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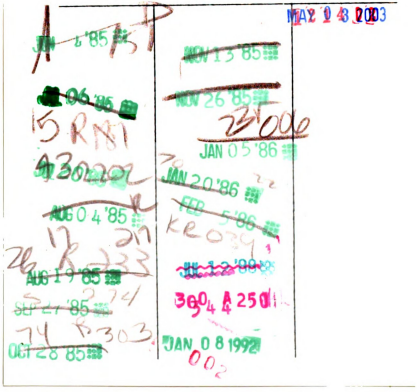
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AN ETHNOGRAPHIC STUDY OF THREE WOMEN DEANS: THEIR ROLE ENACTMENT AND ROLE PERCEPTION

By

Patricia Chapman Pulliam

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

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College and University Administration

1984

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ABSTRACT

AN ETHNOGRAPHIC STUDY OF THREE WOMEN DEANS: THEIR ROLE ENACTMENT AND ROLE PERCEPTION

by

Patricia Chapman Pulliam

Not enough is known about how women administrators fulfill their roles. This study used fieldwork methods to discover how women deans perceive and carry out their prescribed roles. The primary data gathering strategy was participant observation. Three deans, each at a different site- a public four year college, a two year private college and a four year private college- were observed by the researcher as they interacted with subordinates. Secondary sources were formal and informal interviews and analysis of a variety of documents including memos, minutes of meetings, college publications, reports, organizational charts and job descriptions.

The significance of this study is that it gives a close-up view of the behavioral patterns of women administrators. The researcher discovered similar behavioral patterns with differences in specific behaviors. Overall, each Dean assumes nurturant, facilitative postures with her staff. Each encourages collaboration and consensus.

Behaviors are focused on the outcomes each perceives to be in the best interest of the organization and the members of her staff.

The researcher also discovered that the Deans view themselves as isolates in the administrative realm at their respective institutions. Environmental factors that have an impact on their role enactment are:

1. The prevailing stereotypes that male peers have of women administrators
2. The administrative styles of superiors
3. The perceived status of the women's positions within the institution

The Deans have responded to these factors by adopting a demeanor of competence and proficiency. They seek to create and maintain this image by:

1. Encouraging their staffs to set goals, focusing on tasks and processes to achieve positive outcomes.
2. Avoiding the stereotyped emotional reactions- exuberance, anger hostility, etc.- and, at the same time, seeking to avoid the stereotyped image of the cold, domineering, and aggressive woman administrator.
3. Maintaining open lines of communication with their staffs without encouraging informal networks and relationships. Relationships with their staffs are more non-formal. Even when their interactions are not based on hierarchical relationships, they still are specifically related to their jobs.

To the sources of my inspiration:

Charles and Marian Chapman - my parents

Yergan C. Pulliam - my husband and friend

Ernest and Richard - my sons

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Shirley West, a professional colleague who enrolled in a doctoral program at the same time as I, has been a good listener, confidant, proofreader, and travel companion as we drove miles together to and from campus.

Richard Calkins, Raymond Boozer, and Cornelius Eringaard understood my plight as an employee and student. As my employers, they facilitated my accommodating both roles.

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The accomplishments of Martha Warfield who earned a PhD. while fulfilling multiple roles as college instructor, social worker, wife, mother and student; and of Maude Davis who earned a high school diploma as a senior citizen motivated me to continue when my roles as wife, mother, employee, and student were in conflict.

Sandy Lindhout, a highly competent typist, worked many hours to bring the copy to completion.

Yergan, my husband; and Richard and Ernest, my sons made many sacrifices yet remained patient and, more importantly, are still with me after the duration of the coursework and research.

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TABLE OF CONTENTS

CONTENT	PAGE
THE PROBLEM	
Introduction	1
Purpose of the Study	2
Statement of the Problem	3
Equity as an Issue	3
Effects of Underrepresentation	4
Need for Study	5
Significance of Study	6
Background of Study	7
Researcher's Background	7
Entry Negotiations	9
The Search for a Dean	12
The Sites	14
The Key Informants	15
Research Assumptions	18
Limitations of Study	18
Research Questions	19
Summary	21
METHODOLOGY	
Introduction	23
Data Collection	25
Observation	25
Interview	27
Document Analysis	28
Analysis	29
Summary	31
RELATED LITERATURE	
Introduction	32
Etic and Emic Perspectives	32
Symbolic Interactionism	34
Organizational Communication Theory	35
Role Theory	37
Interpersonal Communication	41
The Status of Women in Higher Education Administration	46
The Managerial Traits and Behaviors of Women Administrators	53
The Motivation and Success Factors of	

Women Administrators in Higher Education 57
Summary 59

THE SETTING

Introduction 61
Baxter State College 61
Claxton College 64
Belmar College 65
The Colleges and their Values 67
    Involvement 67
    Knowledge 75
    Adaptation 76
    Sociability 78
    Growth and Size 78
Summary 83

THE KEY INFORMANTS

Introduction 85
Dr. Jacquelyn King, Dean of Students 85
    Current Responsibilities 85
    Span of Control 87
    Position in the Hierarchy 88
    Professional History 88
        Accomplishments 89
        Obstacles 92
        Fears, Disillusionments and Aprrehensions 96
        Personal and Professional Growth 98
Dr. Marian Clayton, Dean of Students 100
    Current Responsibilities 100
    Staff 101
    Position in Hierarchy 102
    Professional History 102
        Professional Activities 103
        Pain and Rejection 106
        The Isolation 110
Dean Pamela Wesley, Dean of Academic Affairs 111
    Current Responsibilities 111
    Staff 112
    Position in Hierarchy 112
    Professional History 113
        Before Parenting 113
        Part-time Professional 114
        Career at Belmar 114
Summary 116

PRESENTATION OF THE FINDINGS

Introduction 120
Dean Jacquelyn King 121
    Planning and Organizing 121
    Evaluation 124
    Directing 129

A Typical Day 129
Verbalizing Expectations 131
Conducting Staff Meetings 134
Interacting with Staff in Individual Meetings 138
Processing Information 139
Communicating through Informal Networks 145
Enhancing Images 153
Reacting to Male Stereotypes of Females 157
Responding to Expectations of Superiors 161
Managing Conflicts 162
Dr. Marian Clayton 170
Planning, Organizing, and Evaluating 170
Directing 177
A Typical Day 177
Conducting Meetings 178
Responding to Telephone Calls and Mail 193
Contending with Male Stereotypes of Females 194
Affirming Worth 201
Managing Conflict 205
Dean Pamela Wesley 206
Planning and Organizing 206
Directing 207
Evaluating 209
Conducting Meetings 211
Format 211
Interactions 212
Content 216
Perceptions of Meetings 218
Personalizing 220
Informal Network 225
Managing through Formal Communication Channels 227
Dealing with the Political Climate 228
Managing Conflict 233
Summary 235

CONCLUSIONS

Introduction 239
Research Question I 239
Research Question II 247
Research Question III 251
Implications for Practice and Further Research 254

APPENDICES

Appendix A - "The Student as Ethnographer - My Reflections" 260
Appendix B - Questions for Formal Interviews 266
Appendix C - Table III - Summary of Hours Spent on Site 269

BIBLIOGRAPHY

LIST OF TABLES

	PAGE
Table I Male-Female Ratio at Sites	15
Table II Number and Average Salaries of Selected Administrators in Higher Ed., 1976-77	49
Table III Summary of Hours Spent On Site	269

LIST OF FIGURES

PAGE

Figure I
Women Employed in Predominately Male Jobs (1971-80) 49

CHAPTER ONE

THE PROBLEM

Introduction

> The fact that ED Personnel Director, Lois Hartman is the only woman to hold the top management spot in a Cabinet-level Department is testimony to the fact that management in both the public and private sectors is still largely the domain of men.
>
> Susan Feller
> Women's Concerns
> Spring, 1981
> U. S. Dept. of Ed.

The fact that Lois Hartman and other women in similar top positions in the work force each tends to be the only woman at that level in the organization is one of the results of a persistent and complex phenomenon pervasive in American society: men dominate and control the workforce.

Consistent challenges from civil rights activists and proponents of the Women's Movement in the 1960's and 1970's have led to legislation and affirmative action programs to provide legal opportunities for protected classes - women, minorities and handicappers. One intent was to establish hiring policies and practices that would mean any qualified person who applied for a position would be considered for the job. One result is that during the past two decades, more members of protected classes have gained access to the levels of decision-making in administration and management

which determine who can have access. A more significant result has been that equal opportunity is more legal than actual.

The phenomenon of male domination is still very evident in the administration of higher education. Too few women are in really visible positions as deans, vice-presidents, and presidents. It can be assumed, however, that those who are have experienced some degree of success and discouragement while developing a set of strategies to meet the challenges of developing careers in male oriented settings. More needs to be known about what these women have done to acquire and maintain their positions. Such information can be especially beneficial as guidelines for those women aspirants needing to determine their course of action. The impetus for this study, then, has been prompted by the recognition of the need for more models for women seeking roles of leadership in colleges and universities.

Purpose of the Study

This study used fieldwork methods of inquiry to discover how women deans as administrators in key decision-making positions perceive and carry out their prescribed roles. The principal informants were three deans - one each in a public four year college, a two year private college, and a four year private college. The intent was to record and understand the meanings they give to their day-to-day experiences in the college setting, especially as they

interact with subordinates. With participant observation as a primary research strategy, the study will add to the body of literature about women deans a documentation of observed behaviors that informants believe to be facilitators or inhibitors to their role enactment.

Statement of the Problem

The problem is that not enough is known about what women administrators do to fulfill their roles.

