean of Student Affairs disciplines students who are accused of moral delinquency and is chairman of the all-university Discipline Committee.

14. Williamson, E. G. and T. R. Sarbin, Student Personnel Work in the University of Minnesota, Burgess Publishing Company, Minneapolis, Minnesota, 1941.

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Williamson and Sarbin¹⁵ also report that in administering student personnel services the Dean of Student Affairs has four types of relationships. These relationships are:

- . Line relationship - involves approval of budget, staff appointments and promotions, policies and programs
- . Staff relationship - involves program consultation and details of a similar nature, which is many times in the nature of expert advice
- . Functional coordination relationship - involves the coordination of departments performing similar functions to increase efficiency and avoid duplication
- . Staff coordination relationship - involves coordinating and integrating all student personnel services to increase their efficiency for both the student and institution

A similar, though less complete, study¹⁶ conducted at Florida State University in 1960 found the primary responsibility of the Dean of Men to be that of providing for the personal and social guidance of the males in the student body and the supervision of their conduct and general well-being.

According to this study, the Dean of Men serves on a number of standing committees including the Health, Discipline, Housing, and the Admissions Committees. He engages in a wide range of personnel functions such as the following:

1. He helps formulate student personnel policies through committee membership.
2. He assists in implementing policies dealing with university entrance and retention regulations.
3. He counsels with individuals and groups on matters of a personal and social nature.

15. Ibid., p. 93.

16. The Dean of Men and His Staff, Florida State University Press, Tallahassee, 1960.

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4. He confers with parents and instructors concerning the personal, social, and academic problems of individual students.
5. He recommends personnel to be added to the student personnel staff, prepares budgets, and administers appropriations to his office.
6. He promotes continual growth of the professional staff through vigorously conducted in-service training programs.
7. He assists with the orientation program for entering students.
8. He refers students to specialized personnel officers when the need is apparent.
9. He promotes the individual development of students in areas of citizenship and scholarship through the counseling process and by giving appropriate recognition to students who excel in these areas during the school year.
10. He cooperates fully with all other members of the personnel and guidance team.

This study of the responsibilities of the Dean of Men concludes with the statement: "All branches of the university student government work with this office, and the relationship in the case of men's government is particularly close."¹⁷

Although the investigations reported in each of the preceding sections help to broadly define the functions of the Student Personnel Dean, they do not indicate those specific activities which are critical in carrying out these functions in an efficient and effective manner. None of the studies gives objective evidence to support the judgment that certain behavior is more effective than any other or why it is so. Thus, previous studies

17. Ibid., p. 3-4.

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have been of little help in showing a Student Personnel Dean how he might improve his effectiveness as a student personnel worker.

Literature Related to the Critical Incident Technique

A survey of the literature related to the Critical Incident Technique was conducted for two reasons: (1) To gain enough knowledge so that the Critical Incident Technique could be applied to an investigation of the functions of the Student Personnel Dean; and (2) To insure that this technique had not already been used to investigate his duties.

Some pioneer work in the area of on-the-job analysis and evaluation of performance was done by W. W. Charters in Pittsburgh in the early 1920's.¹⁸ Charter's work was directed toward obtaining precise statements from supervisors' opinions about the most important traits needed by secretaries to do satisfactory work. Workers and supervisors made the observations and judgments, not job analysts.

Ghiselli and Brown¹⁹ followed the precedent set by W. W. Charters in that they rejected the practice of simply listing those traits and skills which appear important to the job analyst. They felt such action was justified because job analysts' reports used vague and abstract terms, and failed to report the degree of

18. Whitley, I. B., Analysis of Secretarial Duties and Traits, Williams and Wilkes Company, Baltimore, 1924.

19. Ghiselli, Edwin E., and C. W. Brown, Personnel and Industrial Psychology, McGraw-Hill Publishing Company, New York, 1948.

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importance of job traits and skills. They proposed that the primary objective of worker analysis should be to discover the minimum qualifications necessary for satisfactory accomplishment of the work.

Just subsequent to and during World War II, psychologists and sociologists renewed interest in the analysis of jobs in various occupational fields. One of the many investigators was John C. Flanagan who, working with associates, developed what is now called the Critical Incident Technique. This technique was designed to study the problem of job requirements and the relative importance of the various aspects of a given job. In discussing the problem, Flanagan stated:

In the analysis of the fundamental factors of a situation, it is clear that an adequate solution to the problem of job requirements must be based on observations of the behavior of the individual worker and the effectiveness of this behavior in accomplishing the assigned task in a satisfactory manner. These observations are the primary data on which all other types of estimates, opinions, judgments, and inferences must be based.²⁰

In 1949, Flanagan²¹ outlined the methodology of the Critical Incident Technique and certain necessary requirements for its successful use.²² In brief, the procedure involves job analysis through the study of the total job rather than through an investigation of its separate parts. In industry, the plan involves

20. Flanagan, John C., "Job Requirements", in W. Dennis, Current Trends in Industrial Psychology, University of Pittsburgh, 1949.

21. Flanagan, John C., Critical Requirements for Research Personnel: A Study of Observed Behaviors of Personnel in Research Laboratories, American Institute for Research, Pittsburgh, March, 1949.

22. These requirements are described in detail in Chapter II.

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the selection of competent observers, usually supervisory foremen, who watch men at work in order to observe the results of their labor. When these results seem especially satisfactory or unsatisfactory, the observer makes written descriptions of the actual behavior of the worker. These are classified as critical incidents. From a large number of such critical incidents, observers then isolate those specific behaviors or critical elements which have the most influence on the results of the work; thus, the technique derives its name: the Critical Incident Technique.

When using the Critical Incident Technique, Flanagan concluded:

. . . data could be gathered which would provide a basis for preparing a form for observing and recording on-the-job behaviors, provide ready-made criterion data for the jobs studied, provide an excellent basis for making inferences regarding the nature of critical aptitude and training requirements for these jobs, and provide the material to be used in the purification and design of the jobs.²³

Flanagan also pointed out that the collection of incidents, when properly executed, provides a functional description of the activity in terms of specific behaviors. In more recent articles he states:

. . . there is one reason for going further and that is practical utility. The purpose of the data analysis stage is to summarize and describe the data in an effective manner so it can effectively be used for many practical purposes.²⁴

Psychologists . . . see that without a definite and detailed definition of an activity or job in terms of actual behavior and the results of this behavior, the establishment of a criterion measure of a personnel

23. Flanagan, op. cit., "Job Requirements," p. 48.

24. Flanagan, John C., "Critical Incident Technique," Psychological Bulletin, 51:327-358, July, 1954, pp. 343-344.

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evaluation system is entirely out of the question. Thus, it becomes necessary to make an intensive analysis of behavior of workers doing a job.²⁵

The essence of success, then, of the Critical Incident Technique is that the reporters need collect only that data germane to success or failure of the worker.

A critical requirement is defined as a requirement which is crucial in the sense that it has been responsible for outstandingly effective or definitely unsatisfactory performance of an important part of the job or activity.²⁶

This procedure, has considerable efficiency because of the use of only the extremes of behavior. It is well known that extremes can be more accurately identified than behavior which is more nearly average in character.²⁷

Because the Critical Incident Technique had been used successfully in the investigation of critical job requirements for industrial and technical personnel, it was soon tried by investigators in other fields of professional and educational endeavor.

Research using the Critical Incident Technique reported here is that which is related to educational matters only. Investigators have used the Critical Incident Technique successfully in education to study the behavior of teachers,²⁸ college instructors,²⁹

25. Flanagan, John C., "Critical Requirements: A New Approach to Employee Evaluation," Personnel Psychology 2:419-425, Winter, 1949, pp. 419-420.

26. Ibid., p. 420.

27. Flanagan, John C., "Requirements in Employee Evaluation," Personnel Psychology 2:419, Spring, 1942, p. 419.

28. Merritt, Edith P., "Critical Competencies for Elementary Teachers in Selected Curriculum Areas," (unpublished doctoral dissertation, Stanford University, Palo Alto, California, 1955), 120 pp.

29. Smit, Jo Ann, "Study of the Critical Requirements for Instructors of General Psychology Courses," University of Pittsburgh Bulletin, 48:279-284, June, 1952.

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schoolboard members,³⁰⁻³¹ elementary principals,³² and secondary principals.³³

These studies have relied on various groups of observers including superintendents,³⁴ parents,³⁵ and teachers.³⁶

Advantages of the Critical Incident Technique

The Critical Incident Technique has some important advantages not found in other methods that have been used to investigate the functions of the Student Personnel Dean. These advantages are:

1. The investigator may sample large numbers of observers with relative ease and thus accumulate a broad sampling of incidents.
2. The observers require no special training since their contribution is in the nature of recall and communication.

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30. Barnhart, Richard E., "A Study of the Critical Requirements for School Board Membership Based Upon the Analysis of Critical Incidents," (unpublished doctoral dissertation, Indiana University, Bloomington, Indiana, 1952), 180 pp.
 31. Corbally, John E., Jr., "A Study of the Critical Elements of School Board - Community Relations," (unpublished doctoral dissertation, University of California, 1955), 298 pp.
 32. Benjamin, Dayton, "Critical Behaviors of Elementary Principals in the Improvement of Instruction," (unpublished doctoral dissertation, Stanford University, Palo Alto, California, 1955), 115 pp.
 33. Walters, Thomas W., "The Job of the High School Principal as Perceived by California City Superintendents," (unpublished doctoral dissertation, Stanford University, Palo Alto, California, 1955), 127 pp.
 34. Corbally, op. cit., p. 47.
 35. Buffington, Reed L., "The Job of the Elementary School Principal as Viewed by Parents," (unpublished doctoral dissertation, Stanford University, Palo Alto, California, 1954), 101 pp.
 36. Medsker, Leland L., "The Job of the Elementary School Principal as Viewed by Teachers," (unpublished doctoral dissertation, Stanford University, Palo Alto, California, 1954), 110 pp.

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3. The observers identify incidents of extreme behavior as either outstanding or unsatisfactory. Therefore, no bias from selective memory or inadequate definition of the types of incidents will result.
4. The incidents represent objective data since they involve accounts of behavior only.
5. The frequency of incidents can be converted directly into statistical estimates for the purposes of prediction and evaluation.

In describing the value of the Critical Incident Technique, Flanagan emphasized that,

. . . observations of the behavior of the individual and of the effectiveness of this behavior in accomplishing the desired results in a satisfactory manner constitute not just one source of data, but the only source of primary data regarding the critical requirements of a job in terms of behavior.³⁷

Limitations of Applicability

The largest single limitation of the Critical Incident Technique stems from the reporters themselves. However, if the reporters respond in the manner requested on the report form, the limitation is negligible.

The report form itself is also limiting because it negates the possibility of an interviewer eliciting from the reporter any explanation or interpretation of the terms he used. Corbally³⁸ validated his use of the report form by a field study of 42 personal

37. Flanagan, op. cit., "Critical Requirements," p. 421.

38. Corbally, op. cit., pp. 117-119.

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interviews of 60 to 90 minutes each. Corbally stated,

. . . no problem or activity categories were reported during the field study which were outside the framework established by the questionnaire returns. No incidents were reported in any interview which involved behaviors not already described as critical elements.³⁹

In another study, Wagner evaluated the results obtained from individual and group interviews. He found that the group interview, where respondents were asked to write their descriptions of critical incidents in specially-prepared booklets, yielded data of comparable quality to that of the personal interview, while the group interview required only one-fourth as much interview time.⁴⁰ Although these findings cannot be accepted as conclusive evidence that they include every possible problem or activity area and that they have uncovered every critical element, both the individual and group interview findings do strongly support the use of the report form survey alone.

The ability of the observer to retain critical incidents creates another limitation. Therefore, observers were asked to report only those incidents which had occurred within the past 18 months.⁴¹

The amount of time required to complete a report form may discourage reporters from returning any incidents at all. Therefore, the time required to complete a report form may be considered a limitation.

39. Ibid., p. 120.

40. Wagner, R. F., "A Group Situation Compared with Individual Interviews for Securing Personnel Information," Personnel Psychology, Vol. 1, pp. 93-107, Spring, 1948.

41. This amount of time was well within the time range of other studies in which the Critical Incident Technique had been used.

Definitions of Terms

The following definitions are of important terms related to student personnel work used in this study.

Student Personnel Dean: A person who is a full-time student personnel officer in an institution of higher education. He is responsible to the chief administrative officer of the institution for the student personnel organization, and he is the chief representative of that organization on all councils, committees, and other official bodies in which such representation is maintained.

Institution of Higher Education: A co-educational institution established for the purpose of offering education beyond the twelfth grade and has a four year curriculum leading to a Bachelor's degree.

Function: That activity which is performed by the Student Personnel Dean in fulfilling his position. It is not limited to those activities which are prescribed or established as customarily being his "duties." It is anything which he does or says, or causes others to do or say, which in actual practice contributes to the fulfillment of his position.

The terms that follow are those commonly used in the research method called the Critical Incident Technique.⁴²

Incident: An event involving the Student Personnel Dean in a specific situation, having a cause, some action taking place during its happening, and a result. It will involve the Dean in some function which he carries out to fulfill his position. It may take place in an hour, it may consume several weeks, or it may not come to a definite end.

Critical Incident: An incident in which the behavior of a Student Personnel Dean is considered to be effective or ineffective.

42. For a more detailed definition of these terms see: Flanagan, op. cit., "Job Requirements," pp. 40-41.

Reporter (Professional Peer): One who has had sufficient experience in student personnel work to be familiar with the work of the Student Personnel Dean and who has participated sufficiently in student personnel activities to be able to judge the effectiveness of the behavior of the Dean in the incident cited.

Element: A constituent part of an incident. A specific procedure used by a Dean during an incident. An incident may, and usually will, contain several elements.

Critical element: Those elements which occur most frequently in critical incidents. Consequently, they are the elements which, if carried out in a particularly effective or ineffective manner, lead to judgments by observers regarding the effectiveness of the activity in which they occur.

Critical area: Combines those functions of a Student Personnel Dean which involve a number of related critical elements.

Non-Critical elements: Those elements which do not occur in a critical incident. Consequently, they are elements which either bear little relationship to success in the total functioning, or include little variability in the performance of one Dean when compared with another. While these elements may be of importance in student personnel functions, they are not found in critical incidents.

Summary

Chapter I summarizes pertinent information found in the literature related to the functions of the Student Personnel Dean and applications of the Critical Incident Technique along with definitions of critical terms used in the study. The remainder of the report is organized as follows: Chapter II includes the design of the study and the procedures followed in the use of the Critical Incident Technique. Chapter III deals with the organization and interpretation of the questionnaire returns. Chapter IV presents the critical areas of behavior of the Student Personnel Dean and the

constituent elements in each area. Chapter V contains a detailed analysis of the critical areas of behavior. Chapter VI presents a summary and evaluation of the findings; and in Chapter VII, the conclusions are stated along with recommendations for further studies.

CHAPTER II
DESIGN AND PROCEDURE OF THE STUDY

Introduction

This chapter describes the design of the entire study and the major processes used to: (1) Identify the sample institutions to be investigated; (2) Select and identify the reporters; and (3) Develop and utilize the critical incident report form. The information which was gained by using this design and procedure is reported in Chapter III and analyzed in succeeding chapters.

Qualifications of the Institutions

To investigate the functions of a Student Personnel Dean, a sample had to be developed which would yield as many Deans as possible, yet it had to be a sample homogeneous enough to permit the drawing of useful conclusions. It was not practical to examine every possible combination of institutions of higher learning; therefore, the selected sample was one of co-educational institutions established for education beyond the twelfth grade having a full four year curriculum leading to a Bachelor's degree. Only state supported institutions having an enrollment of not less than 2,000 or no more than 10,000 full-time students were included. It was felt that an insignificant number of institutions with less than 2,000 full-time students would have a personnel officer who would fit the definition of the Student Personnel Dean

used in this study. The upper limit of 10,000 full-time students was established to give a higher degree of homogeneity to the sample.

Qualifications of the Reporters

The reporter had to have three major qualifications: (1) He had to actually observe the activity upon which he reported; (2) He had to know the aims of the individual observed; and (3) He had to be qualified to make a judgment regarding the outcomes of the activity observed.⁴³

All segments of college and university populations were examined to ascertain which segment would best meet the reporter's qualifications. No segment of college or university population met these requirements as fully as did the professional peer. From his education, experience, and position the professional peer was the most appropriate person to report on the functions of the Student Personnel Dean.

Selecting the Reporters and the Institutions for the Study

The first step in the selection of the sample institutions was to write to each director of higher education in the 50 United States. The letter asked for the names and the presidents of the colleges and universities in that state which fulfilled the

43. Flanagan, op. cit., "Critical Requirements," pp. 421-22.

definition of an institution of higher education used in this study. (A sample letter can be found in Appendix A.) The director was also asked to report the 1960-61 enrollment figures of these institutions.

The second step in this selection process was to develop a state by state alphabetical listing, with enrollment figures, of all colleges or universities along with the names and addresses of their respective presidents. To insure that no institution of higher education had been overlooked and to verify the enrollment figure given for each institution, all data gathered by this means was compared with that reported in the Educational Directory 1959 - 1960, Part III, Higher Education.⁴⁴ The enrollment figures found in this directory were entered on the alphabetical list of institutions. The above processes identified 169 institutions.

In the third step a letter was sent to each college or university president explaining the purposes of the investigation and providing him with definitions of the Student Personnel Dean and of the professional peer, who, in this study, was to serve as the reporter of critical incidents. A self-addressed post card was enclosed with the letter. (See Appendix A) The president was asked to indicate on the post card the name of the institution, the approximate number of full-time students in the 1960-61 academic year, the name and title of the person fitting the definition of a

44. Educational Directory 1959 - 1960, Part III, Higher Education, United States Department of Health, Education, and Welfare, Office of Education.

Student Personnel Dean, and the name and title of the person fitting the description of the professional peer. The primary purposes of the letter and post card was to help determine which institutions met the sampling criteria and to identify the professional peer.

In most cases there was a difference in the enrollment figures cited by the state director of higher education and the Educational Directory 1959 - 1960, Part III, Higher Education.⁴⁵ However, the enrollments usually remained within the range of 2,000 - 10,000 full-time students. In the few cases where the enrollment figure from either source fell outside of the enrollment range for this study, the figures were averaged; if the averaged enrollment fell within the enrollment range, the institution remained in the sample to be investigated.

The enrollment figures returned on the post cards were later compared with those previously obtained. If the enrollment figure on the post card was outside the range established for this study, the enrollment figures from all three sources (state director of higher education, Educational Directory, 1959 - 1960, Part III, Higher Education, and the parent institutions' post card) were averaged. If the averaged enrollment was within the enrollment range, the institution remained in the sample of institutions to be investigated.

45. The enrollment figures reported in the Educational Directory 1959 - 1960 were the most recent statistics published at the time the sample was selected.

Finally, a supplemental letter of explanation and another post card was sent to each respondent whose return did not contain complete information. Simultaneously, a second qualifying letter and post card, identical to the first, was sent to the presidents who failed to respond to the first request.

The selection of the reporters was carried out through the above process. Later an alphabetical list of the institutions was made. The name and address of the person who had been designated as the professional peer was noted along with each institution. (See Appendix A for a complete list of institutions.)

Developing the Critical Incident Report Form

Two concepts are basic in the development of the Critical Incident Report Form: First, the instructions for completing the report form must be so clear that the reporter will know exactly what to do; and Second, the instructions must be so short that the reporter will be encouraged to read everything and inspired to complete the form. To insure clarity in the instructions, examples of critical incidents were provided on the report form. These examples clearly illustrated one example of effective behavior and one example of ineffective behavior.

The use of the word "critical" was avoided because it was felt that it would create an emotional barrier which could cause the reporter to report only crises-like events. Also, it was felt that if the word "critical" were used, the reporter would consider some

incidents not critical and, therefore, not important enough to report. Thus, the word "significant" was used in the hope that it would evoke less emotional responses from the reporters.

The report form consisted of four 8" x 11" pages. The first page was the cover sheet which contained suggestions for completing the form. It further requested that the reporter report only incidents which in his judgment were significant. (See Appendix A for a sample of the report form.) The second page was divided into halves with each half providing space for the reporter to report one effective incident. The third page was also divided into halves with each half providing space for the reporter to record one ineffective incident. The fourth page allowed the reporter additional space in which to report an incident requiring more space than was provided on either of the preceding sheets.

Mailing the Report Forms

Critical Incident Report Forms were mailed to 133 individuals who were identified as professional peers of the Student Personnel Dean. The report form instructions specifically stated that the respondents were not to identify their reports and that the names of the persons and institutions responding would not be used in summarizing, analyzing, or reporting the results of this study. Thus the returns were identifiable only by the title of the reporter and the enrollment of his institution. This identification was necessary to see if significant differences existed between the

types of incidents returned by the various types of professional peers or by the size of their institutions. The report form was accompanied by a cover letter (see Appendix A), which described the purpose and nature of the investigation and its anticipated value to higher education. It also included a self-addressed, postage-paid envelope to encourage and facilitate the respondent's participation.

About six weeks from the time of the first mailing, the second mailing was sent to those who had not yet responded. The cover letter was a slightly revised copy of the first cover letter (see Appendix A). All other conditions were the same.

Following another lapse of approximately six weeks, it was evident that there would be no further returns from the second mailing. Therefore, a third letter was sent to those reporters who had not yet responded. The third cover letter, a considerable departure from the form letter used for the first two mailings, was individually typed with an inside address and salutation (see Appendix A). It indicated to the reporter that this was a special request, directed to him individually, to be a respondent from his particular geographic region. This letter was as highly personalized as possible in a research situation. The same report form was used for the third mailing.

Because of the highly personalized nature of the third cover letter and because a significant number of reporters responded that they could not or would not participate in the study, a fourth

mailing was not attempted. It was felt that further persistence to obtain more returns could result in an alienation of the reporters from this and other investigations as well.

Creating Enrollment Sections

In order to handle and analyze the returns more adequately, institutional enrollment sections were created within the enrollment range established for participating institutions. This enrollment range was divided into four sections with each having a range of 2,000 students:

- (1) 2,000 - 4,000
- (2) 4,000 - 6,000
- (3) 6,000 - 8,000
- (4) 8,000 - 10,000

Table I. The Number and Percentage of Institutions
in Each Enrollment Section of the Total Sample

Institutional enrollment sections	Number of institu- tions in each enrollment section	Percentage of the total institutions in each enrollment section
2,000 - 4,000	76	57%
4,000 - 6,000	30	22%
6,000 - 8,000	11	09%
8,000 - 10,000	16	12%
TOTALS	133	100%

It was found that a majority of the sample institutions were in the first two enrollment sections. Of the 133 institutions in the total sample, 106 (or 79%) were in the 2,000 - 6,000 enrollment sections. The larger enrollment section of 6,000 - 10,000 contained only 27 institutions (or 21%) of the total sample.

Transferring Data from Returned
Report Forms to Work Cards

When a report form was returned, the name of the responding institution was recorded. Next, the four pages of the form were separated, and the cover sheet was discarded. Effective incidents were placed in one group, ineffective incidents were placed in another, and the pages with additional space for incidents were placed in a third group.

In both the effective and ineffective categories, the following process was used to insure accuracy in extracting critical elements. Each incident was numbered and its elements determined on the day it was received. Each element was placed on a 5" x 7" work card. Code symbols were placed at the top of each card to identify other aspects of the incident. The letters "EFF" were used to identify effective elements. The letters "IN" were used to identify ineffective elements. The enrollment range of the institution was placed in the upper right-hand corner of the card. Separate cards were used for each specific element extracted from the incidents received.

Each element was analyzed three times according to: (1) The type of problem; (2) The person or group involved; and (3) The action taken. On each occasion the element was classified as being in one of several categories found within each of the three areas.

After all the returns had been received, the procedure for determining the elements of each incident was repeated. In those cases where differences occurred between the first and second

categorizations, a special effort was made to reconcile these differences. A new list of elements was made for these incidents. They were then set aside for two weeks, and the process was repeated again. After the third review, agreement had been reached in each case. The complete list of elements received two checks. Cases which proved troublesome to identify received three checks. Report forms were later identified by the title of the professional peer. These titles appear in an analysis of the data presented in the next chapter.

Classifying the Incidents

Following Flanagan's⁴⁶ suggestions for analyzing critical incident data, the next step involved the derivation of a classification system to facilitate the grouping of similar behaviors. This system was determined from the data rather than from the use of a predetermined classification arrangement and is carefully described in the following chapter.

46. Flanagan, op. cit., "Critical Requirements," p. 424.

CHAPTER III

ORGANIZATION AND INTERPRETATION OF THE RETURNS

Chapter III contains a description of the problems which confront the Student Personnel Dean and the people with whom he works. The categories for each area were evolved from an analysis of reports submitted by the professional peers. The chapter is divided into four major areas: Number and Kinds of Returns; Titles and Responses of Professional Peers; Categories of Problems; and Categories of People With Whom the Student Personnel Dean Functioned.

Number and Kinds of Returns

Returns from College and University Presidents

Each of the 50 state directors of higher education responded to the request that they supply the names of the institutions fitting the criteria established for this study. From their replies, 169 institutions were selected for further investigation. Qualifying letters were sent to the presidents of these selected institutions. Of the 139 replies, 110 contained complete information. One president indicated his institution had over 10,000 full-time students. Five presidents represented institutions with enrollments under 2,000 full-time students. Six stated that their student personnel services did not fulfill the criteria established for the study.

Supplemental letters of explanation were sent to the 17 presidents who failed to answer all the questions. These supplemental letters yielded eight returns which contained complete information; nine presidents failed to respond.

A duplicate qualifying letter and post card was sent to each of the 30 presidents who had not responded to the original letter. Eighteen returns from the duplicate qualifying letter yielded 15 replies with complete information. Three were not usable. One institution's student personnel services did not fulfill the established criteria. One president stated that his institution had just changed to junior college status. One reply contained incomplete information. A tabulation of the final returns received from the original qualifying letter, from the supplemental letter of explanation, and from the duplicate qualifying letter is summarized in Table II. A total of 157 presidents of colleges and universities responded in one way or another. Only 12 presidents failed to respond at all.

Returns from Professional Peers

One hundred and thirty-three institutions constitute the sample for the investigation. Three mailings were sent to the professional peer reporters,⁴⁷ and when it became apparent that additional returns would yield no additional categories the results of all three mailings were totaled. Letters and report

47. Pages 27-29 describe the mailing procedure.

Table II. Returns from College and University Presidents in Response to (1) The Original Qualifying Letter, (2) The Supplemental Letter of Explanation, and (3) The Duplicate Qualifying Letter

Mailings			Returns					
Number of letters sent	Complete in-formation	In-complete in-formation	Institutional enrollment was too large	Institutional enrollment was too small	Student personnel organization did not fit established criteria	Changed to junior college status	Total returns	No returns received
Original qualifying 169	110	17	1	5	6		139	30
Supplemental explanatory 17	8						8	9
Duplicate qualifying 30	15	1			1	1	18	12
TOTALS 216	133	18	1	5	7	1	165	51

forms were mailed to 133 institutions. Forty-eight usable and fourteen non-usable report forms were returned. In each of the 14 non-usable returns the respondent either stated that he had no knowledge of incidents which seemed significant, or he refused to participate in the study. The usable returns contained 85 effective incidents and 65 ineffective incidents. The 85 effective incidents contained 171 elements and the 65 ineffective incidents contained 115 elements. In total the 150 incidents received contained 286 elements. The returns from all mailings are tabulated in Table III.

Table III. Returns from Three Mailings of
Questionnaires Sent to Professional Peers

	Report forms sent	Number of report forms returned			Percentage of report forms returned			Percentage of total usable report forms returned
		Us-able	Non-us-able	Total	Us-able	Non-us-able	Total	
1st Mail- ing	133	17	5	22	12.8	3.7	16.5	35.5
2nd Mail- ing	111	14	5	19	12.6	4.5	17.1	29
3rd Mail- ing	92	17	4	21	18.4	4.3	22.7	35.5
TOTAL	336	48	14	62	36.0	10.5	46.5	100

As a result of all three mailings, 36% of the sample institutions returned usable report forms. While the low percentage of usable returns may seem to cast doubt on the usability of the data, the nature of the Critical Incident Technique is such that the percentage of returns is not an important factor. Once definite patterns are established additional reports are not necessary. Regarding the number of returns needed for valid use of the Critical Incident Technique, Flanagan stated:

the Critical Incident Technique attempts to gain representativeness by providing that data be collected systematically from respondents in every major activity of the job until no new types of behavior are reported in significant numbers.⁴⁸

The types of behavior reported in this study fell into definite patterns after the tabulation of the returns from two

48. Flanagan, op. cit., Critical Requirements for Research Personnel, p. 6.

mailings. Thus it was necessary to make only one additional request for incidents in order to validate the categories already established. This study did, however, receive a significantly higher percentage of responses than studies using the Critical Incident Technique conducted by Corbally (20.15%),⁴⁹ Sternloff (19.30%),⁵⁰ Robson (28.5%),⁵¹ and Schriver (21.45%).⁵²

Returns for Each Enrollment Section

Returns were tabulated by enrollment sections, and it was found that 26 of the 48 responding institutions were in the 2-4 section and 9 in the 4-6 section. Thirty-five of forty-eight responding institutions were in the 2,000 - 6,000 enrollment range, constituting 73% of the total usable returns. This is comparable to the percentage of the total sample in the 2,000 - 6,000 enrollment range.⁵³ These returns are presented in Table IV.

49. Corbally, op. cit., p. 74.

50. Sternloff, Robert Elmer, "The Critical Requirements for School Administrators Based Upon an Analysis of Critical Incidents," (unpublished doctoral dissertation, University of Wisconsin, 1953).

51. Robson, Howard N., "Factors Contributing to the Success or Failure of School Superintendents as Determined by the use of the Critical Incident Technique," (unpublished doctoral dissertation, University of Wyoming, 1956).

52. Schriver, Alice, "A Plan of Organization for Establishment of a Major for Health Personnel at the Women's College of North Carolina with Implications for State Universities in the Southern Region of the United States," (unpublished doctoral dissertation, Columbia University Teachers College, 1952).

53. See Table I for number and percentage of institutions in each enrollment section.

Table IV. The Number and Percentage of
Responding Institutions in Each Enrollment Section

Institutional enrollment sections	Number of usable report forms returned	Percentage of usable report forms returned	Number of non-usable report forms returned	Percentage of non- usable report forms returned
2,000 - 4,000	26	54	7	50
4,000 - 6,000	9	19	5	36
6,000 - 8,000	4	08	1	07
8,000 - 10,000	9	19	1	07
TOTALS	48	100	14	100

Titles and Responses
of Professional Peers

Titles of Professional Peers

To provide additional background information, the professional peers were identified by their titles. A total of 17 different titles was given by college and university presidents in identifying the people whom they felt fulfilled the definition of professional peer. The rank order and total number of times a title was reported is presented in Table V.

This table also indicates the number of times each title is mentioned in each enrollment section. The Academic Dean was most often identified as the professional peer of the Student Personnel Dean. The next largest group included the Assistant and Associate Deans of Students or Student Affairs. The next group, Faculty (Miscellaneous), was composed of faculty members from various

Table V. Titles of Professional
Peers Found in Sample Institutions

Title of the professional peer	Enrollment of the responding institution (by thousands)				Total
	2-4	4-6	6-8	8-10	
1. Academic Dean	14	8	3	2	27
2. Associate or Assistant Dean of Students or Student Affairs	15	3	2	5	25
3. Faculty (Miscellaneous)*	9	4		2	15
4. Dean of Men	6	4	1	2	13
5. President	8		2	1	11
6. Dean of Women	6	2	1		9
7. Vice-President	4	1		2	7
8. Director of Guidance and Counseling	4	1		1	6
9. Counselor	3	1			4
10. Assistant to the President	1	1	1		3
11. Director of Admissions	2	1			3
12. Provost	1	1		1	3
13. Dean of Student Activities		1	1		2
14. Placement Director		2			2
15. Dean of Graduate Studies	1				1
16. Director of Auxiliary Services	1				1
17. Director of Men's Residence Halls	1				1
TOTAL	76	30	11	16	133

*Miscellaneous - This group is composed of so many different kinds of teaching faculty that no other title could be used.

disciplines. The fourth most mentioned title was that of Dean of Men. Deans of Women were mentioned only slightly less often than Deans of Men. It appeared that it was only because of the administrative structure of the responding institution that these two titles

were not included in the group of Associate and Assistant Deans. Eight of the eleven presidents who identified themselves as professional peers and four of the seven vice-presidents identified were from institutions in the 2-4 enrollment section. This seems to indicate that in smaller institutions there is a tendency for the president to feel that either he or the vice-president is in the most advantageous position to judge the effectiveness of the behavior of the Student Personnel Dean.

Responses from Professional Peers

Table VI shows the proportion of usable returns supplied by each group of professional peers, the number of responses received from each group in each enrollment section, and the total number of responses from each group. In general, the number of responses from each group was in proportion to the number of reporters in the group. Table VI appears on page 40.

The rank order and the percentage of responses from each category of reporters is provided in Table VII on page 41. A notable aspect of this table is related to the columns entitled "Number of Usable Returns," and "Percentage of Usable Returns." These two columns can be interpreted as the reporter's own concept of whether or not he is in a position to report critical incidents. It is interesting to note that only 11 of the 133 presidents who responded named themselves as professional peers, and that only three of the eleven naming themselves as professional peers responded on the report form.

Table VI. Usable Report Forms Returned by
Professional Peers in Each Enrollment Section

Title of the Professional Peer	Enrollment of the responding institution (by thousands)				
	2-4	4-6	6-8	8-10	Total
1. Associate and Assistant Dean of Students or Student Affairs	17 7 5	4 5 2	2 2 1	6 3 4	27 spw 11 from 1948 12
2. Academic Dean	2	3	1		6 +
3. Faculty (Miscellaneous)	4	1			5 +
4. Counselor	4				4
5. Dean of Men	1	1	1	1	4
6. Director of Guidance and Counseling	2	1		1	4
7. President	1		1	1	3 x
8. Dean of Women	2				2
9. Provost		1		1	2 +
10. Vice-President	1			1	2 x
11. Assistant to the President	1				1 x
12. Director of Admissions	1				1
13. Director of Men's Residence Halls	1				1
14. Placement Director	1				1
15. Dean of Graduate Studies					0
16. Dean of Student Activities					0
17. Director of Auxiliary Services					0
TOTAL	26	9	4	9	48

Table VII. Number and Percentage of Report Forms
Returned by Each Category of Professional Peers

Persons designated as professional peers	Number in sample	Number of usable re-turns	Percentage of usable returns	Number of non-usable re-turns	Percentage of non-usable returns	Total number of re-turns	Total percentage of sample returned
1. Counselor	4	4	100	0	0	4	100
2. Director of Admissions	3	1	33	2	67	3	100
3. Director of Men's Residence Halls	1	1	100	0	0	1	100
4. Director of Guidance and Counseling	6	4	67	0	0	4	67
5. Faculty (Miscellaneous)	15	5	33	5	33	10	67
6. Provost	3	2	67	0	0	2	67
7. Vice-President	7	2	29	2	29	4	58
8. Associate and Assistant Dean of Students or Student Affairs	25	12	48	1	4	13	52
9. Placement Director	2	1	50	0	0	1	50
10. Dean of Men	13	4	31	2	16	6	46
11. Assistant to the President	3	1	33	0	0	1	33
12. Dean of Women	9	2	22	1	10	3	33
13. President	11	3	27	0	0	3	27
14. Academic Deans	27	6	22	1	4	7	26
15. Dean of Graduate Study	1	0	0	0	0	0	0
16. Dean of Student Activities	2	0	0	0	0	0	0
17. Director of Auxiliary Services	1	0	0	0	0	0	0
TOTALS	133	48	36	14	10	62	46



7

.....