Equity as an Issue

In May, 1980, in a speech about issues related to women administrators at two year colleges, Carol Eliason, Director of the AACJC'S Center for Women's Opportunities, told her audience:

> Although women have been joining the nation's labor force in ever increasing numbers, they are not yet well represented in the top management of two year colleges... The characteristic feature of women in the labor force at large still characterizes the female in two year college management - severe occupational segregation... (p. 1)

As Eliason implies, it is ironic that the nation is comprised of a 51% female population with women holding only 6% of all jobs in middle management and below 1% of top management posts. The severe occupational segregation Elaison alludes to is an employment practice which has persisted for the past decade, in spite of legislation and affirmative action programs.

Federal legislation prohibits gender discrimination in employer-employee relationships. Efforts to insure women equal opportunity include several statutes. The Equal Pay

Act of 1963 provides for equal wages regardless of sex for work requiring equal skill, effort and responsibility and performed under similar conditions. Title VII of the Civil Rights Act of 1964 prohibits discrimination in employment. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex under any educational program or activity receiving federal financial assistance. Title IX also amends the Equal Pay Act of 1963 to include executive, administrative, and professional personnel. Then, Executive Order 11246 required contractors to take affirmative action in employment and treatment of employees without regard to race, color, religion, sex or national origin. (Columbia Human Rights Law Review, 1977)

Such legislation has not resulted in any marked change in administrative status for women. In 1978, the United States Department of Commerce Bureau of the Census indicated that there were thirty women for every 100 men among managers and administrators. The average earnings for women are about 3/5's of what men earned, in contrast to 2/3's presently. More specifically, in executive, administrative and managerial positions in higher education, of 81,703, 23% were women; currently, 30% are women.

Effects of the Underrepresentation

The lack of visibility seems to be crucial for two reasons:

1. Since women are not usually hired for top level positions, their absence tends to reinforce either the stereotype that men are more competent or that

the positions are not women's jobs. Women are viewed as emotional, unable to accept responsibility, unwilling to take risks or unwilling to take or give the time necessary to succeed in an administrative capacity. Such sextyping can lead counselors and professors to internalize negative attitudes toward women in leadership positions. Such stereotyped notions are also internalized by those who hire women - men -, and who lack experience working with them. Consequently, women will lack encouragement to pursue positions of leadership. (Cohen, 1971, p. 165)

2. Another part of the problem is that underrepresentation also tends to persist in a pattern of circular socialization. Many women internalize the stereotypes. Some perceive women as lacking expertise and skills for leadership. Some perceive leadership roles as not feminine. "In general, the stereotype of the woman executive is unfeminine - she is supposed to be aggressive, masculine, hard, cold and undersirable to men." (Hennig and Jardim, 1978, p. 96) These perceptions provide barriers to aspirations for positions in educational administration.

Need for Study

There is a need to determine whether the assertion that women lack experience and expertise to progress in

administrative roles is well-founded. This study seeks to contribute to doing so by having developed profiles to add to the current literature about women who have progressed to top-level positions in spite of the odds. As Nieboer proposes, a profile of such women will serve to:

1. Tell prospective female administrators what they are up against, what life style has been successful, and what qualities are needed.
2. Indicate what the problem areas may be and suggest how to prepare for them.
3. Act as a role model to help counterbalance negative feedback from society to the woman who enters the "male" arena of administration. (1975, p. 99)

Significance of Study

The data obtained through this study can serve several purposes:

1. With participant observation as a primary strategy, the study gives a close-up, first-hand view of the behaviors of women administrators. Up to this point, the majority of studies about women in management in general and in educational administration in particular have used quantitative methods of inquiry and reporting, or interview-based case studies with the subjects giving accounts of their experiences without the data base of observed events. While these documents have added insights into the concerns of the women, they have not offered the proximity of setting for viewing what occurs. This study contains illustrations of what is actually done.

2. Secondly, the data can be utilized by researchers interested in determining whether the administrative behaviors of men and women are different as discovered through fieldwork methods.
3. Furthermore, the profiles can inspire and instruct how personal initiative and the initiatives of others have been used.

Background of the Study

Some understanding of the focus and intent of this study can be ascertained from an overview of the researcher's background and the preliminary considerations made when negotiating entry and determining the criteria for the selection of sites and principal informants.

Researcher's Background

The researcher brought to the research process a biography of professional and personal backgrounds that have aided in her acquisition of a set of basic skills appropriate for conducting a field study.

The researcher's tenure in education includes twenty-three years. Eighteen were spent teaching English to either high school students of various grade and ability levels, and to freshmen or sophomores at a public two year college. The past five years have been focused on responsibilities of coordinating a career exploration program, a cooperative education program, community services and non-credit courses in continuing education, as well as an interdisciplinary developmental studies program. She is

currently assigned as a special assistant to the president of the college with the primary responsibility of establishing and implementing an office of minority affairs/affirmative action. Additional responsibilities include maintaining the developmental studies program and identifying strategies for more effective student retention.

Her professional development has been extended through graduate courses in instruction, communication, administrative theory and practices, and field study research methods; attendance at workshops and conferences; and study at the four week Higher Education Research Service Institute for Women in High Education Administration, in 1980 at Bryn Mawr.

The teaching experiences have established a background for discerning connotative and denotative layers of meaning of language used in both the verbal and non-verbal transactions in face-to-face encounters that consume much of an administrator's time in the work setting. The administrative experiences, along with the reading of professional publications, interacting with colleagues both formally in meetings and informally in conversations have all contributed to the researcher's awareness of technical skills and the type of communication networks inherent to leadership roles in educational institutions.

Other sensitivities relevant to this study have come from the influence of personal and familial relationships. One is persistence learned from a grandmother who in the 1940's and 1950's was a successful women functioning in a

male dominated environment as the manager of an insurance company. The other has been with a mother and father who encouraged asking questions, analyzing situations, knowing when to suspend judgements, reaching conclusions in terms of evidence, and being empathic - giving consideration to other's motives and perceptions.

Her more immediate interest in using women administrators as key informants for the study has come from having known qualified women who have aspired to positions for which they applied but never received while the men assigned to those positions appeared to be no better qualified. Stated in other terms, the curiosity has been based on the question: What behaviors does the successful woman administrator employ that enhance her achieving desired goals in fulfilling her role in the college setting?

Entry Negotiations

The original concept for the study was to have five or six administrators as informants including deans, vice-presidents and presidents. The selection process began with women at the very top of the hierarchy only to lead to the researcher's realization of problems that often accompany participant observation, and that seem especially salient when the informant is in the top level of administration. The search began in February, 1983. The following problems prevented the selection of a president.

Confidentiality

A woman college president or vice-president is especially vulnerable when she is one of a few or the only

one in that type of position in an entire state. She is "extremely" visible and her mistakes often costly". (Ten Elshof and Tomlinson 1981, p. 37) As one potential subject for this study stated, "Everyone will know who I am." She was concerned about being publicly exposed, yet the researcher could not guarantee that only positive incidents would be discovered and reported. Neither could the researcher guarantee that all efforts to conceal the person's identity would be effective because there are so few women college presidents. Another said, "I will tell you how things are, but there is the board. The board of trustees is very political; this community is political. I don't want to make it tougher for myself than it already is." A third during the initial telephone call requesting an interview simply said, "No, I could never do that. No, I don't think I would be interested." An interesting aspect of their response was that each commented on the advantage this type of study would be for helping other women and expressed the desire to help other women know what performing administrative tasks is like in a male-oriented setting.

Time

The amount of time required for an observer to spend with an informant in the informant's setting is not compatible with a president's schedule.

The researcher asked potential informants to describe a typical day. It became evident from those descriptions that an observer would be an inconvenience if there had to be

time spent observing for most of the day. Their schedules moved rather consistently from one appointment to another many off-campus with an interim of one or two hours needed to read or respond to messages and to take care of unexpected interruptions. As one said, "A typical day is hectic. It begins early and ends late. I work a six day week, spending evenings at meetings with the board of trustees or at community functions. With current staff reductions because of financial restraints, I have a myriad of functions."

The researcher has also discovered that the amount of time spent observing on any given day would have to be decided in advance with appointments made at the discretion of the informant. Because the presidents are largely responsible for fund raising and public relations, they are often away from the campus setting establishing and maintaining the necessary contacts with donors, benefactors, directors of foundations, and executives in business and industry. The researcher felt this would create too many time lapses between observations thereby lessening the gain of data for adequately describing the person's actual role.

The span of time also would be limited because of the need for confidentiality. Presidents are involved in decision-making about sensitive issues that cannot be reported in studies or that cannot be exposed to an outsider.

Obtrusiveness

A third problem would have been the intrusion of the researcher's presence. Many meetings would occur in the

informant's office. The researcher/observer would be an obvious third person, making a triad out of a verbal transaction even though the observer would not participate in the exchange. An issue is whether the observer's mere presence would make any impact on the nature of the transaction.

The Search for a Dean

Neither of the presidents would give consent. The search for the deans resulted in fewer problems. Even though the distribution of women deans is sparse, there are more women in that position than there are presidents or vice-presidents. The threat of exposure and the threat of vulnerability to censorship because of what a study might reveal could be lessened by a more frequent distribution.

One of the presidents who did not consent to participate identified a dean at the college, suggesting that the researcher might benefit more from observing a person more responsible for the day-to-day operation of the institution. The dean agreed to an interview to discuss the possibility of her involvement. During that discussion, she agreed to participate and agreed to the researcher's coming to the campus one week later to attend a meeting involving her and division chairpersons. The purpose was for the researcher to spend time observing to test the feasibility of using the dean and the site. The dean had a concern about how much data would be obtainable. She also indicated that the researcher could only remain for a portion of that meeting since the staff was negotiating changes required

because of the college's recent inclusion in a national professional association. That revelation was reminiscent of the political entanglements one of the presidents had mentioned. Assuming the difficulty of studying in an environment divergent from its natural state, the researcher withdrew the request to wait until the situation had been resolved.