Categories of Problems Which
Confront the Student Personnel Dean

Each of the 150 incidents received involved a special problem, a specific activity, and a specific person or group. When an element was extracted from an incident a notation was made for each of these three categories on each work card. This was done to provide tabulations that would reveal a frequency or other distribution pattern which would indicate at least the number of times each of these categories was mentioned.

The significance of this material is that it indicates the number of things which have led to critical incidents in various institutions of higher education. It shows the variety of problem categories which, because of various institutional situations and factors, may lead the Dean to marked success or failure. The frequencies presented indicate that certain types of problems, activities, and people were involved in critical incidents more often than other types found in the institutions represented; however there is no evidence that this pattern represents any given institution.

Categories of Problems in which
the Dean Functioned Effectively

The work cards, containing one effective element each, were sorted into stacks representing each problem category in which the Dean functioned effectively. Twenty-two categories were isolated from the returns of the first mailing, five more from

the second mailing, and two more from the third mailing. Thus, a total of 29 effective categories were identified. They are as follows:

- | | |
|-------------------------------------|---------------------------|
| 1. Academic - General | 15. In-Service Training |
| 2. Academic - Policy Making | 16. Mob Behavior |
| 3. Coordination of Services | 17. Off-Campus Housing |
| 4. Discipline - Academic Dishonesty | 18. Personal |
| 5. Discipline - Drinking | 19. Personal - Academic |
| 6. Discipline - Explosives | 20. Policy Interpretation |
| 7. Discipline - Fighting | 21. Policy Making |
| 8. Discipline - Hazing | 22. Providing Information |
| 9. Discipline - IFC | 23. Psychological |
| 10. Discipline - Miscellaneous | 24. Public Relations |
| 11. Discipline - Morals | 25. Residence Halls |
| 12. Discipline - Policy Making | 26. Social Education |
| 13. Discipline - Theft | 27. Social Policy Making |
| 14. Discipline - Trespassing | 28. Student Employment |
| | 29. Student Government |

These 29 categories were then examined to ascertain any aspects of commonality. Those categories which contained like aspects were grouped into the 12 critical problem categories which are in Table VIII, Page 46.

Categories of Problems in Which the Dean Functioned Ineffectively

The ineffective elements were handled in exactly the same manner as were the effective elements. Fourteen categories were isolated from the returns of the first mailing, two more from the second mailing, and two more from the third mailing for a total of 18 categories in which the Student Personnel Dean functioned ineffectively. They are as follows:

- | | |
|-------------------------------------|-------------------------------|
| 1. Academic - General | 5. Discipline - Miscellaneous |
| 2. Discipline - Academic Dishonesty | 6. Discipline - Morals |
| 3. Discipline - Drinking | 7. Discipline - Theft |
| 4. Discipline - Hazing | 8. Discipline - Traffic |
| | 9. Financial |

- | | |
|---------------------------|------------------------|
| 10. Legal Rights | 15. Psychological |
| 11. Mob Behavior | 16. Public Relations |
| 12. Personal | 17. Residence Halls |
| 13. Personal-Academic | 18. Student Government |
| 14. Policy Interpretation | |

Those categories which contained like aspects were grouped together into nine critical problem categories. These are also found in Table VIII, Page 46. In addition Table VIII presents the report form returns by enrollment sections along with a breakdown of each category into effective and ineffective elements. Effective and ineffective elements were first tabulated separately and then both categories were combined in order to obtain a more complete picture of the total data.

Definitions of the Problem Categories in
which the Student Personnel Dean Functioned

To clarify the problem categories, each is briefly defined here. The symbols used in Table VIII are the same as those used in these definitions.

AG - Academic General deals with the development of campus academic assistance programs, student-faculty relations, and individual students in general academic matters. These are matters which affect the relationships between students and faculty, affect relationships between faculty members, but are not directly related to the curriculum or instructional program.

DIS - Discipline includes all cases relating to students who have in some way violated institutional regulations or civil law. The cases are: academic dishonesty, drinking, use of explosives, physical hazing of students, fighting, morals, theft, traffic, trespassing, and other incidents of discipline which occur only once and, therefore, are classified as miscellaneous.

- IST - In-Service Training includes establishing and conducting work shops, information sessions, and retreats for training residence hall peers or student government. The purpose of these in-service training programs is to provide additional information about areas of concern to the Dean and the recipient campus group.
- MB - Mob Behavior is centered around development and implementation of policy to prevent, to control, and to deal with students who are involved in unauthorized group activities.
- PP - Personal Problems relates to problems of individual students which are personal in nature, but which do not indicate emotional or psychological upset. These problems are basically academic, financial, social, or vocational.
- PI - Policy Interpretation involves the interpretation of existing and new college rules and regulations to fraternity groups, to student government, to residence hall peers, to individual students, and to faculty peers.
- PM - Policy Making refers to cooperative policy making where the Dean works with groups on campus in establishing policy necessary to deal with campus problems. He works with residence hall government, residence hall peers, interfraternity council, student government, faculty peers, and the student body.
- PSY - Psychological involves the work of the Dean with individual students and/or their parents in the area of psychological or emotional upset. He either diagnoses the area of difficulty and refers the student to the proper source for help; or diagnoses, counsels, and then refers the student to the proper source for help; or diagnoses and counsels, and confers with faculty peers about the diagnosis and referral of the student and then refers the student. He also explains student behavior and the implications of such behavior to parents.
- PR - Public Relations involves contact with the press, campus police, city police, superiors, parents, townspeople, and students - both individually and in groups. A majority of the contacts informed people of what was going to happen, what was happening, and what had happened. Communications and working cooperatively with others are the two major aspects of public relations in this study.
- RH - Residence Halls involves contacts with groups of resident students, residence student government, residence hall peers, and individual students. The Dean works to provide leadership and information and to support those people endeavoring to work in residence halls.



Table VIII. Categories of Problems and Their Elements
which Confront the Student Personnel Dean

		<u>Enrollment Sections</u>								<u>Total</u>		<u>Elements</u>
		<u>2 - 4</u>		<u>4 - 6</u>		<u>6 - 8</u>		<u>8 - 10</u>				<u>Both</u>
		<u>E</u>	<u>I</u>	<u>E</u>	<u>I</u>	<u>E</u>	<u>I</u>	<u>E</u>	<u>I</u>	<u>E</u>	<u>I</u>	<u>E&I</u>
1.	AG	1	1	2	0	0	0	0	0	3	1	4
2.	DIS	38	27	17	11	9	2	16	8	80	48	128
3.	IST	7	0	0	0	0	0	0	0	7	0	7
4.	MB	2	0	0	0	0	0	4	4	6	4	10
5.	PP	9	3	1	3	3	0	0	1	13	7	20
6.	PI	3	1	0	2	0	2	0	1	3	6	9
7.	PM	8	0	0	0	2	0	4	0	14	0	14
8.	PSY	9	8	7	1	3	2	5	0	24	11	35
9.	PR	4	12	5	8	0	2	4	10	13	32	45
10.	RH	2	2	2	1	0	0	0	0	4	3	7
11.	SE	0	0	1	0	0	0	1	0	2	0	2
12.	SG	2	0	0	0	0	3	0	0	2	3	5
TOTALS		85	54	35	26	17	11	34	24	171	115	286

E = Effective functioning.

I = Ineffective functioning.

Key to the abbreviations used in Table VIII:

AG - Academic General

DIS - Discipline

IST - In-Service Training

MB - Mob Behavior

PP - Personal Problems

PI - Policy Interpretation

PM - Policy Making

PSY - Psychological

PR - Public Relations

RH - Residence Halls

SE - Social Education

SG - Student Government

SE - Social Education relates to assisting both individuals and groups to be more effective in their social relationships and in their social understandings.

SG - Student Government involves work with individual students, faculty peers, and all-campus student government groups by providing leadership and information to assist them in making decisions based on the principles of democratic action.

Analysis of Problem Categories

DIS - Discipline, as a problem area, contains 128 elements which is almost three times as many elements as those found in the second most frequently mentioned area, Public Relations, and almost four times as many elements as in the third most frequently mentioned area, Psychological. In all enrollment sections in Table VIII, there are more effective than ineffective elements. However, the ratio of effective to ineffective elements is lower in the 2-4 and 4-6 enrollment sections than in the 6-8 and 8-10 sections.

PR - Public Relations contains the second highest number of elements. Each enrollment section includes more ineffective than effective elements. In the 6-8 enrollment section no effective elements are reported. The total number of ineffective elements in the category is more than twice the number of effective elements. A majority of the ineffective elements were related to the Dean's inability, and sometimes his refusal, to communicate to the persons affected by a particular situation. The high ratio of ineffective-to-effective elements is particularly interesting when one compares the effectiveness of the Dean in handling disciplinary problems

with his ineffectiveness in the area of public relations.

One might assume after reading the reports of this study that the Dean is effective more frequently than ineffective in the area of discipline because he recognizes the delicacy of a discipline problem and handles it accordingly. His ineffective behavior in the area of public relations might be attributed to the fact that he considers public relations contacts more personal or social than professional. Therefore, he does not employ the same amount of thought and diplomacy to public relations situations.

PSY - Psychological contains the third highest number of elements.

In the 2-4 and 6-8 enrollment sections, the number of effective elements is not significantly greater than the number of ineffective elements. In the 4-6 and 8-10 enrollment sections, the number of effective elements is significantly larger than ineffective elements. In total, this area contains more than twice as many effective as ineffective elements.

PP - Personal Problems shows that there are almost twice as many effective as ineffective elements. There is considerable variation in the number of responses as evidenced in the 2-4 section where two times as many effective as ineffective elements were received, and in the 4-6 enrollment section where the opposite was found to be true. No ineffective elements were reported from the 6-8 enrollment section and no effective elements were reported from the 8-10 enrollment section.

PM - Policy Making elements indicate that the Dean is effective in

this area because no mention was made of ineffective behavior.

MB - Mob Behavior consists of two effective and no ineffective elements in the 2-4 enrollment section. No reports were received from the 4-6 and 6-8 enrollment sections. The 8-10 enrollment section contains 4 effective and 4 ineffective elements. Although the number of elements is small, they seem to indicate that the Dean was not significantly effective in this area.

PI - Policy Interpretation shows effective elements in the 2-4 enrollment section only. In no other enrollment sections were effective elements reported. Ineffective elements are found in each section. In all, twice as many ineffective as effective elements were tallied. This seems to indicate that the Student Personnel Dean is not particularly effective in policy interpretation. Wherever ineffective elements were noted, the Dean was interpreting policy to students.

IST - In-Service Training lists all incidents in the 2-4 enrollment section. Only effective elements were noted. Since all elements were found in the 2-4 section, one might conclude that the Dean personally instructs the in-service training programs only in smaller institutions.

RH - Residence Halls shows all elements reported in the 2-4 and 4-6 enrollment sections. This leads one to believe that the Dean works directly with residence halls program in smaller institutions and that someone other than he does this work in larger institutions.

SG - Student Government includes only a small number of elements which neither indicate that the Dean is effective nor ineffective in this area.

SE - Social Education contains elements in the 4-6 and 8-10 enrollment sections. In all cases where social education was attempted the Dean was considered effective.

In summary, only effective incidents were reported for the Student Personnel Dean in policy making, in-service training, and social education. More effective than ineffective elements were noted in discipline, psychological, and personal problems. In the areas of public relations and policy interpretation, the Dean was notably ineffective.

Categories of People Whom the
Student Personnel Dean Contacted

People with whom the Dean
Functioned Effectively

The same significance attached to the data concerned with the problem categories mentioned on page 42 of this chapter applies to these data. Twenty-one categories of people with whom the Dean functioned effectively were isolated from the returns of the first mailing, four more from the second mailing, and seven more from the third mailing. The following alphabetical list shows the 32 categories of people with whom the Dean functioned effectively:

- | | |
|------------------------------|--------------------------------|
| 1. Campus police | 9. Fraternity National |
| 2. Civil police | 10. Fraternity Pledges |
| 3. Faculty Peers | 11. IFC and Panhellenic |
| 4. Faculty-student group | 12. IFC Rushing |
| 5. Fraternity Adviser | 13. Individual Female Students |
| 6. Fraternity-Alumni Adviser | 14. Individual Foreign Student |
| 7. Fraternity Group | 15. Individual Male Students |
| 8. Fraternity Individual | 16. IFC Judiciary |



1

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|---|------------------------|
| 17. Parents | 25. Residence Males |
| 18. Professional Peers | 26. Small Groups |
| 19. Professional Peers at
other institutions | 27. Student Body |
| 20. Press | 28. Student Government |
| 21. Residence Females | 29. Student Groups |
| 22. Residence Groups | 30. Student Judiciary |
| 23. Residence Hall Government | 31. Superiors |
| 24. Residence Hall Peers | 32. Townspeople |

These categories were then grouped into 14 major categories of people with whom the Dean functioned. Table IX, page 53 shows this information.

People with whom the Dean
Functioned Ineffectively

Thirteen specific categories of people were isolated from the returns of the first mailing, five more from the second mailing and five more from the third mailing. The 23 categories of people with whom the Dean functioned ineffectively are as follows:

- | | |
|---|---------------------------------------|
| 1. Faculty Peers | 13. Residence Hall Government |
| 2. Fraternity Adviser | 14. Residence Hall Group |
| 3. Fraternity Group | 15. Residence Hall Peers |
| 4. Fraternity Individuals | 16. Resident Female |
| 5. Individual Female Students | 17. Resident Male |
| 6. Individual Foreign Student | 18. Sorority Group |
| 7. Individual Male Students | 19. Student Government |
| 8. Interfraternity Council | 20. Student Government -
Judiciary |
| 9. Interfraternity Council -
Judiciary | 21. Student Group |
| 10. Male Group | 22. Superiors |
| 11. Parents | 23. Townspeople |
| 12. Professional Peers | |

These categories were then grouped into 13 major categories of people critical to the functioning of the Student Personnel Dean.

After a determination of the critical categories of people with whom the Dean functioned, the effective and ineffective elements were tabulated separately and then collectively to obtain a more



complete picture of the data in each enrollment section. Table IX, page 53 shows this information.

Definitions of the Categories of People with whom the Student Personnel Dean Functioned

To clarify the categories of people with whom the Dean worked, each is briefly defined here. The symbols used in Table IX are the same as those used in these definitions.

- FA - Fraternity Advisers includes advisers from the institution's faculty, alumni advisers who were former actives of a campus chapter, and advisers from national fraternities. In all cases, the Dean's contacts were related to some effort to make a change in the operation of a campus chapter.
- FG - Fraternity Group area includes both active chapter members and pledges. Only when men were clearly identified as actives or pledges of a social fraternity were they placed in this category.
- IF - Individual Female Students includes only cases where the individual female was identified as not acting with or for a group. It includes all individual females regardless of residence or group affiliations.
- IFS - Individual Foreign Student includes only those contacts with individual males from other countries.
- IM - Individual Male Students includes all males contacted on an individual basis regardless of residence, group affiliation, or reason for being contacted.
- IFC - Interfraternity Council includes all contact with the Interfraternity Council and its sub-groups such as judiciary, rushing commission, and joint IFC - Panhellenic meetings.
- PAR - Parents includes contacts with parents of students, either on or off campus, regardless of the reasons for contacting them.
- PR - Peers includes all contacts with professional peers, faculty peers, residence hall peers, and professional peers at other institutions.

Table IX. Critical Categories of People with
whom the Student Personnel Dean Functioned

Number of elements in each category by enrollment section												
		Enrollment Sections								Total		Elements
		2 - 4		4 - 6		6 - 8		8 - 10				Both
		E	I	E	I	E	I	E	I	E	I	E&I
1.	FA	0	0	2	1	1	0	1	0	4	1	5
2.	FG	0	6	1	9	1	0	3	1	5	16	21
3.	LF	9	4	1	0	1	1	1	0	12	5	17
4.	IFS	0	1	1	0	0	0	0	0	1	1	2
5.	IM	33	18	15	8	6	0	6	5	60	31	91
6.	IFC	5	2	0	1	4	1	3	0	12	4	16
7.	PAR	4	1	3	1	2	0	2	3	11	5	16
8.	PR	20	10	2	4	1	3	5	7	28	24	52
9.	POL	2	0	3	0	0	0	2	0	7	0	7
10.	PRS	0	0	0	0	0	0	2	0	2	0	2
11.	SOR	0	3	0	0	0	0	0	0	0	3	3
12.	SG	7	4	0	0	1	5	3	0	11	9	20
13.	SGRP	3	3	5	1	0	0	3	5	11	9	20
14.	SUP	1	1	1	1	0	0	1	1	3	3	6
15.	TP	1	1	1	0	0	1	2	2	4	4	8
TOTALS		85	54	35	26	17	11	34	24	171	115	286

- POL - Police includes all contacts with either civil or campus police.
- PRS - Press includes contacts with the members of the press who were not affiliated with any student publication.
- SOR - Sorority Group includes contacts with social sororities, either actives or pledges, after they had been identified as such.
- SG - Student Government includes all contacts with student government and its various sub-groups, such as student judiciary, residence hall government, and social committees. Any phase of government organized and carried out by students is considered in this category.
- SGRP - Student Groups includes all student groups such as student employment groups, mixed social groups, male student groups, and residence groups. This includes spontaneous groups, groups gathered for a common purpose such as spectators at a game, participants at a social dance, or a gathering for a panty raid. These groups, while readily identifiable are not organized, do not have elected officers, and are transitory in nature. Many times they were thrown together only by factors of chance.
- SUP - Superiors includes only those people on a higher administrative level than the Dean. This includes presidents, vice-presidents, provosts, and members of the institutional board of control.
- TP - Townspeople includes those people who are not directly related to the institution by employment, by admission to the student body, or by positions of control. It relates to those people contacted by the Dean who are outside of the institutional setting, but who in some way affect or have been affected by the institution's policies, faculty, or students.

Analysis of Categories of People
with whom the Dean Functioned

IM - Individual Male Students Of the 91 elements in this category, 60 are effective and 31 are ineffective. In each enrollment section there are significantly more effective elements than

ineffective elements. The elements in this category number almost twice as many as the next ranked category and contains 32% of the total elements.

PR - Peers Of the 52 elements in this category, 28 are effective and 24 are ineffective. It should be noted, however, that in the 2-4 enrollment section, the effective elements are mentioned more often than ineffective elements while in the other sections, the ineffective elements are mentioned more frequently than effective ones. From this, it seems that the Dean in smaller institutions is more effective in his relationships with peers than he is with his peers in larger institutions.

FG - Fraternity Groups Of the 21 elements in this category, 16 are ineffective and only 5 are effective. Only in the 6-8 enrollment section is he reported more effective than ineffective. This indicates that the Dean is generally ineffective when dealing with recognized campus social fraternity groups.

SG - Student Government Eleven of the twenty elements mentioned are effective. It should be noted that only in the 2-4 and the 8-10 enrollment sections is the Dean reported more effective than ineffective. The elements mentioned in this category do not lead to a clearly defined pattern except to indicate that the Dean is, in general, not significantly more effective than ineffective.

SGRP - Student Group This is another area in which the Dean does not appear to be particularly effective. In the 2-4 enrollment section, ineffective elements are mentioned as frequently as the effective elements. In the 4-6 enrollment section, effective elements are mentioned 5 to 1 over ineffective elements. In the

6-8 enrollment section, no elements are listed and in the 8-10 enrollment section, five ineffective and three effective elements are mentioned. No definite pattern can be determined for this category.

PAR - Parents The Student Personnel Dean received twice as many mentions of effective behavior as ineffective behavior in this category. This trend holds true in three of the four enrollment sections. Thus, from the total number of elements mentioned in this category, it seems that the Dean is generally effective in his contacts with parents.

IF - Individual Female Students The pattern established in this category indicates that the Dean is generally effective in his contacts with individual female students. Effective elements are mentioned more frequently than ineffective elements in all enrollment sections.

IFC - Interfraternity Council The pattern established in this category shows effective elements three times more frequently than ineffective elements. Conversely, the Dean's behavior with fraternity groups shows more ineffective than effective elements. This is a noteworthy distinction because the Dean is, perhaps, dealing with the same individuals, in either case, that is, fraternity members, but with entirely different results.

TP - Townspeople In this category there is no discernible pattern of effective or ineffective behavior for the total category or for any enrollment section.



FA - Fraternity Adviser Effective elements are mentioned consistently more frequently than ineffective elements. Compared to the elements reported for interfraternity councils and fraternity groups, this report is particularly interesting. It seems that when working with people related to or representing the fraternities, the Dean is able to function effectively, and that when dealing with the student members of the campus chapter, he more frequently functions ineffectively.

POL - Police In this category, the Dean appears to function effectively. No ineffective behavior is mentioned.

PRS - Press No mention of ineffective behaviors are noted in this category. All incidents are reported in the 8-10 enrollment section. This may indicate that only in larger institutions does the Dean have contact with members of the press.

SOR - Sororities In this category, only ineffective elements are noted. All elements noted are in the 2-4 enrollment section. This may indicate that only in smaller institutions does the Dean come in direct contact with sorority groups.

SUP - Superiors This category holds no clear pattern for either effective or ineffective behavior. In no enrollment section is there a difference in the number of effective and ineffective behaviors.

In summary, it is clear that the Student Personnel Dean is generally more effective when working with individuals than when working with groups. In areas where he is most frequently ineffective, he worked with groups. However, from the reports it

was apparent that the Dean is more effective in working with certain types of groups than with others.

Relationship of the People with whom the
Dean Came in Contact to the Problem Categories

In the two preceding tables, the problems that confront the Dean and the people with whom he came in contact are presented. Table X shows the people with whom the Dean works in each problem area.

Table X. Percentage of People with whom
the Student Personnel Dean Functioned in
Each of the Twelve Problem Categories

Categories of people with whom the S.P.D. functioned ^a	Problem Categories ^b												Total %
	AG	DIS	IST	MB	PP	PI	PM	PSY	PR	RH	SE	SG	
FA	-	80	-	-	-	-	-	-	20	-	-	-	100
FG	-	73	-	-	-	-	-	-	27	-	-	-	100
IF	-	64	-	-	-	-	-	36	-	-	-	-	100
IFS	-	50	-	-	50	-	-	-	-	-	-	-	100
IM	1	53	-	2	16	-	-	22	3	2	-	1	100
IFC	-	70	-	-	-	-	24	-	6	-	-	-	100
PAR	-	44	-	-	6	-	-	19	31	-	-	-	100
PR	4	26	10	4	-	12	8	8	24	2	-	2	100
POL	-	29	-	29	-	-	-	-	42	-	-	-	100
PRS	-	-	-	-	-	-	-	-	100	-	-	-	100
SOR	-	50	-	-	-	-	-	-	50	-	-	-	100
SG	-	17	10	-	-	27	31	-	10	5	-	-	100
SGRP	11	16	-	23	-	6	6	-	11	16	11	-	100
SUP	-	33	-	-	-	-	-	-	67	-	-	-	100
TP	-	25	-	-	-	-	-	-	75	-	-	-	100

a. People with whom the Dean functioned are the same as those listed in Table IX.

b. Problem categories are the same as those noted in Table VIII.

The discipline category involves many people. In these cases the Dean contacts 14 of the 15 different groups of people with whom he functions. A majority of all his contacts with fraternity advisers, fraternity groups, individual female students, interfraternity council, individual male students, and parents was in this category.

In the area of public relations, the Dean contacted 13 of the 15 possible categories of people with whom he dealt. However, when compared to the category of discipline, it should be noted that the percentages of the people contacted in the discipline category are higher than in the public relations category with one exception, PRS (Press).

To gain fullest benefit from Table X, one should also observe the types of problems with which certain categories of people have the most involvement. In this study, peers were involved with 10 of 12 different types of problems, and the Dean contacted individual male students in 8 of the problem areas.

It is noteworthy that discipline and public relations apparently go hand-in-hand, that is, where there is a high percentage of contacts with people in the disciplinary problem area there is also a high percentage of contacts in the area of public relations. From this, it would seem that the Dean spends a large portion of his time in handling disciplinary cases. However, from other data presented in this chapter, it is questionable whether he is effective in his public relations efforts related to this problem area.

CHAPTER IV
IDENTIFICATION AND DESCRIPTION
OF THE CRITICAL AREAS IN THE BEHAVIOR
OF THE STUDENT PERSONNEL DEAN

The material presented up to this point has provided background information leading to the main findings of this study. Chapter IV represents the beginning of the findings germane to the main purpose of this investigation. It is divided into two parts. The first part lists the critical areas in the behavior of the Student Personnel Dean along with their constituent elements, and the second part provides some analysis of each area.

Organization of the Data

After repeated analyses of the original 286 elements, a list of 73 elements critical to the functioning of the Student Personnel Dean was developed. To give this list further clarity, the critical elements were then organized into seven critical areas. Each critical area contains a number of closely related critical elements.

The critical areas and critical elements are presented here as a series of positive statements. The 73 critical elements of behavior, when carried out satisfactorily, caused the Student Personnel Dean to be considered effective by his professional peers; if done unsatisfactorily, he was considered ineffective.

Critical Areas of Behavior
and their Critical Elements

Area I Communicated Effectively with all People Contacted

1. Explained to parents the disciplinary action taken with their son.
2. Explained to parents their daughters' socially unacceptable behavior.
3. Presented a case for academic readmission of a student to a faculty committee.
4. Consulted with peers before deciding on a course of action in a student disciplinary case.
5. Consulted with civil police before deciding on a course of action in a student disciplinary case.
6. Explained and defined staff relationships to peers.
7. Interpreted policy to students.
8. Convinced fraternity advisers to give active assistance on a fraternity discipline case.
9. Explained to parents their son's psychological condition.
10. Convinced faculty to accept an interfraternity council judiciary decision.
11. Communicated an interfraternity council judiciary decision to superiors.
12. Communicated with peers at other institutions.
13. Convinced press to keep a morals story out of the paper.
14. Released a statement to the press.
15. Communicated disciplinary action taken with students to offended townspeople.
16. Explained policy for handling student violators to campus police.
17. Explained to townspeople school policy on the use of campus facilities.



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Area II Counseled Students on all Phases of their Conduct and Problems

1. Terminal counseling for students dismissed for disciplinary reasons.
2. Psychological counseling for students who were psychologically or emotionally upset.
3. Disciplinary counseling for students who had broken civil and/or campus rules.
4. Personal counseling for non-psychological problems.
5. Educational counseling.
6. Vocational counseling.

Area III Developed Cooperative Relationships with All People Contacted

1. Cooperated with residence hall staff in solving a disciplinary problem.
2. Made sure physical facilities were available to help interfraternity council carry out fraternity rush policies.
3. Cooperated with residence hall staff to establish student government.
4. Provided outlets for recommendations, and their use, made by residence hall staff.
5. Attended a student's funeral.
6. Cooperated with peers in the interpretation of policy.
7. Assisted parents of a student to clear up college business matters.
8. Kept his word to townspeople to provide physical facilities for a meeting.
9. Cooperated with interfraternity council to carry out their recommendations on disciplinary cases.
10. Followed established judiciary policy.
11. Worked to develop better faculty-student relations by establishing a campus-wide academic assistance program.



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12. Established good personal relations with campus police.
13. Cooperated with college physician and psychiatrist on a student's psychological problem.

Area IV Diagnosed and Referred to Proper Agencies Psychologically or Emotionally Disturbed Students.

1. Diagnosed and referred students to psychiatrists.
2. Diagnosed and referred students to counselors.
3. Diagnosed a student's psychological problem and established an atmosphere that allowed referrals to be made to other people who were better qualified to assist the student.

Area V Investigated both Individual and Group Actions Which Violated Institutional or Civil Rules

1. Provided an opportunity for a student to re-enter school.
2. Placed students on probation for violation of campus rules.
3. Suspended students for violation of campus and civil regulations.
4. Investigated off-campus drinking parties.
5. Fired a residence hall student assistant for hazing another student.
6. Investigated fraternity drinking situations.
7. Investigated fraternity pranks.
8. Contacted proper legal authorities for information before expelling some fraternity members from school for violation of campus rules.

Area VI Provided Leadership and Information to both Individuals and Groups

1. Assisted a fraternity group in deciding a course of action for dealing with a homosexual member.
2. Initiated a voluntary all-campus academic assistance program.



3. Assisted a residence hall group in understanding and accepting the behavior of socially illiterate students.
4. Initiated meetings to inform students of their rights and responsibilities as students.
5. Initiated meetings with a residence group to teach them proper regard for residence hall facilities.
6. Assisted interfraternity council in calling in the national office of a campus social fraternity to settle a disciplinary problem.
7. Assisted interfraternity council in placing a fraternity disciplinary situation in its proper perspective.
8. Assisted interfraternity council in developing new and more satisfactory social regulations.
9. Initiated a program on campus which caused students to examine and up-grade their moral standards.
10. Assisted student judiciary to see the importance of making fair consistent decisions.
11. Assisted all-campus student government to develop more democratic practices.
12. Initiated the practice of having the all-campus student government recommend solutions to campus problems.
13. Initiated a program to develop better relations with students from other colleges.
14. Assisted interfraternity council to strengthen rushing procedures.
15. Worked with residence hall groups to establish student government and self determination in disciplinary matters.
16. Initiated meetings to provide information to students about fraternities.
17. Assisted all-campus student government in program and budget planning.
18. Initiated an in-service training program for all-campus student government.

19. Held meetings with student employees to explain policy change.
20. Initiated an in-service training program for residence hall personnel.

Area VII Worked with Various Groups to Assist Them in Policy Making

1. Met with residence hall personnel in planning policy to deal with disciplinary cases.
2. Met with residence hall personnel to establish a policy for making room assignments.
3. Met with faculty to establish policy for handling panty raids.
4. Met with campus police to establish policy for handling panty raids.
5. Met with civil police to establish policy for handling panty raids.
6. Met with campus police to establish a policy for reporting student violators.

Analysis of the
Critical Areas of Behavior

The seven critical areas of the Student Personnel Dean's behavior have been presented and amplified by listing the critical elements in each area. Further analysis of these areas provides additional insight into the behavior of the Dean.

Area I - Communications

Communications refers to all contacts, either verbal or written, in which the Dean attempts to communicate with others. Most of his contacts are verbal and are usually with students, faculty, professional peers, parents, press, and civil or campus police. The purposes of these contacts are to explain or interpret

rules and regulations or the behavior of students, and to consult with faculty, professional peers, or the police before deciding on a course of action in disciplinary cases. Most of the cases involving effective communication result when the Dean consults with people concerned about a particular situation before making any decisions. Another factor which causes him to be effective is his careful explanation and interpretation, to parents and students, of the reasons behind decisions which he made.

Area II - Counseling

Counseling behaviors comprised mainly of contacts with individual students. These contacts are a one-to-one, counselor-counselee relationship and encompass a wide range of student problems.

A number of the counseling situations develop because students come to the Dean on a voluntary basis. However, some students come on an involuntary basis for terminal and disciplinary counseling. In either case, the student is asked by the Dean to appear for counseling. In disciplinary counseling, the student continues on in school, but is usually placed on disciplinary probation and is counseled by the Dean as a condition of this probation. When it appears that the student has sufficiently changed his attitude about the problem which caused him to be counseled and that the problem will not cause the student further difficulty, the Dean discontinues the counseling.

In terminal counseling, the student has violated some college or civil rule which is usually more serious in nature than the

regulations violated by the student in disciplinary counseling. Terminal counseling is almost always of a short duration, that is, usually one or two counseling periods. If there are two counseling periods, they are usually held on the same day or on consecutive days. The purpose of terminal counseling is to help the student see the error in his attitudes and his actions and to accept the fact that it is he who precipitated the termination of his college enrollment. In cases where the Dean is unable to accomplish these ends, he usually is not able to diagnose the seriousness of the student's problem. He is most successful in dealing with students whose problems are not deep-seated in nature.

Area III - Developing Cooperative Relationships

In the area of cooperative relationships, the Dean's contacts are usually staff relationships. His success in this area depends upon his ability to work cooperatively with others who are neither superior nor subordinate to him. His success, then, is based on his ability to "get along" with others and to work with them to arrive at a mutually satisfying solution of the problem on which they are working.

His ineffectiveness is most notable in his dealing with students and with faculty members who are of lesser academic rank than he. When he uses his position unfairly, he is viewed as ineffective. He is also considered ineffective when he attempts to use his position to implement his personal ends, or to "bulldoze" an idea through the objections of the group.

Area IV - Diagnosis and Referral

The area of diagnosis and referral is related to contacts

with students the Dean saw only long enough to make a diagnosis of the problem and refer to either a psychiatrist or a counselor. Thus, the Dean is required to diagnose the nature and seriousness of the student's problem and to refer the student to an agent who can be of assistance in solving the problem.

There are also implications that the Dean recognize his own limitations such as his inability to properly diagnose a problem or counsel with students. In the process of diagnosis and referral, it is necessary for the Dean to develop within students an attitude which will help them accept a referral to another counselor.

Area V - Investigation

In the area of investigation, the Dean is involved in ascertaining the correctness of charges brought against either individuals or groups, who violate a college rule or regulation. His primary role is to investigate the charges and to separate facts from rumor. In almost all cases, successful investigations take considerable time and allow interested parties adequate opportunity to make sure all relevant information is brought to the Dean's attention. Decisions made by the Dean after only a short investigation, even though it appears to uncover all the facts, usually are classified as ineffective behavior.

Where the Dean acts arbitrarily, either making the decision purely by himself or acting on the basis of insufficient evidence, he is considered ineffective. Many times he is considered ineffective when working under pressure from others to make a decision as rapidly as possible. Under these conditions he is



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considered ineffective not only by those affected by the decision but by those who had pressured him for a rapid decision as well.

Area VI - Leadership and Information

In providing leadership and information, the Dean sees the need for making changes in some area of the institution and takes the initiative to change it. In cases where he is most effective, he works directly with a group and assists them in finding solutions to problems. He is particularly effective in this area when working with student groups.⁵⁴

The Dean is considered ineffective when he recognizes a problem area but fails to provide leadership and information which will eliminate it. In this case he is ineffective not because he provides faulty leadership and information, but rather because he fails to provide any leadership or information at all.

Area VII - Policy Making

Contacts in the area of policy making involve the development of policy which deals directly with student life ranging from room assignments in residence halls to regulations designed to disperse panty-raid mobs. He is considered effective in policy-making when his efforts are preventive in nature or are policies which give direction and support to people who deal directly with students.

He is considered ineffective when he neglects to develop any policy at all concerning an area where policy is needed and when

54. Example: A change of policy stopped residence hall student kitchen workers from eating free of charge. The Dean saw this as a problem area and took the initiative to explain all of the reasons which precipitated the change. After he explained the change of policy, the students were willing to accept it as a necessary change.



he waits until after a situation occurs before developing a policy on an ex post facto basis. The majority of his contacts in this area are either with residence hall personnel or with law enforcement personnel and, in all cases, are related to the development of policy for the control of student life.