Realizing the potential of subsequent situations that would require such withdrawal after the study had begun by May, 1983, the researcher had decided to study more than one dean, still using participant observation as a primary strategy but recognizing the limitations of working at more than one site.

Another telephone call to the dean secured her consent. In the meantime, two other deans were contacted. At first, each expressed the need to obtain consent from her superior. When the researcher indicated that the focus would be on how the dean interacts with subordinates, each dean immediately granted consent, eliminating the need for the researcher to have to wait for a decision from anyone else.

The four month search for a principal informant has reinforced the concept that vulnerability sometimes accompanies being the only one or one of a few in a non-traditional role. The significance to the study is that in reporting the findings, the researcher has to remain aware of any tendency toward bias in favor of the informants in an unconscious effort to protect them.

The Sites

One criterion for the choice of site was proximity. While the selection of subject was more primary, the selection of sites was not completely incidental. Using a multi-site study made it imperative that the locations be easily accessible.

Another criterion was the role distance of the researcher. The intent was for the researcher to have sufficient familiarity with the dynamics of administration occurring within colleges but, at the same time, have enough distance from the setting to have to discover its dynamics. Because of the researcher's employment background, the two-year public college has been excluded. Those chosen offer a variety - Baxter State,* a four year public college; Claxton, a two year private college; and Belmar,a four year private college. The three are in the same metropolitan area.

Of special interest to this study is the similarity of the male/female ratio of students, faculty, administrative and management support staffs on the three campuses. The statistics offer some implications about the milieu in which the three deans are employed. As shown in Table 1, men dominate. Women are underrepresented in all positions except clerical and except in the executive, administrative and professional assignments at Belmar.

*Pseudonyms

TABLE 1

MALE/FEMALE RATIO AT SITES

Classification	Baxter (Site I) %	Claxton (Site II) %	Belmar (Site III) %
Executive, Administrative and Professional			
Male	68	75	36
Female	32	25	64
Faculty			
Male	76	55	76
Female	24	45	24
Clerical, Office and Technical			
Male	11	10	--
Female	89	90	100
Maintenance, Grounds and Service			
Male	93	95	100
Female	7	5	--
Safety and Security			
Male	83	(Included	100
Female	17	in above)	--
Students			
Male	49	45	43
Female	51	55	57

The Key Informants

Criteria for selecting informants were: (1) in a key, non-traditional position for women, (2) without women as peers at the same level in the institution, and (3) not recently assigned to the position.

Each of the three informants is in a non-traditional position in the respective institution. The tradition implied in the literature is that men dominate higher education administration. A woman in a top position among all other women in that institution is also in a different role.

Each informant is the only woman at her level in the setting. In situtations where there are several women functioning at the same level, it is possible that the nature of their interactions could be distorted by the "silent" support system they have developed for each other. It is often easier for women to negotiate with women. As expressed by Sister Anne Hachim Moore, President of St. Mary's Junior College in Minnesota:

> The fact that I was a member of a religious community of women played a key part in my own career development. Securing approval from the officials of the Sisters of St. Joseph to inaugurate a college was accomplished by one woman dealing with other women... I apparently propose little threat to other women when I proposed to establish a college.

The three have been employed in their positions long enough to have established patterns of behavior in their relationships with counterparts and subordinates. That factor, too, should add validity to perceptions they reveal about what is required for them to accomplish their tasks. One has been a dean for four years, another for five years, and the other for fifteen.

Prior to the study, the researcher met with each informant to discuss the nature of the study. Each informant was asked to talk about two elements:

1. The setting in which she works, describing what it is like for her to work there.
2. A typical day, including unusual events that sometime occur.

The intent of the first was for the researcher to discern the degree of openness with which the person would talk without appearing to be protective of the institution and without only referring to positive events. It was necessary for this study to have informants who are comfortable with being open and honest, without the tendency to disguise imperfections. All three appeared to be comfortable sharing both pleasant and unpleasant experiences.

The intent of the second element was for the researcher to determine the degree of involvement the person has in the day-to-day operation of the college. The more involvement, the richer the data. Each described very active schedules.

Finally, each tended to reinforce the need for this type of study by mentioning her willingness to cooperate and commit her time if the results could be used by other women aspiring to administrative position.

Research Assumptions

Three assumptions underlie this study:

1. The meaning a person gives to a situation contributes largely to how the person will behave.
2. To understand the person's behavior the observer has to ascertain the interpretation or assessment the person has made of the situation.
3. Several factors can determine the type of interpretation or assessment the person makes. Some are:

    a. The expectations the person has of self.
    b. The expectations the person has of others.
    c. The expectations others have of the person.
    d. The behavioral repertoire developed in prior similar situations.
    e. A predisposition to behave in a certain way

Limitations of Study

1. This study did not seek to explore differences between behavior styles of women and men administrators.
2. This study did not seek to generalize beyond the informants' situations.
3. The ideal time span would have been an entire academic year; however, the researcher had already discovered that a full year of observation would intrude upon the informant's functions in routine as well as sensitive matters.
4. The four months spent identifying informants reduced the time available for observing more of the planning process for completing a term. End of the

year retreats which could have affected how the informants behaved were not observed. Secondary methods, documents and interviews, were used.

5. The researcher did not have totally unlimited access for making observations. For crucial events the researcher was not permitted to observe, secondary methods were used for obtaining data.

Research Questions

The broad questions to which this study was addressed were:

1. What specific events and behaviors characterize the administrator's enactment of her role?
2. From the administrator's perspective, what elements in the college setting external to her span of control have an impact on her role enactment?
3. Is there evidence that the administrator carries over into the college setting the traits traditionally attributed to female administrators? If so, what is their effect?

Site specific questions were organized into five categories according to the five questions that Erickson, Florio and Buschman (1980) propose that fieldwork methods answer. Questions relating to the relationships between the administrator and her subordinates were adapted from researchable questions suggested by Frederick Erickson in "What Makes School Ethnography Ethnographic?"

I. What's happening in this field setting?

   A. Who is in control? Of what?
      1. What hierarchial status is assigned to the administrator's position?
         a. To whom does she report?
         b. Do subordinates consult with her in their decision making?

c. Does she encourage subordinates to consult with her?

2. Are there spatial arrangements in the environment which reflect the administrator's control?

3. What areas of decision making are inherent to her position?

B. What specific behavioral patterns of the administrator seem to emerge in her day-to-day encounters?

II. What do the happenings mean to the people involved in them?

A. What specific behaviors of the administrator indicate the meanings she gives to what she is doing?

1. What does she express verbally?

2. What does she do when interacting with subordinates?

B. What meanings are given to her opinions?

1. Does she view her opinions as significant?

2. Do the subordinates view her opinions as significant?

III. What do people have to know in order to be able to do what they do in the setting?

A. Are there formal understandings of whether the administrator or her subordinates have particular control over particular organized areas of "turf"?

B. Are there informal understandings she and her subordinates have about their relationship when it comes to control?

IV. How does what is happening here relate to what is happening in the wider social context of this setting?

A. To what assigned areas of the college do her functions apply (instruction, college services, budget and finance, contract negotiations, etc.)?

B. What is the sphere of her influence (affecting curriculum, programs, policy, etc.)?

V. How does the organization of what is happening here differ from that found in other places and times?

A. What was the administrator's professional life like before her current position?

B. Among the three administrators and settings, what differences exist in what is done, how it is done, and what meaning is given to events?

While this set of questions formed the basis for data gathering, they did not, however, set boundaries to what was noted about the subject's behaviors. Enough flexibility was kept to allow for unexpected incidents to gain significance.

Summary

Through the use of fieldwork methods, this study was conducted to discover how women deans perceive and carry out their prescribed roles. Three deans were the subjects (key informants). The primary data gathering strategy, participant observation, allowed the researcher to spend time in three different college settings observing and documenting behaviors as they occurred. Attention was given to the day-to-day interactions of the deans with their subordinates.

The basic assumptions on which the study was based were derived from three concepts:

1. The relationship between a person's behavior and the meaning the person gives to a situation.
2. The significance of ascertaining the person's interpretation in order to understand his/her behavior.
3. The relationship between the person's interpretation and expectations, behavioral repertoire, and the predisposition to behave in a certain way.

Of the several limitations imposed on the study, the more significant are:

1. This study did not seek to explore differences between behavior styles of men and women administrators.
2. This study did not seek to generalize beyond the informant's situations.

The study did intend, however, to present a set of profiles of the administrative styles and behaviors of the subjects.

CHAPTER TWO

METHODOLOGY

This study used fieldwork methods, also referred to as ethnography, field research, or field study. These methods include participant observation and non-participant observation, use of natural settings, use of participant constructs to structure the research, and avoidance of intentional manipulation of variables. (Le Compte, Goetz, 1982) It is a multi-method approach also using informant interviewing, document analysis, respondent interviewing, and participation with self-analysis. The approach is intentionally unstructured so as to maximize discovery and description. The researcher does not begin with a priori standardization of concepts, measures, samples, and data but seeks to discover and revise these as more is being learned during the study. (McCall, Simmons, 1969)

The researcher, according to Peggy Sanday, in "The Ethnographic Paradigm" (1976) generally collects data using one of three styles:

1. Holistic: the integrative approach viewing culture as a whole whose parts form patterns that determine the existence and condition of the members of that culture. Each part has its function and cannot be

studied without consideration of its relation to other parts. Some interest may also be given to the historical process by which certain behaviors have become to be emphasized as acceptable or deviant.

2. Semiotic: an explanatory and interpretive approach which searches for the point of view of the participants in the culture. As defined by Goodenough (1970, p. 104) the intent is to describe other people's standards for perceiving, believing, evaluating and acting.
3. Behavioristic: an approach with the goal to uncover covarying patterns in observed behavior (p. 537)

This study combined the semiotic and behavioristic approaches. The focus was on meaning and behavior with the purpose of explaining and interpreting the patterns discovered.

The appropriateness of ethnography for this study of the role of women administrators in higher education lies in the nature and purpose of the ethnography as a research method for studying social behavior. In his preface to The Man in the Principal's Office, Wolcott remarks:

> The purpose of any ethnographic account is to provide description and analysis regarding human social behavior... Ethnographic accounts deal with real human beings and actual human behavior, with an emphasis on social rather than on psychological or physiological aspects of behavior. The test of ethnography is whether it enables one to anticipate and interpret what goes on in a society or social group as appropriately as one of its members. (p. xi)

The functions and roles of administrators are social behaviors. Administration is a social process - a set of

relationships "for allocating and integrating roles and facilities in order to achieve institutional goals," as Getzels (1952, p. 136) explains it. Getzels asserts that behaviors of administrators result from their interaction not only as they attempt to enact roles, the expectations prescribed by the institution, but also as they seek to gratify their needs as individuals. He continues:

> On the one hand is the relationship as perceived and organized by the superordinate member in terms of his own needs and goals; on the other, the relationship is perceived by the subordinate member in terms of his goals. (1952, p. 136)

In the case of higher education, the relationship Getzels refers to has been unilateral in that men not only dominate institutional goals, but also define roles and expectations. This study, then, can attest to the competence of women to perform successfully in key administrative roles.

Data Collection

A variety of investigative stances were used to provide cross-checking of data to assure validity in reporting. The primary strategy was participant observation. Raymond Gold (In McCall, Simmons, 1969, pp. 30-38) has identified four possible roles for observations:

1. Complete Participant - The researcher is not known to those being observed. Identification is made as naturally as possible to allow interaction with informants in their situations. While the role offers possibilities for learning what otherwise

might be kept from an outsider, the researcher adopting this stance can face two potential problems. One is to become handicapped from being so self conscious about revealing true self. A second is the danger of "going native" to the extent that it is impossible to report findings.

2. Participant-as-Observer - Both the researcher and informant are aware of the researcher's intent. At times, the researcher observes formally and informally and spends more time participating than observing. The researcher has to avoid becoming too identified with the informant.
3. Observer-as-Participant - The researcher in this stance is involved in short term visits, as brief as one visit. There is no identification. There is the danger of being superficial in reaching conclusions.
4. Complete Observer - The researcher has no special interaction with the informant. This is sometimes used as one of the subordinate roles to implement the dominant ones. The people observed do not know they are informants. The stance might occur as eavesdropping or as preparation for more intensive study in another field role.

In this study, observation was the strategy that brought the researcher into contact with the day-to-day routine activities that constituted the basic data for fieldnotes. In field study research, observation is an important

strategy for several reasons: First, it allows a researcher to gather data that the informants might be unable to give. It is possible that the informants are unaware of certain actions and relationships, or will not communicate facts, or might be motivated to distort them. (McCall, Simmons, p. 62) Secondly, as Vidich points out, observation enables researchers to gather data "within the mediums, symbols and the experiential worlds which have meaning to respondents (McCall, Simmons, p. 79)

There was more observation than participation. Observations were made in a variety of situations within the college allowing the researcher to view the informants' interactions at different levels with subordinates. These were in formal and informal contexts. The formal were meetings that revealed significant data about managerial styles. Informal settings - conversations with staff in hallways, with the deans at lunch or enroute to various sections of the campus - also provided sources of important data. The researcher also attended special events - orientation sessions for parents and students, a convocation, in-service meetings for faculty, a board of control meeting, luncheons for staff and/or students, a student organization night, a hearing for a student infraction, a staff boat outing and a mid-year planning retreat.

Since the administrators' perceptions are vital to understanding the meaning they give to their experiences, the interview was also an important means of gathering

data. As pointed out by Vidich (McCall, Simmons, p. 84), a researcher cannot understand the meanings of observed actions without communicating with the person involved in the action. The interview was used to follow up observations to obtain the ideal forms, propositions about the interrelationships of these forms, preference ratings regarding them and recipes for their mutual ordering that Goodenough (1964) asserts that people use for organizing their experiences. Interviews were also used for gathering information about private, sensitive situations where the researcher could not be present. The interview, then, brought the findings of the study closer to the reality of the informants.

A third strategy was the examination and analysis of documents. These included:

1. Organizational charts and job descriptions used for determining the institution's expectations of the key informants - the prescribed roles.
2. Memoranda and minutes of meetings for the researcher to identify experiences affecting the informant's roles.
3. College catalogs, campus newspapers and alumni newsletters for obtaining background about the institution and other's perceptions of the informant's roles.
4. Handbooks, reports and information tracts prepared by the informants for determining the scope of the informant's role.

5. Secondary sources about communication and interpersonal skills, about women in educational administration, about general administrative practices for appropriate sensitivity when making observations and later analyzing them.

This multi-method data gathering strategy offered the opportunity for triangulation - cross checking data, checking one set of data against another, to assure validity in reporting. The interview, for example, offered the researcher the chance to interpret the meaning or significance the informant had for an incident observed and offered the chance to clarify an assumption. Formal interviews were conducted for the same reason. (See appendix for questions.)

Analysis

The analysis of data was an on-going process of searching for patterns and linkages. It was necessary to analyze as the data gathering progressed, both to adjust observational strategies and to exercise control over emerging ideas by simultaneously checking or testing those ideas. (Schatzman and Strauss, 1973, p. 110)

The discovery of patterns was necessary for describing the cultural behaviors and the cultural knowledge of the informants. (Spradley, 1981, p. 85) The rationale for the search is explained by Goodenough as follows:

> Similar but never identical events occur over and over again and are therefore isolable as types of events and patterned arrangement. Certain types of arrangement tend to persist and others appear and reappear in fixed sequences. An observer can

> perceive this kind of statistical patterning in a community without any knowledge whatever of the ideas, beliefs, values, and principles of action of the community's members. (1964, p. 11)

The search required continual dialogue with fieldnotes in order to derive maximum benefit from the field situation. (Wax and Wax, 1980, p. 29) This meant constant reading and re-reading of fieldnotes to code the data into as many categories as possible. The basic model for coding was the initial set of questions forming the base for the study. Coding was based on the categories the informants use for organizing their experiences.

The ordering of data into codes can facilitate the analysis of linkages - relationships among categories. While coding an incident, the researcher compared it with previous incidents coded in the same category. The constant comparing did lead to noting properties of each category from which can be delimited theory based on uniformities among categories. (Glaser in McCall, Simmons) To identify relationships, the researcher ruled out negative cases, inductively generated statements of relationships and used these as working hypotheses that were tested in the field. (LeCompte and Goetz) Hypotheses were modified and refined on the basis of subsequent cases.

The coded data were used for validating or illustrating hypotheses asserted about how the administrator performs her role and the factors which enhance or deter her effectiveness as she perceives them. The result was sets of propositions with appropriate exemplary key incidents.

In the meantime, the researcher exerted every effort to maintain the level of confidentiality when necessary. In the reporting of the findings, pseudonyms have been used for anonymity.

Summary

A multi-method data gathering strategy was used by the researcher to discover how the women deans enact and perceive their roles. Observation of the day-to-day routine activities of the deans in their work settings constituted the basic data gathering. The researcher attended routine and special events. Other strategies included interviewing and the examination and analysis of documents.

The analysis of data was an ongoing process of searching for patterns and linkages. The basic model for coding data was the initial set of research questions. Categories used for presenting findings were based on the characteristics of the phenomena that emerged in the informants' behaviors and expressed perceptions.

In reporting the findings, the researcher has used pseudonyms to protect the identity of the subjects and the institutions.

CHAPTER THREE

RELATED LITERATURE

Introduction

In this study, a combination of theoretical perspectives of how individuals give meaning to their experiences and how individuals interact as members of groups were used as guides for identifying and interpreting the social behaviors of the informants. Findings from studies made during the past decade about the status, roles and behaviors of women administrators provided perspectives for identifying managerial strategies and styles.

Etic and Emic Perspectives

Kenneth Pike (1976) proposes two approaches for describing behavior - the etic and the emic. These provided the broad context for the relationship between the observer and the phenomenon in this study.

From the etic point of view the observer studies behavior as an outsider to the particular setting. Initially, the observer approaches the situation with broad knowledge of comparable settings and an awareness of typical constructs and relationships and how these generally function. The knowledge may have been acquired from a variety of sources: surveys, training in courses, research reports of other studies, direct experience with similar

settings, etc. Description or analysis based on this knowledge is comprised of criteria external to the setting and its participants.

The emic vantage point requires knowledge of the internal functioning of elements in the particular setting. It results from studying behavior "from outside the system". (p. 37) While the etic units and classifications may be available before one begins the analysis, the emic must be discovered. The emic requires a knowledge of the total setting from which it gains significance. The emic represents the view of one familiar with the setting and who knows how to function within it. (p. 38)

The vantage points are not mutually exclusive. Etic data can provide the starting point of analysis, with the final analysis in emic units. Both approaches are of value for describing behavior in fieldwork. As Pike explains, the etic offers the following resources:

1. Providing a base of knowledge that enables the observer to recognize quickly the kinds of behaviors that occur and to see the different kinds of events and differences between similar events.
2. Providing a technique and symbolism for recording the events of the setting.
3. Providing a rough tentative description as a starting point. (p. 40)

The value of the emic is that it leads to an understanding of the way in which a situation is constructed

as a working whole: helps one to understand the individual's attitudes, motives, interests, responses, conflicts, and personality development; and provides a basis for predictive science of behavior.