CHAPTER V

ANALYSIS OF THE CRITICAL AREAS OF THE BEHAVIOR OF THE STUDENT PERSONNEL DEAN

Introduction

It is evident that certain types of behavior of the Student Personnel Dean, listed as critical elements in this study, are more frequently reported than others. Some of these elements occur more often than others because of the nature of the elements themselves. Others occur frequently because of the nature of the Dean's duties. The following discussion, with accompanying tables, shows the degree to which the original 286 elements are related to each of the seven critical areas of the Dean's behavior. Such an analysis will show the extent to which the various critical areas were included in critical incidents involving the Dean and areas in which he seems to have the greatest amount of success.

The data does not indicate that one area is any more critical than another. Because Area I (Communication) is mentioned four times more often than Area VII (Policy Making), does not mean that it is four times as critical. Every time any one of the 286 elements was mentioned in an incident, it was deemed critical to the success or failure of the Student Personnel Dean.

Distribution of Elements Among the Seven Critical Areas

Table XI displays the number and percentage of the 286 elements which were placed in each of the seven critical areas.

The final column gives a rank order for each area, with Number 1 being the most frequently mentioned area.

Table XI. Distribution of Elements
Among the Seven Critical Areas

Area	Elements				Total num- ber	Total per- cen- tage	Rank
	Number of effec- tive	Percen- tage of total effec- tive	Number of In- effec- tive	Percen- tage of total ineffec- tive			
I-Communication	37	22	22	19	59	20.7	1
II-Counseling	35	20	8	7	43	15.1	5
III-Cooperative Relationships	18	10	36	32	54	18.9	2
IV-Diagnosis	13	8	8	5	21	7.3	6
V-Investigation	28	16	17	16	45	15.7	4
VI-Leadership and Information	33	20	17	15	50	17.4	3
VII-Policy Making	7	4	7	6	14	4.9	7
TOTAL	171	100	115	100	286	100	

Area I (Communication) received the most attention in the reports of critical incidents. The importance of this critical area is a fact which presents itself in many different ways in the findings of this study. There can be no question that this area is one which must receive major attention from the Dean if he is to be considered effective.

Area III (Cooperative Relationships) contains the second largest number of elements. It is the only area where more ineffective than effective elements were reported. There is no

doubt that this is a neglected area in the behavior of the Dean.

Table XI shows us that 87.8% of all the elements are contained in five areas and that only 12.2% of the elements are found in the remaining two. The five areas with the highest number of elements differ very little in size. The three largest areas are concerned with the Dean's behavior in dealing with groups rather than individuals. The next three areas are more related to working with individuals. It is interesting to note that the Dean could be functioning effectively in six of the areas and yet be generally thought of as an ineffective Dean because of his inadequate performance in the remaining area.

Another way in which the returns in Table XI may be viewed is by considering the relationships between areas. It is important to consider which critical areas contribute the largest number of effective or ineffective elements to the total study. Since there are 171 effective and 115 ineffective elements reported in this study one can determine what percentage of the total number of effective and ineffective elements are involved in each critical area. By this means a general picture is obtained of the impact of each area on the perception held of the Student Personnel Dean by his professional peers.

When one considers only the effective elements in this study, it can be seen that Area I (Communication) has the largest percentage of incidents in which the Dean is considered effective. It is closely followed by Area II (Counseling) and Area VI (Leadership and Information). These three areas account for

almost two-thirds of all the effective performances and point out two facts which should be mentioned here. First, the Dean should become aware of the opportunities these three areas afford him to become an effective administrator. Second, it would appear that the remaining areas are being overlooked by many Deans as opportunities for being effective. While the distribution of the elements among the seven areas is not expected to be exactly even, there is no reason to expect that such a high percentage of elements would be found in only three areas.

When one looks at only the ineffective elements it is apparent that Area III (Cooperative Relationships) contains almost one-third of all mentions of ineffective behavior. This is almost double the percentage of ineffective elements in the second highest area. This indicates that the Dean should be particularly cautious in his staff relationships. Area I (Communication), Area V (Investigation), and Area VI (Leadership and Information) contain nearly equal percentages of ineffective behaviors. Area II (Counseling), Area IV (Diagnosis), and Area VII (Policy Making) contain smaller, but nearly equal, percentages of ineffective behavior. The percentages of ineffective behavior are not as equally distributed as are the percentages of effective behavior. Thus, it seems that the Dean should pay particular attention to those areas having the highest percentages of ineffective behavior. This is not that ineffective behavior is more critical in one area than in another, but rather that the probability of being ineffective is higher in some areas than others.

It is apparent that ineffective performance in any of the seven critical areas may cause the Dean to be considered ineffective. Likewise, those areas in which he is most effective may also have unsatisfactory incidents.

Effective and Ineffective
Elements in Each Critical Area

One way of handling the information from the report forms is to look at it within each critical area in terms of its effectiveness or ineffectiveness. This can be done by calculating the percentage of effective and ineffective elements in each area. These calculations are found in Table XII.

Table XII. Proportion of Effective and Ineffective Elements Reported in Each Critical Area

<u>Effective</u>		<u>Ineffective</u>	
100%	- - - - 50 - - - 0	Critical Areas	0 - - - - 50 - - - - 100%
62 - XXXXXXXX	I Communication	XXX - 38	
81 - XXXXXXXXXXXX	II Counseling	- 19	
	III Cooperative		
32 -X	Relationships	XXXXXXXXXXXX - 68	✓
71 - XXXXXXXX	IV Diagnosis	XX - 29	
60 - XXXXX	V Investigation	XXXXX- 40	
	VI Leadership &		
66 - XXXXXXXX	Information	XXX- 34	
50 - XXX	VII Policy Making	XXXXXXXXXX - 50	

Table XII shows the rank order of the percentages of effective behavior to be counseling, diagnosis, providing leadership and information, communication, investigation, policy making, and cooperative relationships with counseling having the highest percentage of effective elements. The Dean is more effective than

ineffective in all areas except policy making and developing cooperative relationships. All areas, except Area VII (Policy Making), show differences between effective and ineffective behavior which are distinct enough to reveal definite trends.

Analysis of the Returns
By Enrollment Section

Table XII presented data in terms of effectiveness and ineffectiveness for each critical area. In Table XIII, the data is presented in another way in order to show the percentage of all effective or ineffective elements in each enrollment section which is contributed by each critical area. For example, 18% of the effective elements in the 2-4 section are contributed by Area I (Communication), 22% by Area II (Counseling), 12% by Area III (Cooperative Relationships), 7% by Area IV (Diagnosis), 18% by Area V (Investigation), 20% by Area VI (Leadership and Information), and 3% by Area VII (Policy Making).

It should be noted that in Area II (Counseling) there is a gradual decrease in number of effective performances as the size of the responding institutions increases. The 4-6 enrollment section represents an exception to this trend. The percentages of ineffective behaviors mentioned in this area are considerably smaller than the percentages of effective behaviors.

The percentages of effective behaviors in Area III (Cooperative Relationships) do not represent information which could be interpreted as showing significant differences between the responses from different enrollment sections. There is, however,

TABLE XIII. Distribution of the Elements by Enrollment of the Responding Institutions *

<u>Effective</u>					Critical Areas	<u>Ineffective</u>				
--40%	--30%	--20%	--10%	--0		0---	10%	--20%	--30%	--40%--
		18			I		9			
	26				Communi-				30	
		18			cation			18		
	27								29	
	22				II		5			
	26				Counsel-			12		
		18			ing		0			
			12				9			
		12			III					46
			7		Cooperative				30	
		11			Relation-			18		
			10		ships		9			
		7			IV		9			
		11			Diagnosis		0			
			7					10		
		12					0			
	18				V		10			
		14			Investi-		8			
	23				gation				27	
			7						29	
	20				VI			19		
		14			Leadership		12			
	23				& Informa-				27	
		20			tion		9			
			3		VII		2			
			2		Policy			8		
			0		Making		0			
		12							15	
Total 100%					Total 100%					
for each enrollment section					for each enrollment section					

* The percentages for each area are by enrollment section as follows;

Line 1. 2-4
 Line 2. 4-6
 Line 3. 6-8
 Line 4. 8-10

a distinct trend evidenced by the percentages of ineffective behaviors mentioned in each enrollment section where a rapid decrease in the percentages of ineffective behavior is noted as the size of the responding institutions increases. Almost one-half of the ineffective elements are in the 2-4 enrollment section, about one-third are in the 4-6 enrollment section and only 27% are found in the other two sections. This indicates rather clearly that the Dean in a smaller institution uses his position to implement his own personal ideas and plans. One might attribute this to the lesser number of people with whom a Dean must confer to implement a practice in smaller institutions.

The 2-4 and 4-6 enrollment sections in Area V (Investigation) indicate smaller percentages of both effective and ineffective behaviors than the larger enrollment sections in this area. The percentages in the 6-8 and 8-10 enrollment sections indicate a great deal of activity with the number of ineffective behaviors somewhat higher than the effective behaviors. However, the percentages of effective behavior are larger than the percentages of ineffective behavior in the smaller institutions. The opposite is true for the larger schools. This indicates that while there is a greater emphasis on investigation in the larger institutions, the Dean is a more effective investigator in the smaller institutions.

Area VI (Leadership and Information) is one of great emphasis, but only the 8-10 enrollment section contains a significantly

higher percentage of effective behavior than ineffective behavior. No significant trends are apparent in this area, even though the amount of activity is great.

The three smaller enrollment sections in Area VII (Policy Making) contain very small percentages of either effective or ineffective behaviors. The percentage for enrollment section 8-10 is almost twice as large as the combined percentages of the other three sections. Apparently the Dean is more involved in policy making at the larger institutions.

Distribution of Effective and Ineffective Elements by Enrollment Section

The highest percentage of effective elements in the 2-4 enrollment section is in Area II (Counseling), and the largest percentage of ineffective behaviors is in Area III (Cooperative Relationships). This seems unusual because it appears that the same qualities are necessary for the Dean to be successful in both areas. The 2-4 enrollment section also emphasizes effective performance in Area I (Communications), Area V (Investigation), and Area VI (Leadership and Information).

In the 4-6 enrollment section, the highest percentages of effective and ineffective behavior appear for Area I (Communication) and Area II (Counseling), and Area III (Cooperative Relationships) and Area I (Communication) respectively. Here again, an unexpected difference occurred similar to that found in the 2-4 enrollment section.

The largest percentages of effective elements in the 6-8 enrollment section appear in Area V (Investigation) and Area VI (Leadership and Information). These areas also contain the highest percentages of ineffective elements. It was not expected that the highest percentage of both effective and ineffective elements in a critical area would be reported by a single enrollment section.

Area I (Communication) and Area VI (Leadership and Information) have the highest percentages of effective behaviors in the 8-10 enrollment section. The highest percentages of ineffective behaviors occur in Area I (Communications), Area V (Investigation), and Area VII (Policy Making).

Distribution of the Effective and
Ineffective Elements by Critical Area

In Table XIV, the data are presented in terms of the percentage of effective and ineffective behavior for each critical area reported by each enrollment section. In the table, the total percentage listed on both the effective and ineffective sides of each critical area is 100%. Thus, in Area I (Communication), 40% of the effective elements were reported by 2-4 institutions, 24% by 4-6 institutions, 8% by 6-8 institutions and 28% by 8-10 institutions.

The percentage of responses from each enrollment section in each critical area may be compared to the percentage of institutions in each enrollment section found in Table I, page 29. Area VII (Policy Making) has a disproportionately high percentage

**TABLE XIV. Distribution of the Critical Elements
in Each of the Seven Critical Areas ***

<u>Effective</u>				Critical Areas	<u>Ineffective</u>			
--80%	--60%	---40%	---20%		0---	20%	---40%	---60%
40				I	22			
24				Communi-	39			
8				cation	9			
28					30			
52				II	38			
26				Counsel-	38			
10				ing	0			
12					24			
58				III	70			
12				Cooperative	20			
12				Relation-	5			
18				ships	5			
40				IV	83			
27				Diagnosis	0			
7					17			
26					0			
62				V	30			
17				Investi-	12			
14				gation	18			
7					40			
51				VI	52			
16				Leadership	18			
12				& Informa-	18			
21				tion	12			
28				VII	15			
15				Policy	28			
0				Making	0			
57					57			

* The percentages for each area are by enrollment section as follows:

Line 1. 2-4
Line 2. 4-6
Line 3. 6-8
Line 4. 8-10

of elements in the 8-10 enrollment section and supports a previous indication that policy making forms a larger proportion of the role of the Dean in large institutions than in small institutions. From this table, it is possible to see the amount of emphasis placed on each of the seven critical areas by institutions of various sizes.

Relationship of Critical Areas of
Behavior to the Problem Categories

In Chapter III, the problem categories in which the Student Personnel Dean functioned were identified. The seven critical areas of behavior of the Dean were developed in Chapter IV. In Table XV, the data are presented in such a way as to show the relationships between these two major factors. The effective and ineffective elements are combined in this table to give a more precise picture of the amount and kind of activity being devoted to each problem category by the Student Personnel Dean.

It should be noted that the problem area PM (Policy Making) and critical Area VII (Policy Making) are related but not the same. For example, an element may be one which involves the problem of policy making; however, the critical behavior in dealing with this problem might be more related to Area I (Communication).

Area VI (Leadership and Information) involves the Student Personnel Dean in most problem categories. Table XV shows that elements in this area are involved in all but two problem categories and one of these, PSY, is by definition, a category in

Table XV. Percentage of the Behaviors of Each Problem Category Falling under Each of the Seven Critical Areas

Problem Categories _a	Critical Areas _b							Total %
	I	II	III	IV	V	VI	VII	
AG	25	-	25	-	25	25	-	100
DIS	22	17	23	1	25	10	2	100
IST	43	-	14	-	-	43	-	100
MB	-	-	-	-	30	-	70	100
PP	15	70	-	5	-	10	-	100
PI	22	-	22	-	-	45	11	100
PM	-	-	27	-	-	73	-	100
PSY	11	21	9	50	5	-	3	100
PR	40	-	33	-	10	15	2	100
RH	-	-	12	-	-	76	12	100
SE	-	-	-	-	-	100	-	100
SG	-	-	-	-	20	80	-	100

a. Problem Categories Legend

AG - Academic General	PM - Policy Making
DIS - Discipline	PSY - Psychological
IST - In-Service Training	PR - Public Relations
MB - Mob Behavior	RH - Residence Halls
PP - Personal Problems	SE - Social Education
PI - Policy Interpretation	SG - Student Government

b. Area Legend

I - Communication	V - Investigation
II - Counseling	VI - Leadership and Information
III - Cooperative Relationships	VII - Policy Making
IV - Diagnosis	

which the Dean is not expected to provide leadership and information. Other critical areas of behavior related to a large number of problem categories are Area I (Communication) and Area III (Cooperative Relationships).

Table XV also gives some indication of the critical behavior which seems to be involved most often in dealing with a specific problem category. For instance, the problem category DIS (Discipline) is mentioned in each of seven critical areas. Thus, it is clear that when the Dean is working with disciplinary cases he must incorporate a wide range of behaviors.

Relationship of Critical Areas to the
Categories of People with whom the
Student Personnel Dean Comes in Contact

The categories of people with whom the Dean functions are identified in Chapter III and are presented here in a manner similar to the problem categories presented in Table XV. In Table XVI, type of people with whom the Dean has contact in carrying out certain actions becomes more apparent.

From Table XVI, it can be seen that the Dean has contacts with a majority of the people with whom he works in the following types of activities: Area I (Communication), Area III (Cooperative Relationships), and Area V (Investigation). In Area I (Communication), he comes into contact with 12 of the 15 possible categories of people. The people with whom he has the highest percentage of contact are fraternity advisers, parents, press, superiors and townspeople. In Area V (Investigation) much emphasis

Table XVI. Percentage of the People with whom the Student Personnel Dean Functioned in each of the Seven Critical Areas

Categories of people with whom the SPD functioned _a	Critical Areas _b							Total %
	I	II	III	IV	V	VI	VII	
FA	60	-	40	-	-	-	-	100
FG	21	-	37	-	16	26	-	100
IF	-	27	20	20	33	-	-	100
IFS	-	50	-	-	-	50	-	100
IM	3	36	14	16	24	5	2	100
IFC	-	-	27	-	-	73	-	100
PAR	87	-	13	-	-	-	-	100
PR	37	-	33	-	12	8	10	100
POL	29	-	14	-	14	-	43	100
PRS	100	-	-	-	-	-	-	100
SOR	50	-	-	-	50	-	-	100
SG	12	-	21	-	12	67	-	100
SGRP	5	5	5	-	10	55	20	100
SUP	100	-	-	-	-	-	-	100
TP	66	-	17	-	17	-	-	100

a. Categories of People Legend

FA - Fraternity Adviser	POL - Police
FG - Fraternity Group	PRS - Press
IF - Individual Female Students	SOR - Sorority Group
IFS - Individual Foreign Student	SG - Student Government
IM - Individual Male Student	SGRP - Student Group
IFC - Interfraternity Council	SUP - Superiors
PAR - Parents	TP - Townspeople
PR - Peers	

b. The area legend is the same as used for Table XV.

is placed on the Dean's dealings with fraternity groups, individual female students, individual male students, sororities, student groups, and student government.

When Table XVI is interpreted along the vertical axis, the number of critical areas in which a particular category of people is involved becomes apparent. Category IM (Individual Male Students) involves each of the seven critical areas of behavior. Categories PRS (Press) and SUP (Superiors) are related to only one area of behavior.



6

CHAPTER VI

SUMMARY AND EVALUATION OF FINDINGS

Chapter VI is essentially a restatement of the main findings of this study. The chapter is devoted to summarizing and evaluating. Conclusions and recommendations appear in Chapter VII.

The Problem Restated

Because little research had been carried out to identify the critical aspects of the functions of the Student Personnel Dean, that area was chosen as the focal point for this study. The study was designed to investigate what procedures the Student Personnel Dean employs that are classified by his professional peers as critical to success in fulfilling his position. Thus, the two major outcomes were the identification of: (1) Types of behavior employed by the Student Personnel Dean; and (2) Relationships that exist between each type of behavior and success in the work.

Critical Elements of the Student Personnel Dean's Functioning

One hundred and fifty critical incidents were received which contained 286 individual behaviors (elements) of Student Personnel Deans. Many of the elements were either identical or so similar that it was possible to categorize them into 73 critical elements.⁵⁵

55. The 73 critical elements are reported in Chapter IV.

These, in turn, were combined into seven separate critical areas of related behavior. They are as follows:

- Area I (Communications)
- Area II (Counseling)
- Area III (Cooperative Relationships)
- Area IV (Diagnosis)
- Area V (Investigation)
- Area VI (Leadership and Information)
- Area VII (Policy Making)

Distribution of the Elements
by Critical Areas

Because of the nature of the Dean's position and the nature of the problems with which he works, the elements are not evenly distributed among the seven critical areas. The exact number of elements found in each area are presented graphically and discussed in Chapter V. The main points covered therein are as follows:

1. The greatest number of elements occur in Area I (Communication) closely followed by Area III (Cooperative Relationships) and Area VI (Leadership and Information).
2. The greatest difference between the percentages of effective and ineffective behaviors occur in Area II (Counseling) where effective behaviors predominate and in Area III (Cooperative Relationships) where percentages of ineffective behavior far outnumber those of effective behavior.
3. Effective performances appear in significantly more cases than do ineffective performances in Area I (Communication), Area II (Counseling), Area IV (Diagnosis), Area V (Investigation), and Area VI (Leadership and Information).
4. Ineffective performances appear in significantly more cases than do effective performances in Area III (Cooperative Relationships).
5. Effective performances appear in the same number as ineffective performances in Area VII (Policy Making).

Distribution of the Elements
by Enrollment Sections

In the preceding section the elements were analyzed according to the critical areas in which they fall. A different distribution of elements exists for each enrollment section.

Six significant differences were found and are as follow:

1. In Area II (Counseling) there is a decrease in the number of incidents reported as the size of the responding institutions increase. ✓
2. In Area III (Cooperative Relationships) there is a rapid decrease in the percentages of ineffective behavior noted as the size of the responding institutions increase. ✓
3. In Area V (Investigation) the greatest amount of activity is noted in the 6,000-10,000 enrollment range. However, the greatest ratio of effective over ineffective behavior is found in the 2,000-6,000 enrollment range.
4. In Area VII (Policy Making) a majority of the incidents were reported from the 8-10 enrollment section. However, only in the 2-4 enrollment section does effective behavior receive more mentions than ineffective behavior.
5. In Area II (Counseling) the 2-4 enrollment section receives more mention of effective behavior while Area III (Cooperative Relationships), which logically is dependent for success on qualities similar to Area II, receives more mention of ineffective behavior.
6. In the 4-6 enrollment section, the same unusual behavior pattern presented in Number 5 above exists between Area I (Communication) and Area III (Cooperative Relationships).

Distribution of Elements
by Problem Categories

Each of the 286 elements involved a Dean in his dealings with one of 12 types of problems. These problems indicate the wide range of activities which are related to the work of the Student Personnel Dean, and include the following categories:

- | | |
|--------------------------|------------------------|
| 1. Academic - General | 7. Policy Making |
| 2. Discipline | 8. Psychological |
| 3. In-Service Training | 9. Public Relations |
| 4. Mob Behavior | 10. Residence Halls |
| 5. Personal Problems | 11. Social Education |
| 6. Policy Interpretation | 12. Student Government |

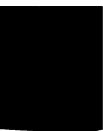
Relationships between Critical
Areas and Problem Categories

In Chapter V, the relationships between types of problems and critical areas of behavior are presented in detail. An examination of the relationships between problem categories and critical areas reveals these main points:

1. Area VI (Leadership and Information) is involved in 10 of the 12 problem categories.
2. Area III (Cooperative Relationships) is involved with 9 of the 12 problem categories.
3. Area I (Communication) is involved with 8 of the 12 problem categories.

The data was also studied to ascertain the number of critical areas of the Dean's behavior which were involved in each problem category. The following problem categories are involved in the largest number of critical areas:

1. DIS (Discipline) involves each critical area, but with particular emphasis on Area I (Communication), Area II (Counseling), Area III (Cooperative Relationships), and Area V (Investigation).



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2. PSY (Psychological) involves 6 of the 7 critical areas, and by definition, could not be involved with the seventh.
3. IST (In-Service Training) emphasizes involvement with Area I (Communication) and Area VI (Leadership and Information).

Relationships between the Critical Areas
and Categories of People with whom the
Student Personnel Dean Functioned

Another area in Chapter V, deals with the people who are important to the success of the Dean. The three areas in which the Dean contacted the largest variety of people are:

1. In Area I (Communication) he contacted 12 of the 15 categories of people with whom he dealt. People having the highest percentages of contacts were fraternity advisers, parents, press, superiors, and townspeople.
2. In Area III (Cooperative Relationships) the Dean contacted 11 of the 15 categories possible. Contacts emphasized were fraternity advisers, fraternity groups, peers, interfraternity council, and student government.
3. In Area V (Investigation) he contacted 9 of the 15 categories possible. Emphasis was placed on his contacts with fraternity groups, individual female students, individual male students, sororities, student groups, and student government.

The main points found in the relationships between the categories of people that the Dean contacted and the critical areas are as follows:

1. Category IM (Individual Male Students) was involved in all critical areas with particular emphasis on Area II (Counseling) and Area V (Investigation).
2. Category SGRP (Student Group) was involved in 6 of the 7 critical areas with particular emphasis on Area VI (Leadership and Information) followed by Area VII (Policy Making).

3. Category PR (Peers) was involved in 5 of 7 critical areas. Area I (Communication) and Area III (Cooperative Relationships) were emphasized as being most frequently contacted.

Relationships between the Categories
of People and the Categories of Problems

The relationships between the categories of people and the problem categories were examined. The major findings are as follows:

1. In DIS (Discipline) the Dean contacted 14 of the 15 categories of people with whom he dealt. High percentages of contacts occur with fraternity advisers, fraternity groups, individual female students, interfraternity council, individual male students, and parents.
2. In PR (Public Relations) the Dean contacted 13 of 15 possible categories of people. However, the percentage of contacts is high only with one category of people, PRS (Press).
3. In PR (Peers) the Dean made contacts in 10 of the 12 problem categories. Contacts were emphasized in the problem categories of discipline, in-service training, policy interpretation, and public relations.
4. In IM (Individual Male Students) the Dean made contacts in 8 of the 12 problem categories. Emphasis was placed on his contacts with individual male students for discipline, personal problems and psychological problems.
5. In SGRP (Student Groups) the Dean made contacts in 8 of 12 possible problem categories. Mob behavior, discipline, public relations, and residence halls were the problem categories receiving the greatest emphasis with this category of people.
6. In SG (Student Government) the Dean made contacts in 6 of 12 possible problem categories placing emphasis on discipline, policy interpretation, and policy making.

Findings of Special Value
to Student Personnel Deans

A number of findings of a specific nature were evolved from the critical incidents reported for this study. The findings of the study represent the image of the Student Personnel Dean as he is seen by his professional peers. These findings are of special value to Student Personnel Deans.

1. Deans in smaller institutions do more counseling than their counterparts in larger institutions.
2. Deans in smaller institutions are generally ineffective in developing cooperative relationships.
3. Deans in larger institutions are more ineffective investigators than their counterparts in smaller institutions.
4. Deans do not consistently take the initiative to provide leadership and information particularly to students and student groups.
5. Deans do not consistently take the initiative in communicating their reasons as well as their decisions to all parties concerned with their decisions.
6. Deans are consistently successful when working with individual students in disciplinary situations.
7. A majority of the Dean's contacts are with individual male students and he is generally successful with these individuals.
8. Deans are not consistently successful in their dealings with student groups, especially with fraternities and sororities on disciplinary problems.
9. Public relations is a category in which the Dean is involved with almost all people he contacted, particularly the press. Therefore, every contact he makes has implications for his effectiveness in public relations.

10. Deans are not consistently aware that their peers exert great influence on all considerations of the effectiveness of Deans.
11. Deans do not consistently analyze and evaluate all areas of their responsibility to develop policies that will give direction and support to help reach the objectives of their program. ✓
12. When policies and rules and regulations are either introduced or altered, they are not always fully explained to all parties concerned.
13. Deans are more effective dealing with fraternities through an interfraternity council or the fraternity advisers rather than directly with fraternity groups.
14. Deans are effective when working directly with all phases of in-service training.

Evaluation of the Findings

This section shows the kind of evaluation which was made when the research findings were re-studied in preparation for drawing final conclusions. Two questions make up the basic frame of reference for this evaluation: (1) To what extent are the purposes of the investigation satisfied? (2) To what extent, and to whom, are the findings useful?

A survey of literature did not reveal information which indicated the behaviors that a Student Personnel Dean must fulfill in order to be viewed as effective by his professional peers. Therefore, this study sought to provide information which had been missing up to this time. This study does provide the following new information:

1. Seventy-three elements of behavior critical to the successful functioning of Deans.

2. Seven critical areas of the Dean's behavior.
3. An analysis of the critical elements of behavior to show the differences in the degree to which they were reported by institutions of various sizes.
4. Twelve problem categories which influence the functioning of the Dean.
5. Fifteen categories of people who influence the functioning of the Dean.
6. The relationships between the twelve problem categories and the seven critical areas of the Dean's behavior.
7. The relationship between the fifteen categories of people with whom the Dean dealt and the seven critical areas of the Dean's functioning.
8. The relationships between the twelve problem categories and the fifteen categories of people with whom the Dean comes in contact.

With these findings, a great deal of new information about the behavior of the Student Personnel Dean is available. All of it is relevant to the primary purposes of this study. The information presented here provides Deans with additional material for use in improving their effectiveness. The next consideration, then, must be whether the information is presented in a useful form.

Usability of the Findings

Because the findings of this study are reported directly from field observations, they can be applied directly to other field situations. The elements have been judged critical because they have an actual and significant effect on the success

of the Dean who fulfills the function. There is no doubt, then, that the critical elements reported here represent practical procedures for use by Student Personnel Deans.

Moreover, the findings of this study apply to almost every activity in which a Dean might find himself. They also identify a wide variety of techniques which can be applied and suggest those problem areas in which these techniques should be applied.

Evaluation of the Critical Incident Technique

The Critical Incident Technique, as it was used in this study, was also evaluated in order to identify any factors in the technique which will effect the conclusions that are drawn.

Advantages of the Critical Incident Technique

The advantages of the Critical Incident Technique,⁵⁶ evaluated on a point-by-point basis, indicate that all of its advantages applied to this study. They are as follows:

1. It was possible to contact a broad sample of institutions. Reports were received from observers from institutions in all enrollment sections. The responses from the institutions reporting was in proportion to their representation in the total sample. Usable report forms were returned from all geographic areas of the sample.
2. It was not necessary to provide training for observers. If training had been necessary it would have been impossible to conduct the survey.

56. See pages 16-17.

3. All usable report forms received did identify extremes of behaviors which the reporter viewed as either satisfactory or unsatisfactory.
4. The reported incidents did involve only accounts of behavior. Inferences were not reported.
5. The frequency of incidents and the elements contained therein were easily converted directly to critical elements of behavior.

Limitations of the Critical Incident Technique

Limitations of the Critical Incident Technique are stated in terms of known limitations. Thus, as in (a) ways could be found to offset the limitations; and as in (b) criteria could be found against which to evaluate the steps taken to overcome the limitations. The following are examples.

- Limitation 1. Reporter who does not respond as requested
 - a. Selected professional peer as reporter
 - b. All reports returned were usable
- Limitation 2. Reporter's ability to remember critical incidents
 - a. Only critical incidents which had happened in the past 18 months reported
 - b. All critical incidents received were reported in detail
- Limitation 3. Amount of time required to complete a report form
 - a. Instructions for report were brief and succinct
 - b. Higher percentage of returns was received than for other studies reviewed using the Critical Incident Technique

Cover Letter and Report Form Construction

The percentage of returns from report forms sent under the three different cover letters served to evaluate cover letter

effectiveness. All report forms were identical. The first and second cover letters were form letters and contained the same basic information. The percentage of returns from the second letter was almost identical to the returns from the first letter. The third cover letter was individually typed and was an appeal, of a personal nature, for the individual to be a respondent from his geographic area. There was a 6% increase in the returns from the third letter over the returns from either the first or the second cover letter.

The report form construction and instructions were assumed to be adequate because no comments were received to indicate otherwise. Also, all returns were on the original report forms and were completed according to instructions.



CHAPTER VII

CONCLUSION AND RECOMMENDATIONS

This chapter presents a number of conclusions, recommendations and hypotheses arrived at by the researcher as a result of having conducted the study. In each case, the basic data used in drawing the conclusions, recommendations or hypotheses are given. The reader's attention is again called to the fact that the Critical Incident Technique requires the person using this research method to make considerable use of subjective judgment in order to completely utilize the data. The findings are reported here in three sections. They are as follow:

1. Conclusions suggested by the study and based on the design and the analysis used
2. Specific hypotheses suggested for further study
3. Implications of the findings for the professional preparation of prospective Deans

The conclusions are statements which apply to the Student Personnel Dean. The hypotheses for further study are generated from re-occurring incidents that suggest conclusions, but are not strong enough to serve as conclusive proof. The implications for the professional preparation of prospective Deans are based on interpretations of the ineffective incidents, ineffective critical areas, and the enrollment of the institutions reporting the ineffective incidents.

Conclusions

1. Every activity in which the Student Personnel Dean functions effects the way he is perceived by his professional peers.

Twelve problem categories are involved in the critical incidents reported for this study. These categories cover almost every possible activity in which the Dean could be involved. Some of these categories such as Academic-General or Social Education are not generally considered to have any implications for considering him effective or ineffective. However, this study shows that each of these categories does have such implications and that Deans must constantly be aware of the effects of any action upon their being considered effective or ineffective.

2. If the Student Personnel Dean is operating effectively in most areas, it is likely that he will be judged so by his professional peers. The opposite is also true.

It has been shown that effective performances of these critical elements by many Deans have been judged by their professional peers as functions which cause the Dean to be considered effective. While there is no evidence of a cause-and-effect relationship, the data indicate that there is a strong association between the effective performance of the elements and the Dean being considered effective in fulfilling his functions. The establishment of a cause-and-effect relationship is not claimed for these data because there is a lack of evidence concerning the effects of other variables present in the many situations reported. Personalities involved, the nature of the specific situation reported, and the circumstances under which the situation occurred, are examples of factors which may have had an

equal or greater effect on the perception of the Dean as being effective than the incidents reported in this study. These factors are all extremely variable and would have to be taken into consideration when seeking cause-and-effect relationships. For this reason, this conclusion is stated in terms of an associational relationship.

3. The importance attached to certain kinds of behavior of the Student Personnel Dean varies with the size of the institution in which he operates.

The critical incidents reported for this study reveal definite differences between the responses from institutions of different sizes. These differences regard the types of elements which occur most often in any given enrollment section. While every enrollment section does not differ from every other enrollment section in each critical area, there are definite trends which justify this conclusion.

4. The most appropriate behavior of a Student Personnel Dean varies from problem-to-problem and from time-to-time with the same type of problem.

The critical elements are not individually restricted to any given critical area. While these data do not show that every critical element is involved in each critical area, there are enough examples to show a trend in this direction to justify this conclusion. There are, furthermore, no findings of any kind which would tend to establish limits which would exclude any critical element from being used in any critical area.



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5. College and university presidents are likely to report that members of the faculty, staff, or administration who are not student personnel workers are as able to judge the effectiveness of the Student Personnel Dean's behavior as are student personnel workers.

This conclusion is supported by the titles of people identified by the presidents as professional peers. The titles of 68 of the 133 professional peers identified people not generally considered student personnel workers.

6. Student Personnel Deans are more often effective when working with individual students than when working with student groups.

This conclusion is confirmed by the information in Table IX, page 53. The table also shows that Deans were reported as ineffective more often than effective when working with groups of students.

7. Student Personnel Deans are generally more effective working with the representatives of groups than they are working with the groups themselves.

This is exemplified by the successes with interfraternity councils and all fraternity advisers, and the unsatisfactory record with fraternity and residence hall groups.

8. The wider the range of activities the Student Personnel Dean uses to resolve a problem, the more likely he is to be considered effective by his professional peers. ✓

This conclusion is supported by all analyses made of the critical incidents received from all mailings. The effective incidents contain a larger average number of elements per incident

than do the ineffective incidents. Many of the ineffective incidents contained only one element.

Hypotheses for Further Study

1. The behavior of the Student Personnel Dean is not considered effective when he is operating according to the expectations of his professional peers.

A number of factors found in the report of satisfactory and unsatisfactory critical incidents lead to the development of this hypothesis that the expectations of professional peers wields a powerful influence on their judgments regarding the effectiveness or ineffectiveness of the Dean's behavior. Their reporting, for example, may involve this phenomenon if a small number of satisfactory incidents regarding Area III (Cooperative Relationships) are compared to a much larger number of unsatisfactory incidents in this same area. Professional peers may expect full cooperation and therefore are not inclined to regard it as significantly effective when their expectations are realized. If this hypothesis should prove to be true, a study of the expectations of professional peers with regard to the behaviors of a Dean would reveal information which would aid in the utilization of the critical elements related to the Dean's functioning.