For this study the etic and emic layers of meaning in language and behavior were used to present a descriptive analysis of the deans' roles. The etic was defined by the researcher as an observer. The emic has been presented as understood and defined by the informants.

Symbolic Interactionism

Herbert Blumer coined the term symbolic interaction when seeking to identify the sources of the meaning a person gives to a situation.

In Symbolic Interactionism (1969), Blumer asserts three basic premises on which the concept is based:

1. Human beings act toward things on the basis of the meanings things have for them.

2. The meaning of such things is derived from, or arises out of, the social interaction that one has with one's fellows.

3. These meanings are handled in and modified through an interpretative process used by the person in dealing with the things he encounters. (p. 2)

From the standpoint of symbolic interaction, the organization of a human society is a framework inside which the action takes place. It shapes situations in which people act and supplies fixed symbols which people use in interpreting their situations. (p. 87) The actor, then, is confronted with a situation in which he has to act. He notes, interprets and assesses things with which he has to

deal in order to act. Through self-interaction - communicating with himself - he notes what is demanded or wanted of himself, constructs his line of action, sets up a goal, judges the possibilities and prefigures his line of action. He may suspend action, abandon it, revise it or devise a substitute for it. (p. 55)

According to Blumer, the social action of the individual as a member of a group, must be studied in terms of how it is formed. In a realistic analysis, attention must be given to the conditions under which units act, whatever the unit - an individual, school, family, etc. Any particular action is formed in light of the situation and is formed by interpreting the situation. The observer is to catch the process of interpretation by identifying the objects and their meaning. The observer is also to ascertain what form of interaction is in play instead of imposing some pre-set form of interaction. (pp. 57-59, 86-87)

In applying Blumer's concepts to this study, the researcher sought to have the informants identify the conditions to which they gave meaning at their respective colleges.

Organizational Communication Theory

Interaction within a social group are based on the sharing of information. Timms (1980) views communication as the process whereby information is transmitted from one member of an organization to another. In organizations, communication is a two way process:

> It comprehends both the transmittal to a decision center (i.e. an individual vested with the responsibility for making particular decisions)... and...from this center to other parts of the organization. (Simon, 1976)

Organizations characteristically have two systems of communication. The formal system occurs in channels and media which have been deliberately established. The informal develops around social relationships and friendships. (Simon, 1976) Using interviews and non-participant observation, Browning discovered twenty-four ways that individuals communicate in an organizational setting. The study led to three hypotheses, two of which were appropriate for this study:

1. Power Advancement - The organization is a power setting where interpersonal influence is a primary attribute. The strong role of interpersonal power and influence is in contrast to other possible criteria of an individual's position in the organization (e.g. seniority).
2. The Central Figure - The central figure in communication is influential in the organizational setting because the flow of messages toward a single source initiates responses from the figure as well as those who are directing attention toward him.

The researcher in this study sought to identify the sources of power and to identify the central figure in the flow of information. Observing the administrators' interaction with subordinates also meant giving consideration to the influence of perceptions on

communication. Perceptions are not properties of the organization. They are, instead, the views the members of the organization have of the positions in the hierarchy and their views of how the roles assigned to those positions are to be enacted. In organizations with flat hierarchies - most colleges are this type with few executive and mid-management positions - informal systems are easily developed as administrators attempt to control the activities of the institutions. There is likely to be more face to face contact. As a result, more personal relationships develop between the administrator and the administered. Personal relationships can entangle the communication process. That is, personal relationships are based on the traits of the individual and personal power rather than positional power. A subordinate, for example, might withhold power from a superior because the superior is perceived as power hungry and willing to do anything to get to the top. For this study, the researcher then, noticed the nature of the relations between the formal and informal positions of the administrator and subordinates. (Getzels, 1952, pp. 138-142, Erickson, 1973, pp. 16-17)

Role Theory

The type of information one communicates and receives in an organization is largely determined by the person's role. For this study, the conceptual framework of role theory provided basic definitions for facilitating the identification and comprehension of significant behaviors of informants. Role theory was relevant to this study because

colleges are organizations - social institutions consisting of a system of roles.

Role consists of the activity people would engage in if they were at act solely in terms of the normative demands upon someone in their positions. (Goffman, Encounters, p. 85) Biddle and Thomas (1966) expanded the definition to include a behavioral repertoire characteristic of a person. In the meantime, Goffman makes a distinction between role and role performance or role enactment - the actual conduct of a particular individual on duty in a position as opposed to the normative - what is expected. Sarbin (in Biddle and Thomas) describes the role enactment as including "gross skeletal movements, the performance of verbal and motoric gestures, posture and gait, styles of speech and accent, the wearing of certain forms of dress and costume, the use of material objects, the wearing of ornamentation and emblems."

As Goffman asserts, the elementary unit of role analysis is the individual enacting his bundle of obligatory activity. In Biddle and Thomas (1966), Sarbin (p. 195) suggests that in order to attain the actions which make up the roles, an observer has to follow a given subject for a representative number of days and record all instances of role behavior.

Roles are but one component of the social process - people interacting to achieve organizational or personal goals. Kahn, et.al., points out that the analysis of the interactions of people in organizations must take into consideration the personalities of members, the pattern of

social relations and the processes of communication. They propose that role senders have expectations of how the focal role should be performed as well as perceptions of how the focal person is actually performing. The correlation of the two exert pressures to make the focal persons' performance match their expectation (in Biddle and Thomas, 1966). The incongruence of these results in role conflict - one's goals are inconsistent with expectations of the organization-and in role ambiguity-expectations are not clear. Getzels (1952) also points to role strain - difficulty in performing roles-and role overload - imposition of time constraints that restrain the person from completely fulfilling responsibilities.

The response of the person to role conflict will be determined by the nature of that person's experience in the situation. Another factor, and a significant one, is the personality - a person's propensities to behave in certain ways. Preferences for certain styles of coping with tension and anxiety also tend to be rooted in personality structure. (Biddle and Thomas, p. 280) Another dimension of response to role conflict and ambiguity is added for women administrators, as members of the "new persons" group. Everett Hughes explained it this way:

> In spite of American heterogeneity, this remains a white, Anglo-Saxon, male Protestant culture in many respects... In the stereotyped prejudices concerning others, there is usually the assumption that these other people are peculiarly adapted to the particular places which they have had up to the present time... Implication is that they are not quite fit for new positions to which they may aspire. In general, advance of a new group-women,

> Negroes, some ethnic groups, etc. - to a new level of positions is not accompanied by complete disappearance of such stereotypes but only by some modification of them... In this series of modifications, the structure of qualities expected for the most-favored positions remain in tact. It may create a status dilemma for the individual concerned and for other people to have to deal with him. Do people who meet with the person treat him as a member of that group or as a member of the profession? (pp. 109-110)

Kahn points out that as people continue to interact, stable patterns develop in their orientations toward each other. Some patterns are:

1. Power or ability to influence.
2. Affective bonds such as respect, trust.
3. Dependence on one or the other.
4. The style of communication between the person and his associates.

There also tends to grow up about a position, in addition to the specifically determined traits, a complex of auxiliary characteristics which come to be expected of the focal person. (Hughes, 1958) Subsequently, each position tends to acquire social value bringing prestige or contamination to the person who fills it. The person then sees to it that the impressions of him/her that are conveyed are compatible with those personal qualities attributed to the role. (A bookkeeper, for example, is to be accurate.) These qualities combine with the person's title and provide a basis for the image others will have of her/him. The degree of commitment that results depends upon how attached a person becomes to the image (Goffman).

Interpersonal Communication

The need for including interpersonal communication in the framework for this study can be Goodenough's statement in Culture, Language and Society (1981):

> Fundamental to every individual's organization of experience, there is a catalogue of forms or form categories... A language provides a set of forms that is a code for other cultural forms... Many of the forms that are coded into a language's vocabulary can be described by or defined by words in that same vocabulary... For this reason, anthropologists emphasize the importance of the local language in ethnographic study. Attention to non-verbal behavior is essential as well. (pp. 63-66)

Basic systems for understanding the mechanical components of verbal and non-verbal behavior can be found in a proliferation of literature including Hall's, The Silent Language, Burgoon and Saine's The Unspoken Dialogue, Henley's Body Politics, Sarbaugh's Intercultural Communication, Burgoon and Ruffner's Human Communication, and Ellingsworth and Clevenger's Speech and Social Action.

For the purpose of this study, however, particular attention was given to Goffman's analysis of face-to-face interaction in natural settings as presented in Interaction Ritual (1967), The Presentation of Self in Everyday Life and to Cicourel's discussion of "Basic and Normative Rules in the Negotiation of Status and Role" (Sudnow, 1972).

Face as Goffman defines it is the social value a person claims for herself/himself by the line - the view of the situation and evaluation of participants - others assume he has taken. If an encounter sustains an image of her/him that the person has long taken for granted, she/he probably

will have few feelings about the matter. If the face is better than expected, the person feels good. If her/his expectations are not fulfilled, she/he will feel bad or feel hurt. To lose face seems to mean to be in wrong face; to save face is to sustain an impression for others that face has not been lost and to give face is to arrange for another to take a better line than she/he might otherwise have been able to take.

Some rules regarding face have developed through observation of encounters. A member of a group is expected to have self-respect and to sustain a standard of considerateness. The person tends to conduct herself/himself so as to maintain both her/his face and the face of other participants. To study face saving is to study the traffic rules of social interaction.

Goffman identifies the following types of face-work:

1. Avoidance process - avoiding contacts in which threats are likely to occur; keeping off topics, changing the topics of conversation.
2. Corrective process - involves four moves: calling attention to the misconduct, offering a chance to correct the offense (saying it was a joke, compensating the offended or punishing the offender).
3. Acceptance process - the person can accept the correction.
4. Thanks - person who is forgiven conveys sign of gratitude.

(Interaction Ritual, 1967, pp. 5-22)

Goffman does note that there can be departures from this cycle.

Also of concern to this study is Goffman's essay on "The Nature of Deference and Demeanor" because of its focus on matters of status and behavior. Deference is activity by which appreciation is conveyed. Symmetrical deference is what equals owe to each other; deference that superordinates and subordinates owe each other is assymetrical. (Individuals are not allowed to give deference to themselves). The appreciation implies regard for the recipient, and tends to be honorific and politely toned. Deference can take the form of avoidance rituals and presentational rituals. The actor keeps distance from the recipient. Between status equals interaction is guided by symmetrical familiarity. Between superordinate and subordinate the superordinate has the right to exercise certain familiarities that the subordinate is not allowed to reciprocate. The distance an actor keeps out of deference to others declines when she/he rises in status, but the self-protective ones increase. In the presentational ritual, the person makes recipients aware of how she/he regards them. This can be done in several forms including salutations, invitations, compliments and services. (Interaction Ritual, pp. 56-76)

Demeanor is that element of the person's ceremonial behavior - deportment, dress, bearing - which express to others that he is a person of desirable or undesirable qualities. (p. 47) Through demeanor, the person creates an

image of herself/himself that is interpreted by others from the way she/he handles herself/himself in social interactions. Demeanor and deference are related in the sense that giving or withholding deference is an expression of being a well or badly demeaned person. (pp. 77-81)

Chapter six in The Presentation of Self in Everyday Life discusses "The Art of Impression Management". The central idea is that a position is a pattern of appropriate conduct that must be enacted and portrayed and hence realized. To prevent embarrassing incidents all participants in the interaction should possess and express certain attributes:

Defensive Attributes and Practices:

1. Loyalty - do not betray secrets of the team whether from self-interest, principle or lack of discretion.
2. Discipline - show involvement in activity but keep from being too immersed in it. Cover up on spur of moment for inappropriate behavior on part of teammates. Have self control, suppress spontaneous feelings in order to give the appearance of sticking to the expressive status quo established by the team's performance.
3. Circumspection - prepare for contingencies and exploit opportunities; settle on an agenda before an event or rehearse the routine or outline before hand the response.

Protective Practices:

1. Once outsider has been admitted, audience tact is employed - pretend not "to see" a slip or accept excuse offered.

Tact regarding Tact:

1. The performer must be sensitive to hints and ready to take them. The audience uses hints to warn the performer his show is unacceptable and that he should modify it quickly if the situation is to be saved.
2. Any facts represented by performer must be done so in accordance with the etiquette for misrepresentation (must leave self open, must retain shadow of jest in voice so as to disavow seriousness if caught.

(pp. 212-249)

It is important for the observer to remember that sometimes those observed employ means of influencing the way in which the observer treats them. They sometimes devote efforts to creating desired impressions.

Cicourel notes that Goffman's assumption about the conditions of social encounters are prematurely coded - interpreted by the observer without accounting for how the actor acquires infomation. Cicourel warns that it is necessary for the researcher-observer to distinguish between various events and objects and how they are known to the actor. (Sudnow, p. 255) The observer cannot presume that her/his experiences are identical to the actors, yet the actors assume their experiences roughly identical for all practical purposes. (p. 253)

The Status of Women in Higher Education Administration

Studies about women in administration and management in two and four year colleges in the last decade reveal a large degree of underrepresentation when compared to the number of men as well as the number of women prepared for such positions.

First of all, the larger issue is the underrepresentation of women in educational administration in general. According to Dr. Clark Kerr who chaired the 1974 Carnegie Commission of Opportunities for Women in Higher Education, at each level of advancement within the educational system in the United States, the percentage of women participants declines. Statistics from a study by Fishel and Pottker (1975) revealed that:

> Although two-thirds of American teachers are women, only 14% of school principals are female. While only 16% of elementary school teachers are males, men assume 80% of the principalships...

The disparity has been more obvious at the secondary level:

> In secondary schools, where women comprise half of the teachers, men constitute 97% of junior high principals and 99% of senior high principals. Women constitute only 12.5% of all assistant principals. Women comprise 31% of the assistant principals in elementary schools, 8% in junior high schools and 6% in senior high schools. (Fishel and Pottker, 1975)

Looking more specifically at women in higher educational administration, Mattes and Watkins (1973) studied the participation of men and women with respect to proportion, professional preparation, background experiences, current responsibilities and orientation toward social interaction.

They used 312 schools of education across the United States for a total of 31 women and 32 men administrators. Their conclusions point to two dimensions of the problem: the representation of women in administrative positions is significantly disproportionate when compared to men and is misleading when considered by type of position. They reported:

> Women were employed in only 8% of the total positions. They comprised 5% of deans and only 4% department heads. 23% were classified as others (primarily staff positions). 4% chair departments...40% of the women are the 'others' which only 10% of the men are. (1972, p. 132)

Mattes and Watkins also found that 13% of the women called Assistant to the Dean had secretarial backgrounds and were performing clerical tasks. Their positions seemed to be responses to external pressures regarding the status of women and minority groups. Data from the National Center for Education Statistics (Grant and Eiden, 1981, p. 109) support these findings. The report identifies the number and average salaries of selected administrative positions in public and private colleges and universities for 1976-77. (See Table 2) As shown in the Table, the number of men far exceeds that of women. Salaries for men range from 2.7% to 35% higher. Women are underrepresented as Presidents, Chief Officers and Deans. The highest percentage of women in a single position is as chief librarian, a traditional role.

The trend is for women to be traditionally assigned to positions in service careers. The U.S. Department of Labor reports that between 1971 and 1980, the number of women

employed in predominately male jobs has only increased by 3.8% (Figure 1). This can be illustrated by a summary of statistics by the National Center for Educational Statistics. (1981, p. 109) They report that in higher education, few to no women serve as Directors of Physical Plant, (.8% are women), Directors of Athletics or as coaches for football teams. Most serve as Directors of Student Counseling (19.5%) and Directors of Student Placement (21.5%). Yet, in overall employment in the United States, the increase of women in the more traditional areas accounted for more than half the total rise in female employment between 1971 and 1980. Many of these were rapidly growing jobs in clerical, service, and technical areas.

Trends among the two year colleges have been following patterns similar to those in elementary and secondary schools and those in four year colleges and universities. Two-year colleges have been obviously male-dominated.

In her study of two year college presidents, Alice Thurston (1973) examined the Junior College Directory and discovered the following data based on the names of presidents listed:

5 women presidents of community colleges

23 women presidents of Catholic two-year colleges

9 women presidents of independent, not-for-profit junior colleges

1 woman president of a Baptist two year college

TABLE 2

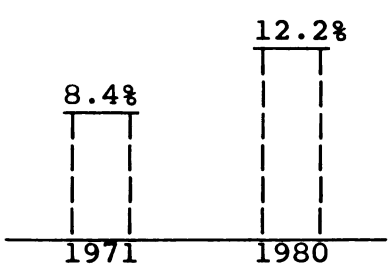
NUMBER AND AVERAGE SALARIES
OF SELECTED ADMINISTRATORS IN
HIGHER ED. 1976-77*

Position	Adm. Staff Public	Average Salary	Adm. Staff Private	Average Salary
Pres/Chancellor	100	$36,946	100	$32,801
Men	98.7	36,959	94.4	32,907
Women	1.3	35,977	5.6	31,019
Chief Academ Off.	100	30,156	100	24,556
Men	95.6	30,127	89.3	24,874
Women	4.4	30,774	10.7	21,898
Chief Bus. Off.	100	26,896	100	22,690
Men	96.4	27,173	91.1	23,427
Women	3.6	19,510	8.9	15,185
Chief Librarian	100	22,043	100	15,788
Men	64.7	23,684	54.5	17,753
Women	35.4	19,030	45.5	13,436
Chief Stud. Life Off.	100	20,545	100	18,790
Men	90.1	25,893	78.9	19,211
Women	9.9	24,158	21.1	17,221
Dean of Men	100	22,158	100	15,438
Men	100	22,158	99.6	15,471
Women	0.0	--	.4	Not avail
Dean of Women	100	18,965	100	13,191
Men	--	--	--	--
Women	100	18,965	100	13,191
Dean/Arts & Sci.	100	32,694	100	16,689
Men	91.6	33,055	78.7	17,365
Women	8.4	28,286	21.3	14,194

*(As published in 1981 by the National Center for Education Statistics) More women are in lower level positions and receive lower salaries than men.

Figure 1

Women employed in predominately male jobs as a percent of all females employed between 1971-1980



Of the thirty-eight women presidents in community and junior colleges, she reported 14% at private junior colleges and one-half of 1% at public two year colleges. (p. 118)

Another study by Loomis and Wild (1979) examined employment patterns in community colleges using five different colleges located in each of a randomly selected sample of five different states and the twelve community colleges in Arizona. Their conclusion was that women were decidely not top level administrators. Their findings for the five states are summarized as follows:

1. There were no female presidents.
2. There were eight female directors - two in Illinois, two in Maryland and four in Texas.
3. All the colleges employed female deans with California, Florida and Texas having six each: Maryland 2 and Illinois 3.
4. There were 39 chairpersons with colleges in Florida and Texas having the highest - 15 and 12, respectively. None were in Illinois.
5. Chairpersons were in traditional female disciplines such as nursing and home economics.

Further indication of the degree of the disparity between the frequency of women and men administrators is evidenced in studies made of employment opportunities for women and Black educators in Alabama Technical, Community, and Junior Colleges. The study made in 1981 by the ACLU Vocational Educational Monitoring Project for the Civil Liberties Union of Alabama revealed these findings:

1. Women and Blacks have limited opportunities for moving into positions of leadership in Alabama education at either the state level, or locally in the many public post-secondary schools offering vocational courses.
2. Both Blacks and women are underutilized in administrative positions. Women dominate the clerical staff while the faculty participation is in direct proportion to the number of traditionally female courses being taught.