2. In most universities, the professional peers are unaware of the function of the Student Personnel Dean until a crisis develops in which the Dean is believed to have made an error which is

thought to be within the realm of his responsibility.

This hypothesis is supported by the large number of professional peers who either failed to respond to the questionnaire at all, or who responded that they could not recall any significant incidents in which the Dean had been involved.

3. Professional peers are better able to identify effective performances than ineffective performances of the Student Personnel Dean.

This hypothesis results from the larger number of effective than ineffective incidents reported. Also, there are more returns which contain only effective incidents than there are returns which contain only ineffective incidents. The larger number of elements per average effective incident reported than for ineffective incidents reported is an additional reason for this hypothesis.

4. The Student Personnel Dean and his professional peers hold different views concerning the types of behavior which are critical in performing the functions of the Student Personnel Dean.

This hypothesis is based on the evidence stating that Deans are more effective than ineffective in the problem category DIS (Discipline) and more ineffective than effective in the problem category PR (Public Relations). Discipline cases are always delicate and are handled so well that the Dean is usually considered effective. Therefore, the Dean must have considered this area to be critical and consequently treated it as such. In public relations, he is usually considered ineffective because he refuses or neglects to handle the situation to the best of his ability. Therefore, he must have viewed these two categories differently while his professional peers viewed both as being critical categories.



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Implications for the Professional
Preparation of Prospective Student Personnel Deans

The following statements are not strongly supported by any of the actual findings of this study. They represent ideas which occurred during the course of the study and seem worthy of mentioning here.

Implications for the Educational Background
of Prospective Student Personnel Deans

The conclusions reached in this investigation show that the Dean is more ineffective than effective when working with student groups. This implies that the educational background for a prospective Dean should include courses to acquaint him with the characteristics, peculiarities, and patterns of group behaviors.

Implication Number 1. (Understanding Group Interaction)

The prospective Student Personnel Dean should take courses to acquaint himself with all aspects of group behavior. This would include:

1. Participant-observer courses to study relationships in groups
2. Courses in small group dynamics
3. Courses designed to identify the contributions that individuals, including himself, are making towards group objectives
4. Courses in the psychology of mob behavior
5. Courses to provide background in preventing, controlling, and dispersing mobs

Implication Number 2. (Conducting Group Meetings)

This implication is supported by the findings of the study which indicate that Deans are unable to work effectively with people outside of the staff-line relationship, -- particularly in Area III (Cooperative Relationships).

The educational background for the prospective Dean should also include courses designed to:

1. Assist him to implement group meetings so they are conducted in an organized, positive manner
2. Assist him to become more sensitive to the feelings and attitudes held by group members
3. Teach him parliamentary law and procedure
4. Teach him leaderless group discussion techniques

Implication Number 3. (Communicating with Groups)

This implication is supported by the findings in Area I (Communications) primarily because of the great emphasis placed upon incidents in this area and because the effective to ineffective ratio must be improved if Deans are to be reported as successful in communicating with others.

The educational background for prospective Deans should include:

1. Speech courses designed to assist him in organizing and presenting his point of view as clearly and succinctly as possible
2. Courses in logic and philosophy
3. Courses in forensics, argumentation and persuasion
4. Courses in public speaking

Implications for the Experiential Background
of Prospective Student Personnel Deans

The experiential background of the prospective Student Personnel Dean should be related to the educational background as closely as possible. These two areas should be experienced simultaneously or as close together as possible to insure maximum learning for the prospective Dean. Therefore, the following practical experiences related to the position of the Student Personnel Dean should be integrated with the Dean's educational experiences. The numbers of the following experiences coincide with their educational counterparts on the preceding pages.

Implication Number 1. (Understanding Group Interaction)

The prospective Dean should be given supervised experiences working with student groups, of which he is not a resident, or has any group membership or affiliation. He should be included in the development and execution of plans to prevent, control, and disperse mobs. These should be experiences working on such a status to duplicate as nearly as possible the conditions under which the prospective Dean will be working when he, in fact, does become a Student Personnel Dean.

Implication Number 2. (Conducting Group Meetings)

The prospective Dean should attend as many meetings, at least as an observer, with a practicing Dean as possible. He should conduct meetings to practice the proper application of theory learned in his academic courses. The practicing Dean

and the prospective Dean should then have an opportunity to discuss and evaluate all facets of the meetings.

Implication Number 3. (Communicating with Groups)

The prospective Student Personnel Dean needs to have many experiences speaking before groups of varied membership. He needs to speak on technical or other such subjects that require him to organize and present his subject in a logical, concise manner. He should act as an observer at meetings where he should note how speakers develop and make the points of their speeches. These experiences should be supervised to allow the maximum benefit to accrue to the prospective Student Personnel Dean.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial statements. It also highlights the need for regular audits and the importance of transparency in financial reporting.

2. The second part of the document focuses on the implementation of internal controls to prevent fraud and ensure the accuracy of financial data. It outlines the key components of a robust internal control system, including segregation of duties, authorization procedures, and regular monitoring and evaluation.

3. The third part of the document addresses the challenges faced by organizations in managing their financial resources effectively. It discusses the importance of budgeting, forecasting, and cost management, and provides practical tips for improving financial performance.

4. The fourth part of the document explores the role of technology in modern accounting and finance. It discusses the benefits of using accounting software and the importance of staying up-to-date with the latest technological advancements in the field.

5. The fifth part of the document discusses the importance of ethical considerations in financial reporting and the role of the accounting profession in promoting transparency and accountability. It also highlights the need for ongoing education and training for accounting professionals to stay current in their field.

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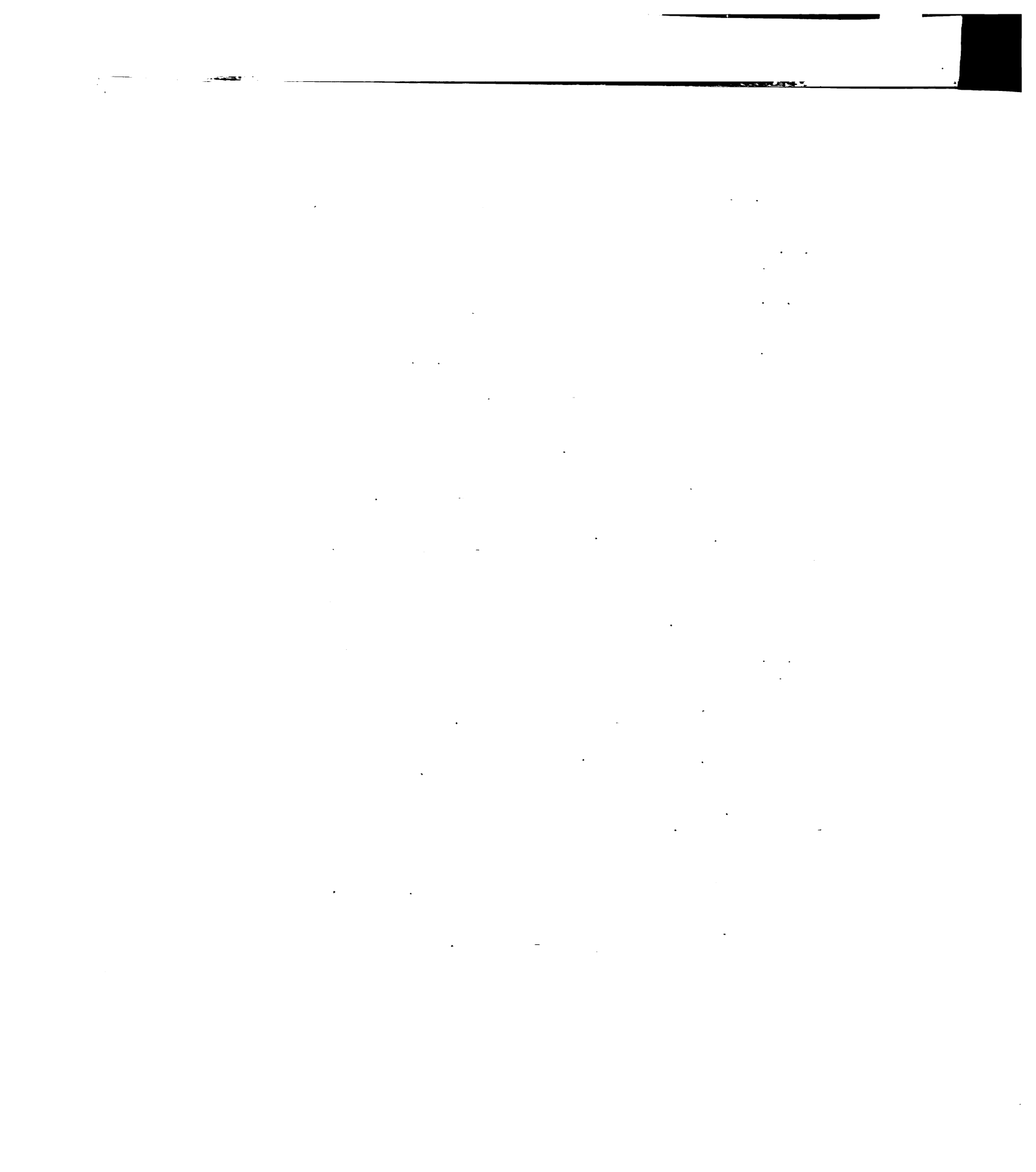
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APPENDIX A

LETTERS AND REPORT FORM

Department of Higher Education
State Department of Public Education
State of

Dear Sir:

I am writing a doctoral dissertation in conjunction with Michigan State University concerning the functions of the Student Personnel Area in selected state supported institutions of higher education.

In an effort to obtain only the most current information, I am writing to enlist your assistance in selecting my sample. My sample must fulfill the following description: The institution must have a four year curriculum which leads to the granting of a Bachelor's Degree and have an enrollment no less than 2,000 but no more than 10,000 full-time students. The institution must have as its principal source of financial support the state in which it is located.

If you will supply the names of the presidents and the colleges and universities which fulfill the above description with their enrollments for the academic year of 1960 - 1961, I will be very grateful to you.

If there are any questions concerning my request, do not hesitate to ask for clarification.

Thank you very much.

Sincerely yours,

Allan W. Rodgers
Dean of Men
Hamline University
St. Paul, Minnesota

AWR: jk

Qualifying Letter to
College and University Presidents

Dear _____:

Please allow me to introduce myself and my purpose for your consideration. I am Allan W. Rodgers, Dean of Men, at Hamline University, St. Paul, Minnesota. I am writing a doctoral dissertation in conjunction with Michigan State University which is concerned with the functions of the student personnel services in selected state colleges and universities.

Due to the lack of complete and up-to-date information, I am writing to enlist your assistance in obtaining an accurate list of appropriate personnel workers. After reading the remainder of this letter please fill in the appropriate spaces on the enclosed self-addressed postal card.

The following definitions from my dissertation proposal provide partial criterion for filling in the postal card:

STUDENT PERSONNEL DEAN -- A person who is a full-time student personnel officer in an institution of higher education. He is responsible to the chief administrative officer of the institution for the student personnel organization, and he is the chief representative of the student personnel organization on all councils, committees, or areas when such representation is maintained.

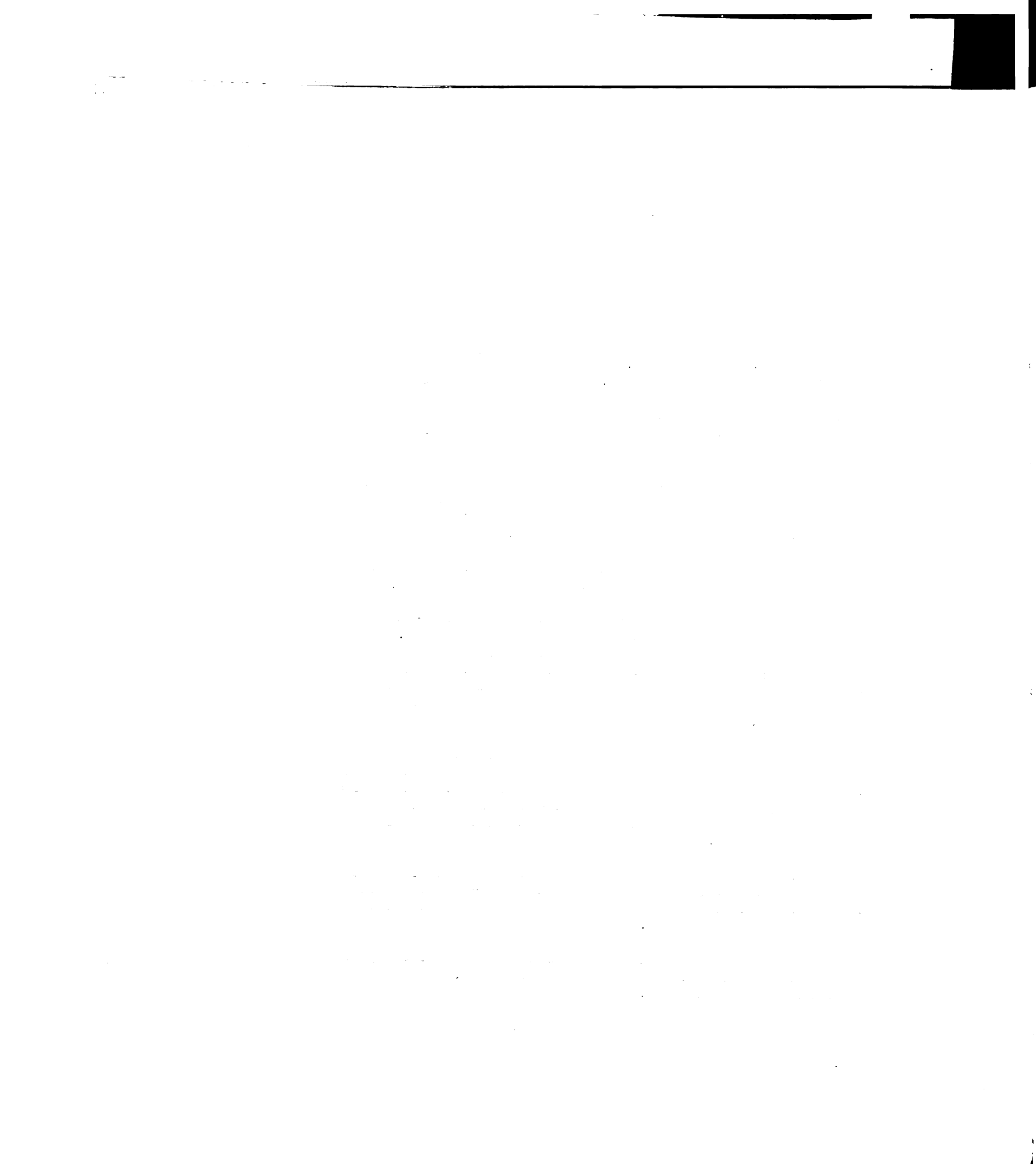
PROFESSIONAL PEER -- One who has had sufficient experience in student personnel work to be familiar with the functions of the student personnel dean in general, and who has participated sufficiently in student personnel activities to be able to judge the effectiveness or ineffectiveness of the student personnel services.

I propose to contact the people which you indicate fit the above definitions, (their title is incidental - their function is the important factor) for their evaluation of segments of the student personnel services.

If there are any questions concerning my dissertation, or for clarification of this letter and postal card, please do not hesitate to contact me.

Very truly yours,

ENC.



Information Requested by
the Return Postal Card

Name of Institution _____

Approximate number of full-time students in 1960-61 _____

Do your student personnel people fulfill the definitions
stated in the accompanying letter? Yes _____ No _____

Name and title of the "Student Personnel Dean"

Name and title of the "Professional Peer"

Signed _____ Title _____

First Report Form Cover Letter

Dear Sir:

I am planning to make an analysis of the functions of Student Personnel Deans, in selected state supported institutions of higher education, in order to determine which of these functions are important to his fulfilling his job.

I am making this study in cooperation with Michigan State University, Division of Higher Education, and the results will be made available through this institution.

The study will provide, among other things, the following information:

1. Data which Student Personnel Deans may use as a basis for comparing their own functions.
2. Information which can be used by Student Personnel Deans to better explain the reasons for their own actions.
3. Suggestions for the educational and experiential background needed for prospective Student Personnel Deans.
4. Those functions of the Student Personnel Dean which are most important.

The manner in which they fulfill these functions determine whether their actions are considered effective or ineffective. It is generally accepted that Student Personnel Deans will function effectively in some areas and less effectively in others. It is the purpose of this study to (1) determine the functions which are considered important and are fulfilled effectively and (2) determine the functions which are considered important but are fulfilled ineffectively.

The enclosed report form is to be used to provide information which should be of help in analyzing the effectiveness or ineffectiveness of Student Personnel Deans in fulfilling their functions.

As one who has had special opportunities for observing Student Personnel Deans in fulfilling their functions, we would like you to report four incidents involving your Student Personnel Dean and his effectiveness in fulfilling his functions. The information on the first page of the report form will help you choose and report incidents so that they will be significant for this study. Note that the names of persons reporting incidents and the names of the Student Personnel Deans and other persons and places involved will not be used in summarizing, analyzing, or reporting the results of this study.

We shall be grateful for your help in the study of this important problem. Please complete and return the enclosed form as soon as possible using the self-addressed envelope provided. No postage is required for this envelope. Only a few minutes of your time will be required. Questions and comments will be most welcome and may be included with your completed form.

Thank you very much for your help.

Sincerely,

Allan W. Rodgers
Dean of Men

AWR:kj

ENC.