It is also interesting to note that in the Alabama technical two year colleges, women are 90% of the clerical workers while men are 92% of the administrators. Only seven women are administrators. The pattern of employment remains the same for Alabama Junior and Community Colleges. Men hold 78% of administrative jobs. There is one woman serving as the president of a junior college; there are two as deans, and three as business manager/treasurer.

There is consistency among researchers' findings pointing to the low incidence of women administrators in education at all levels. There is also a large degree of consistency among findings about the barriers women confront when seeking administrative positions and about the inequities they experience after securing the positions.

Weber, Feldman and Poling (1981) suggest three factors that contribute to the disproportionate distribution:

1. Personal and Social Roles
2. Personal and family constraints

3. Discriminatory patterns in training, hiring and promotion.

They also identify six premises about the personal and social roles:

1. Society has conditioned men and women to believe women are not as capable of holding leadership positions as men.
2. Traits consistent with the adult male role are commonly accepted characteristics of people in leadership positions.
3. For women to assume traditional male roles, they may have to project traits commonly associated with being male.
4. Women who have moved into administrative positions are deviant from the female norm.
5. Some sex-role stereotypes are perpetuated by women themselves.
6. Women socialized to internalize traits perceive to be incompatible with leadership roles, may provide the most critical barrier to other women who might aspire to positions in education administration. Women perceiving women as less competent can offer little support for other women to gain access to administrative position. (p. 320)

Practically all the literature reviewed for this study lends support or illustrates these premises. Davis and Rodes (1980) cite prejudice against women and personal obligations but also found deficiencies in experience and

training opportunities; lack of job opportunities and too few candidates to be major obstacles. Krchniak (1978), Gross and Trash (1976), and Amend (1982) found more female administrators are unmarried than men; and among those who are married, few have children.

Accompanying the stereotypes have been inequities in hiring and promotion and salaries. Lesser (1978) reported that most of the increase in the number of women administrators has been in personnel support positions rather than in positions of decision-making and control. Lesser saw the buddy system as part of the problem where men refer associates to jobs. Taylor (1973), Coursen (1975), Howard (1975), and Krchniak (1978) all support this idea. Schmuck (1975) showed that sex stereotypes have been integrated into the hiring of women. Krchniak also found that sex is the only significant factor having any significant relationship to the hiring process. Age, length of experience, etc. had no relationship. As recently as 1982, Amend found that the 131 women presidents of higher education institutions who were surveyed received lesser salaries than the 131 men with no relationship to length of time in the position.

The Managerial Traits and Behaviors of Women Administrators

Some consideration in the literature has been given to the manner in which women function as administrators. Cox (1981) has found that for women in middle and upper level positions in higher education and corporate business occupational background and level of management have

significantly affected the leadership styles. Women in corporate business indicated more emphasis on production, while those in upper management in higher education showed more persuasiveness, predictive accuracy and initiation of structure in their leadership styles. However, studies in this area in education have been limited.

Traits and styles of women in management in business and industry have been revealed in The Managerial Woman by Hennig and Jardim (1976). Even though the subjects of their study were not educators, the findings were used as models for observations in this study.

Hennig and Jardim in a series of in-depth interviews explored the perceptions and behaviors reported by sixty-three women managers. Twenty-five had excelled to upper levels of responsibility; the rest were at middle levels. The researchers discovered that those women who remained at the middle levels had internalized and adopted the qualities more widely regarded as masculine - qualities much sought after in business executives and administrators of non-profit organizations. These include the drive to achieve, an orientation to task, desire to be respected for one's abilities, enjoyment of competition and a capacity to take risk. They saw themselves as cold and domineering. They sought to fit the stereotype of women managers - aggressive, cold and domineering.

In contrast, the women who rose to higher levels allowed their own styles to evolve. They accepted themselves as achievement and success oriented; they saw the obligation to

take on women as subordinates, they delegated work to others; they persuaded rather than dominated subordinates; they placed emphasis on both human and technical skills; they were comfortable with being feminine.

Another question is whether women carry over into their professional roles, the feminine characteristics they have internalized through their socialization. Accompanying this issue is the question whether there are differences between the administrative styles of men and women. Studies in this area also have been limited. Segal (1980) sampled 40 professional women in Los Angeles using the Bem Sex Role Inventory (BSRI), a researcher designed questionnaire, and an interview to determine what the women perceived to be appropriate behavior in their work environment. She was especially interested in seeing whether the women adapted behaviors considered to be more masculine. Seventy percent scored on the masculine range on the BSRI. The personality components accompanied the masculine score (conformity, need for status, competition, persuasion). She found that most of the women have opted for learning the roles common to the predominantly male work environments. A second study used data collected from a survey of men and women presidents of post secondary institutions. In the study, Amend found that there appears to be little difference in how both handle presidential functions in their perceptions of selected institutional concerns and in communication styles.

In The Managerial Woman, Hennig and Jardim also cited different patterns of managerial behaviors between men and

women. These were derived from questionnaires administered to more than one thousand male and more than three thousand female managers who attended seminars taught by the researchers. Among patterns characteristic of women are: a tendency to emphasize individual self-improvement as the critical factor for advancement and a tendency to ignore the impact of the organizational environment. None of the women talked about needing to know the political system or the need for visibility. The men visualized the need for recognition and related their jobs to upward progression. The women also tended to separate personal goals from career goals seeing their personal lives as quite separate from their careers. The men made no such distinction. Women tended to define their strategies as process: planning, finding the best way and the best possible method. The men defined theirs as winning, as achieving a goal or reaching an objective. Another pattern was in the view of risk. Men saw risk as gain or loss, danger or opportunity. The women saw risk as negative-loss, danger, injury, ruin, hurt. A final pattern they report is that as subordinates, men adapt their roles to their bosses' expectations of them; women base theirs on their own concept of themselves.

While this study did not focus on the differences in style between men and women managers, such distinctions were useful for characterizing the styles the three deans have employed.

The Motivation and Success Factors of Women Administrators in Higher Education

The majority of the studies about the status of women in higher educational administration have reinforced the sparse distribution and have repeatedly emphasized similar barriers and social causes. Among the most recent research, however, are studies that turn attention to other themes: motivation for women to pursue positions of educational leadership, career patterns of those who attain such positions, and personal characteristics and professional traits of those who apparently have overcome traditional barriers. The subjects of these studies are at a variety of administrative levels.

In spite of the barriers, some are still motivated to aspire to positions of leadership. What motivates them?

In her study of career paths and motivation of women in higher educational administration in North Carolina, Ironside (1982) found that the commonality in the subjects' perceptions include the recognition of the importance of continuous work lives, accepting invitations for responsibility and service, and having visions of success which shape motivation and opportunity and help in making choices that make chances possible.

What Has Contributed to Their Success?

Davis and Rodes (1980), through surveys and structured interviews have identified the strengths, skills, and other factors that women administrators of public secondary schools in three west coast states perceive to have impact

on promotion. The traits they reported were integrity, ability to organize and follow through on tasks, willingness to take independent action, and communication skills. They viewed as aids to promotion: education, experiences and training, competence, affirmative action, leadership ability, mentors, and the growing acceptance of women.

Mulder (1983) suggests specific environmental factors that enhance the success of women administrators in education. The findings of her study point to settings where more women are in leadership roles, in environments where they have access to information and in situations where they exercise a modicum of control. She also notes, however, that they still experience the dilemma of being outsiders in organizations dominated by males.

There is still evidence that many of the women administrators in male dominated settings in education are not finding their environments supportive. Proceedings from the most recent annual conference of the National Association for Women Deans, Administrators, and Counselors revealed that women administrators still experience isolation, stress and lack of power inspite of affirmative action. As reported by Suzanne Perry in the March 30, 1983 edition of The Chronicle of Higher Education:

> M. Jean Stokes, Director of Professional Development at the University of Delaware, discussed some of the problems experienced by female college administrators as reflected in her recent survey of women with administrative positions in Florida State Universities. More than 86% of the 168 women who responded said they occasionally or often had to work twice as hard as

> men to get recognition, while 89% complained that they had less access to power than men.
>
> More than half of the women also said they occasionally or often were ignored during important discussions, were treated as 'mother figures' or sex objects, had difficulty establishing their credibility, and had less influence over decisions than men. (p. 27)

Stokes concluded that "if women are having difficulties in managerial roles, it is because their organizations are not supportive..." (cited by Perry, 1983)

There is evidence that some women who are beginning to feel more positive about the support they are receiving, are gaining their boasts from men. Most of the 342 full-time California Public School women administrators in Pacheco's study (1982) viewed the formal and informal organizational structure as posing serious obstacles to their advancement, yet they were also encouraged to advance by their superordinates. In the meantime, women administrators from New Jersey, interviewed by Rowen (1981) did not report much difficulty in securing present positions. They would have preferred more women as role models, but found male colleagues loyal supporters in their institutions. They also verbally expressed their own confidence, competence and successful performance as academic administrators.

Summary

The theoretical perspectives used in this study for identifying and interpreting the behaviors of the key informants and their staffs are based on concepts of social interaction.

As organizations, colleges are social settings in which members communicate verbally and non-verbally for the purpose of achieving organizational and personal goals. The type of information transmitted depends upon the meanings the individual's give to their situation, the roles - positions - the individuals have in the organization and the expectations of persons in those positions. The information characteristically is transmitted through two channels - the formal which has been deliberately established and the informal which develops around social relationships and friendships.