Second Report Form Cover Letter

Dear Sir:

I am planning to make an analysis of the functions of Student Personnel Deans, in selected state supported institutions of higher education, in order to determine which of these functions are important to his fulfilling his job.

I am making this study in cooperation with Michigan State University, Division of Higher Education, and the results will be made available through this institution.

The study will provide, among other things, the following information:

1. Data which Student Personnel Deans may use as a basis for comparing their own functions.
2. Information which can be used by Student Personnel Deans to better explain the reasons for their own actions.
3. Suggestions for the educational and experiential background needed for prospective Student Personnel Deans.
4. Those functions of the Student Personnel Dean which are most important.

As one who has had special opportunities for observing Student Personnel Deans in fulfilling their functions, we would like you to report four incidents involving your Student Personnel Dean and his effectiveness in fulfilling his functions. Note that the names of persons reporting incidents and the names of the Student Personnel Deans and other persons and places involved will not be used in summarizing, analyzing, or reporting the results of this study.

We shall be grateful for your help in the study of this important problem. Please complete and return the enclosed form by March 10, 1962, using the self-addressed, pre-paid envelope provided. Approximately twenty minutes of your time will be required to complete the forms. Questions and comments will be most welcome and may be included with your completed form.

Thank you very much for your help.

Sincerely,

ENC.
kj

Allan W. Rodgers
Dean of Men

Third Report Form Cover Letter

Date

Name
Street
City and State

Dear :

I am writing this letter as a personal request to enlist your assistance in the doctoral dissertation on higher education which I am preparing.

As you may recall I previously contacted you, using a form letter, making this same request. I contacted you because your president gave me your name as the person he felt would be best qualified to supply the information I am requesting. I would not contact you again except that due to an established sampling criteria, I must have a reply from another institution of higher education in your geographic area.

Therefore, I sincerely hope you will find time to complete this report form. I assure you that your cooperation is needed and that it will be gratefully appreciated.

With best regards.

Very truly yours,

Allan W. Rodgers
Dean of Men

SUGGESTIONS FOR COMPLETING REPORT FORMS

Please report four significant incidents which involve the Student Personnel Dean fulfilling the functions of his position. A significant incident is one which in your judgment, the Student Personnel Dean fulfills either effectively or ineffectively. You should report only incidents which you have observed, in which you have participated, or with which you are very familiar and know the facts.

Some incidents result in the Student Personnel Dean being considered effective in fulfilling his position. The incident may involve a group or an individual. The incident may involve either students or non-students. Here is an example of an effective incident.

January, 1961. Student X had been starting conflicts with other students and the director of his residence hall had not been able to prevent these conflicts. Because of this, student X was referred to the Student Personnel Dean's office for disciplinary action. The Dean decided, after conferring with the director of the residence hall to retain the boy in school and counsel with him. After a series of counseling interviews with the Student Personnel Dean, the student seemed to have made a better adjustment in his interpersonal relationships. He no longer gets into fights and was elected to a student government office in his residence hall.

Some incidents result in the Student Personnel Dean being considered ineffective in fulfilling his position. The incident may involve a group or an individual. The incident may involve either students or non-students. Here is an example of an ineffective incident.

October, 1960. Several members of Social Fraternity Y were reported to the Student Personnel Dean for being involved in a drinking party. The officers of the fraternity were called in and with no discussion were told that their fraternity was being placed on social probation. Later the Student Personnel Dean found that the report was wrong. The members of the drinking party were members of another chapter of Social Fraternity Y from another campus. Although the Student Personnel Dean removed the fraternity from social probation, I am sure that their faith in his actions has not been restored.

As you will note in the examples:

Each Incident:

1. Involves one or more people and the Student Personnel Dean.
2. May last an hour or may consume several weeks from beginning to end.
3. Can be distinctly considered either effective or ineffective.

Each Incident:

1. Includes the approximate date of the incident.
2. Includes the facts of the case and the results of the incident.
3. Uses letters in place of names.

Please write about two SIGNIFICANT EFFECTIVE INCIDENTS and two SIGNIFICANT INEFFECTIVE INCIDENTS. These should be from the past eighteen months. If you cannot recall four incidents, report only three, two, or one. Significant incidents are far more important than mere quantity. Please note that the first two spaces on this form are for EFFECTIVE incidents and the final two for INEFFECTIVE incidents. Use as much space as you feel you need to give each report. Extra space is available on the last page.

Thank you again for your help in this study.

EFFECTIVE INCIDENT NO. 1

Approximate date _____ (Month and year).

Basis for report: Participation _____, Observation _____,
Knowledge _____

EFFECTIVE INCIDENT NO. 2

Approximate date _____ (Month and year).

Basis for report: Participation _____, Observation _____,
Knowledge _____



INEFFECTIVE INCIDENT NO. 1

Approximate date _____ (Month and year).

Basis for report: Participation _____, Observation _____,
Knowledge _____

INEFFECTIVE INCIDENT NO. 2

Approximate date _____ (Month and year).

Basis for report: Participation _____, Observation _____,
Knowledge _____

PAGE FOR ADDITIONAL NOTES AND COMMENTS

APPENDIX B

LIST OF INSTITUTIONS WHICH COMPRISED THE TOTAL SAMPLE

- | | |
|---|---|
| 1. Jacksonville State College
Jacksonville, Alabama | 15. Southern Connecticut
State College
New Haven, Connecticut |
| 2. Arkansas State College
State College, Arkansas | 16. University of Connecticut
Storrs, Connecticut |
| 3. University of Arkansas
Fayetteville, Arkansas | 17. The University of Delaware
Newark, Delaware |
| 4. California State
Polytechnic College
San Luis Obispo, California | 18. Florida State University
Tallahassee, Florida |
| 5. Chico State College
Chico, California | 19. Florida Agricultural
& Mechanical University
Tallahassee, Florida |
| 6. Fresno State College
Fresno 26, California | 20. Georgia Institute
of Technology
Atlanta, Georgia |
| 7. Humboldt State College
Arcata, California | 21. Georgia State College
of Business Administration
Atlanta, Georgia |
| 8. Long Beach State College
Long Beach 4, California | 22. University of Georgia
Athens, Georgia |
| 9. Sacramento State College
Sacramento 19, California | 23. University of Hawaii
1801 University Avenue
Honolulu, Hawaii |
| 10. San Fernando Valley State
College
Northridge, California | 24. Idaho State College
Pocatello, Idaho |
| 11. University of California
Santa Barbara, Goleta,
California | 25. University of Idaho
Moscow, Idaho |
| 12. Colorado State College
Greeley, Colorado | 26. Eastern Illinois
University
Charleston, Illinois |
| 13. Colorado State University
Fort Collins, Colorado | 27. Illinois State Normal
University
Normal, Illinois |
| 14. Central Connecticut
State College
New Britain, Connecticut | |

1. Introduction

The purpose of this study is to investigate the effects of the proposed system on the performance of the participants.

2. Method

The study was conducted using a between-subjects design with two groups of participants.

3. Results

The results of the study show that the proposed system significantly improved the performance of the participants.

4. Discussion

The findings of this study suggest that the proposed system is effective in improving the performance of the participants.

Further research is needed to explore the long-term effects of the proposed system on the performance of the participants.

5. Conclusion

In conclusion, the proposed system is an effective tool for improving the performance of the participants.

The study was supported by the National Natural Science Foundation of China (Grant No. 81873000).

The authors would like to thank the participants and the reviewers for their valuable comments and suggestions.

The authors declare that they have no conflict of interest.

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1

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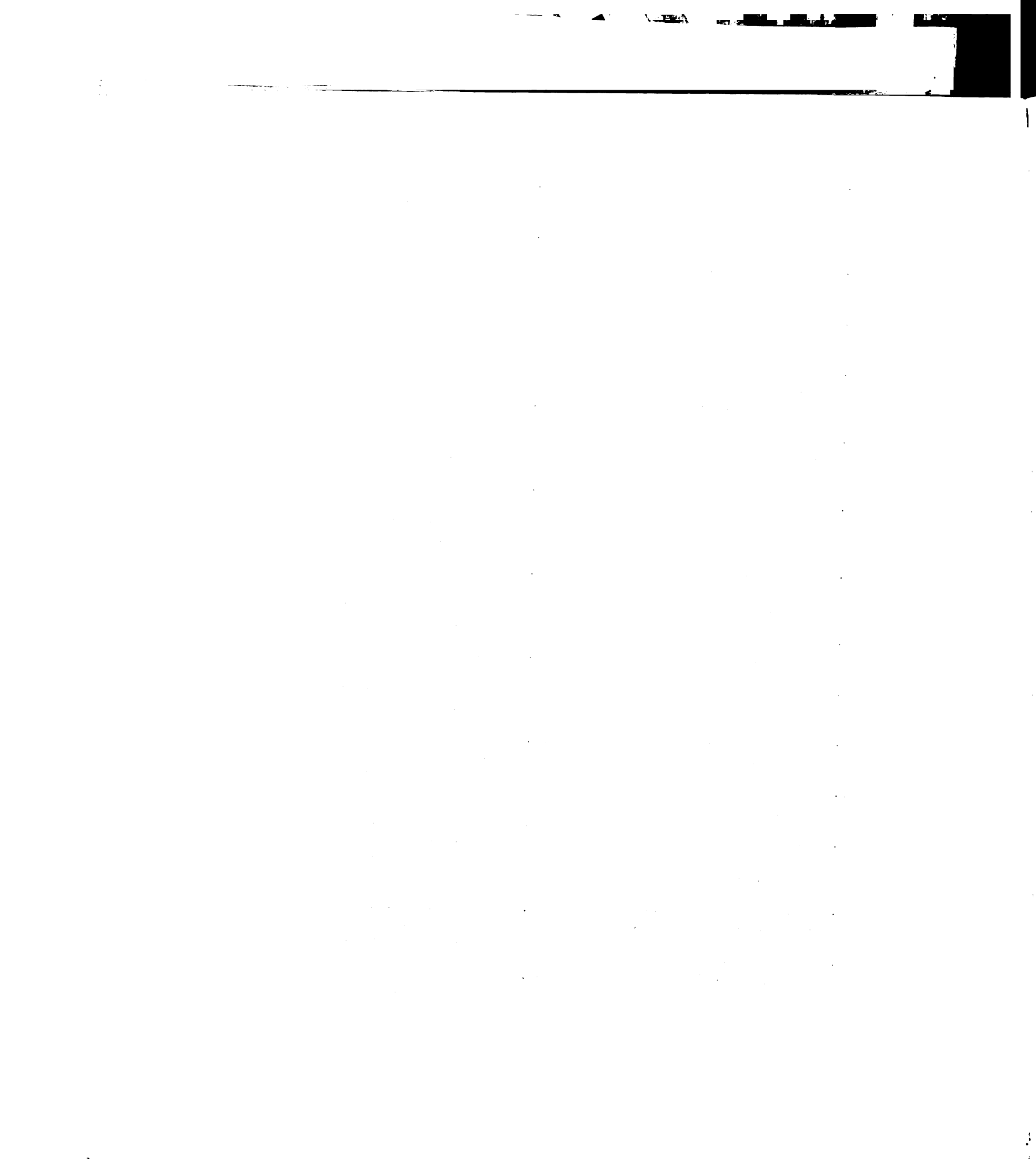
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| 28. Northern Illinois University
Dekalb, Illinois | 43. McNeese State College
Lake Charles, Louisiana |
| 29. Southern Illinois University
Carbondale, Illinois | 44. Northeast Louisiana
State College
Monroe, Louisiana |
| 30. Western Illinois University
Macomb, Illinois | 45. Northwestern State
College of Louisiana
Natchitoches, Louisiana |
| 31. Ball State Teachers
College
Muncie, Indiana | 46. Southern University
Baton Rouge, Louisiana |
| 32. Indiana State Teachers
College
Terre Haute, Indiana | 47. University of Maine
Orono, Maine |
| 33. Iowa State University
Ames, Iowa | 48. Morgan State College
Hillen Road and
Cold Spring Lane
Baltimore 12, Maryland |
| 34. State College of Iowa
Cedar Falls, Iowa | 49. State Teachers College
at Boston
Boston 15, Massachusetts |
| 35. Kansas State Teachers
College
Emporia, Kansas | 50. University of Massachusetts
Amherst, Massachusetts |
| 36. Kansas State University
Manhattan, Kansas | 51. Central Michigan University
Mount Pleasant, Michigan |
| 37. University of Kansas
Lawrence, Kansas | 52. Eastern Michigan University
Ypsilanti, Michigan |
| 38. Morehead State College
Morehead, Kentucky | 53. Ferris Institute
Big Rapids, Michigan |
| 39. Murray State College
Murray Kentucky | 54. Michigan College of
Mining and Technology
Houghton, Michigan |
| 40. University of Kentucky
Lexington, Kentucky | 55. Mankato State College
Mankato, Minnesota |
| 41. Western Kentucky
State College
Bowling Green, Kentucky | 56. St. Cloud State College
St. Cloud, Minnesota |
| 42. Louisiana State University
Baton Rouge, Louisiana | |

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|---|---|
| 57. University of Minnesota
Duluth Campus
230 Science Addition
Duluth, Minnesota | 71. Trenton State College
Trenton, New Jersey |
| 58. Mississippi State University
State College, Mississippi | 72. New Mexico State
University
University Park,
New Mexico |
| 59. University of Mississippi
University, Mississippi | 73. State University of
New York
College of Education
Albany, New York |
| 60. Central Missouri State
College
Warrensburg, Missouri | 74. State University of
New York
College of Education
Buffalo, New York |
| 61. Northwest Missouri State
College
Maryville, Missouri | 75. State University of
New York
College of Education
Cortland, New York |
| 62. Southeast Missouri State
College
Cape Girardeau, Missouri | 76. State University of
New York
College of Education
Oneota, New York |
| 63. Southwest Missouri State
College
Springfield, Missouri | 77. State University of
New York
College of Education
Oswego, New York |
| 64. Montana State College
Bozeman, Montana | 78. University of North
Carolina
Chapel Hill, North
Carolina |
| 65. Montana State University
Missoula, Montana | 79. The Agricultural and
Technical College
Greensboro, North
Carolina |
| 66. University of Nebraska
Lincoln, Nebraska | 80. Appalachian State
Teachers College
Boone, North Carolina |
| 67. University of Nevada
Reno, Nevada | 81. East Carolina College
Greenville, North
Carolina |
| 68. University of New
Hampshire
Durham, New Hampshire | |
| 69. Montclair State College
Upper Montclair, New Jersey | |
| 70. Paterson State College
Wayne, New Jersey | |



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|---|--|
| 82. North Carolina College
Durham, North Carolina | 97. West Chester State
College
West Chester,
Pennsylvania |
| 83. North Carolina State College
Raleigh, North Carolina | 98. University of Rhode
Island
Kingston, Rhode Island |
| 84. University of North Dakota
Grand Forks, North Dakota | 99. South Dakota State
College and Mechanic Arts
Brookings, South Dakota |
| 85. North Dakota State University
Fargo, North Dakota | 100. East Tennessee State
College
Johnson City, Tennessee |
| 86. Bowling Green State
University
Bowling Green, Ohio | 101. Memphis State University
Memphis 11, Tennessee |
| 87. Kent State University
Kent, Ohio | 102. Middle Tennessee State
College
Murfreesboro, Tennessee |
| 88. Miami University
Oxford, Ohio | 103. Tennessee Polytechnic
Institute
Cookeville, Tennessee |
| 89. Ohio University
Athens, Ohio | 104. East Texas State College
East Texas Station
Commerce, Texas |
| 90. Central State College
Edmond, Oklahoma | 105. Agricultural & Mechanical
College of Texas
College Station, Texas |
| 91. Northeastern State College
Tahlequah, Oklahoma | 106. Arlington State College
Arlington, Texas |
| 92. Oklahoma State University
Stillwater, Oklahoma | 107. Lamar State College of
Technology
Beaumont, Texas |
| 93. University of Oklahoma
Norman, Oklahoma | 108. Prairie View Agricultural
& Mechanical College
Prairie View, Texas |
| 94. University of Oregon
Eugene, Oregon | |
| 95. Portland State College
1620 So. W. Park Avenue
Portland, Oregon | |
| 96. Indiana State College
Indiana, Pennsylvania | |

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| 109. Sam Houston State
Teachers College
Huntsville, Texas | 124. Washington State University
Pullman, Washington |
| 110. Southwest Texas State
College
San Marcos, Texas | 125. Western Washington State
College
Bellingham, Washington |
| 111. Texas College of Arts
and Industries
Kingsville, Texas | 126. Marshall University
Huntington, West Virginia |
| 112. Texas Southern University
Houston, Texas | 127. West Virginia State
College
Institute, West Virginia |
| 113. Texas Technological
College
Lubbock, Texas | 128. West Virginia University
Morgantown, West Virginia |
| 114. Texas Western College
El Paso, Texas | 129. Wisconsin State College
Eau Claire, Wisconsin |
| 115. University of Utah
Salt Lake City, Utah | 130. Wisconsin State College
Osh Kosh, Wisconsin |
| 116. Utah State University
Logan, Utah | 131. Wisconsin State College
Stevens Point, Wisconsin |
| 117. University of Vermont
Burlington, Vermont | 132. Wisconsin State College
Whitewater, Wisconsin |
| 118. College of William & Mary
Williamsburg, Virginia | 133. University of Wyoming
Laramie, Wyoming |
| 119. Richmond Professional Institute
Richmond, Virginia | |
| 120. University of Virginia
Charlottesville, Virginia | |
| 121. Virginia Polytechnic Institute
Blacksburg, Virginia | |
| 122. Central Washington State
College
Ellensburg, Washington | |
| 123. Eastern Washington State
College
Cheney, Washington | |

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