Studies during the past decade have revealed a large degree of imbalance for women administrators in higher education in several areas. The tradition, according to the literature, is that women are underrepresented, face barriers primarily stemming from sex-typing, are found in more supportive roles, and face inequities in hiring, promotion and salaries. As a part of this tradition, those who manage to overcome the barriers have adjusted to the male work environment by adapting behaviors common to that environment. (Hennig, Jardim, 1976) Studies have shown that their advancement has sometimes depended upon support from male colleagues as mentors rather than from the self determining force of qualification and experience. (Rowen, 1981, Pacheco, 1982)

There is still evidence, however, that many women are not finding their work environment supportive. (Perry citing Stokes, 1983)

CHAPTER FOUR

THE SETTING

Introduction

Three colleges formed the sites for this study. Each can be distinguished from the other by its own set of characteristics in intent, geography and demography. In spite of differences in such characteristics, the three settings have strikingly similar traditions and values. To understand the significance of the roles of each of the three deans, it is necessary for the reader to have an awareness of the milieu - the traditions and values - in which the deans experience their day-to-day encounters. This chapter provides the background for that awareness. The mission, physical characteristics and demographics unique to each college are identified. The significant values which seem to be characteristic of the three colleges are described. Their impact on the roles of the three deans is also cited.

Baxter State College*

Twenty years ago, in 1963, Baxter State College opened its doors to two-hundred twenty-six students in its only

*Pseudonyms are used for names of colleges.

completed building. Today, enrollment exceeds six-thousand students who utilize the facilities of seventeen major buildings. In the course of two decades, as a four year publicly supported institution, the college has experienced several stages of growth and reorganization.

In recalling the college's history, the November 17, 1983 issue of the student-run newspaper cited the first reorganization:

> The original course of study... was quite rigid and allowed very little choice of classes to the student... not many students found it appealing. (pp. 1-2)

The result of the dissatisfaction was a "very high drop-out rate". (p. 2) The 1966 reorganization eliminated many of the requirements students found most objectionable. New programs were made available:

> These included Business Administration, Physical Education, Medical Technology, and an engineering program in cooperation with the University of Michigan. (p. 2)

By the 1970's, Baxter State had incorporated several educational units as alternative colleges to the traditional College of Arts and Science. In the alternative colleges, students could select programs ranging from those that were purely experential to those focusing on practical application. Course grades were awarded on a pass-fail basis. Program content was by contract method where students who were not in the College of Arts and Sciences selected courses according to their personal and individual professional goals. Instructional intervals were divided into ten-week terms.

Ten years later, a third reorganization was initiated, eliminating the alternative colleges and returning to a traditional mode with a College of Arts and Sciences. Currently, there are four academic divisions: Arts and Humanities, Science and Mathematics, Business, and Social Sciences. Applicants should have a minimum of C+ (2.5) average in their college preparatory course work. For graduation each candidate has to demonstrate proficiency in mathematics and in English composition. (Catalog pp. 42, 72) The academic year consists of two fifteen week semesters and a 13 week Summer Session.

The role and mission statement was revised in August, 1983 to reflect the most recent reorganization. In reference to the college's academic function, the statement asserts the following expectation of students:

> ...All students are required to complete the general education program which embodies the institution's goals of developing critical thinking, self expression and learning skills and acquainting students with the tradition of humane values and the heritage, problems and prospects of their own and other cultures. (p. 45 Report to Board of Control)

Research and public service are the two additional functions.

The institution prides itself on being a teaching institution "dedicated to providing the highest level of quality instruction possible." (Catalog, p. 26) At the same time, it emphasizes as strongly the quality of student life. Students can prepare themselves academically from a selection varying from one-hundred academic and career preparation programs to forty-four student clubs and

organizations, as well as extramural sport clubs. Special support services are also available for minority students, international students and handicappers.

Baxter State services a tri-county region. The majority of the students in that region commute to campus. More than one-tenth reside in dormitories or apartments on the scenic campus of deep wooded ravines and gently rolling open fields spread over more than 800 acres.

Claxton College

Claxton College emphasizes the practical application of student's learning to the work world. The two-year accredited private junior college has a main campus downtown in the metropolitan area near Baxter State and a branch campus in each of two cities nearby. The main campus also serves as the branch for the upper division of a four year college of business.

Claxton has provided more than one-hundred years of service in providing education for students seeking careers in business. In 1924, the college was granted a charter as a degree-granting institution. Approximately fifty years later, it received accreditation by the North Central Association of Colleges and Secondary Schools.

Its mission statement emphasizes the purpose of providing "specialized vocational training and general education for... careers in business and related services." (p. 20)

Claxton College provides a program that embraces students' total collegiate experience. Academic and

vocational guidance and counseling help students identify career objectives and assess their qualifications. Educational training includes a variety of academic experiences, high standards of instruction and educational leadership, and career-related, supervised work experiences through co-operative education and internship. Student services include student employment, housing, personal counseling, financial aid, bookstore services, and parking. Student activities include co-curricular organizations, extra-curricular organizations and publications. (Catalog p. 21)

During his 1983 state of the college address to the faculty and staff, the President of Claxton pointed out that the main campus covers over three acres with eleven buildings and "no frills: swimming pools, gymnasium, sports courts/fields." There are 100 adjunct faculty, twenty-seven off-campus centers (excluding branches). All are indications of the college's history of growth.

Belmar College

Belmar has a history of fifty-five years of educating students for careers in the visual arts. A four-year private college, Belmar offers students a choice of nine majors with studio background to reinforce fundamental skills. Students also matriculate in an academic program including the sciences and humanities.

Founded in 1928, the college has "encouraged self-expression but also the sort of self-mastery that can only be learned by hard work and experience." (Catalog,

p.4) Over 90% of the graduates are employed in their field within one year of graduation, according to the college's catalog.

Currently, Belmar's more than seven-hundred students represent an upward trend in enrollment. As pointed out by the Registrar in Spring, 1983:

> ...This upward trend at Belmar runs against the national experience. During the Fall 1982 semester, national statistics showed an overall decrease in private college attendance of one percent. The Belmar increase for the same period was 14 percent. (Newsletter, Spring, 1983, p.3)

At the same time the Director of Student Services noted that "applications for Fall, 1983 were 20 percent ahead of returns for 1982. (Newsletter, p. 3)

The college is currently located on two campuses. The main campus is described in the catalog as:

> ...situated in a residential area overlooking a wooded ravine... Classrooms, studios and laboratories are located in two modern buildings, and faculty offices are situated in two temporary office structures. (p. 5)

Two instructional departments and classrooms are located in the hub of cultural activity of the city in proximity to local museums, the site of the annual festival, another college, the library and a theater.

Students concentrate their studies into two semesters of fifteen weeks and/or a fifteen week summer session. Classes are offered throughout the day and evening. Students can earn a Bachelor of Fine Arts Degree, normally completed in four years or an Associate of Fine Arts within three years.

The Colleges and Their Values

Involvement

"Welcome!" "Welcome Back!" "New beginning..." "We're looking forward to seeing you..." "We're glad you are here..." "Are you ready for good times!" Such salutations greeting students on brochures and letters punctuate the promise of a new academic year on the college campus. The atmosphere of anticipation abounds as freshmen and new students look forward to campus life at Baxter, Claxton or Belmar.

It begins with Orientation - the annual event signalling students that the time has arrived for the transition to the world of academe - classes, examinations, and research papers and the attendant hours of study in the dorms, the library, the commons, or any quiet place that becomes available during the course of a day, or evening, or in the very early hours of the morning.

The length of time and the content of Orientation vary among the campuses, but the purpose is the same - to initiate new students into the college environment by giving them an overview of what to expect, a chance to select classes with the help of an academic adviser, the chance to become acquainted with each other, and the chance to become familiar with the campus through optional guided tours.

Orientation also brings large groups of students into visual contact with the President and other key administrators including the Dean of Students and the Dean

of Academic Affairs. At Baxter State, students were greeted by the President:

> The President spoke, reflecting upon differences between how freshmen were treated in 1949 as he entered college and how they are treated in 1983. (p. 7)*

His speech revealed for students some of the earlier traditions - rites of passage for freshmen:

> In 1949:
> -upperclassmen ruled
> -freshmen wore small caps - beanies - with a large F appliqued on them for a period of two weeks.
> -freshmen also wore their names on a placard
> -they were in trouble with or without the beanie or placard
> -freshmen were servants of upperclassmen who would have freshmen polish shoes or carry books for them. (pp. 7-8)

He identified advantages of the tradition but stressed the importance of the sense of belonging that came during the first days on campus.

The tone of his message was compassionate. He expressed concern about their adapting to the college environment:

> If you attempt to try to belong to this place, you will find it a much more rewarding experience. (p. 8)
>
> ...We hope we will be able to assist you in finding your way. (p. 8)
>
> ...You will be making new friends, meeting new people, entering relationships you haven't been in before, breaking relationships, and so forth. (p. 9)
>
> ...We hope what happens here will help you grow in wisdom and in stature as decent human beings and intelligent human beings. (p. 9)

*Unless noted otherwise, numbers in ()'s indicate the page cited in the researcher's fieldnotes.

The Provost spoke more pointedly about academics:

> This two day combination of activities will give us the opportunity to present what college is like... We think academic life is the most important part of your being here... Our faculty is highly qualified through academic degree, academic preparation from colleges across the country and academic experience in the classroom. You ought to get to know the faculty. (pp. 10, 11)

The President at Belmar welcomed students to that campus by reminding them of the rich tradition they would become a part of, especially as they join the ranks of professionals already in their chosen careers. (p. 12)

At Claxton, the President welcomed students, giving them information about the college. Highlights of his message are as follows:

> -There are more than 4,000 students on all the campuses.
> -Instructors have had experience in business and industry.
> -The academic space on the main campus is being doubled by current construction.
> -The average student placement rate is 95%. (p. 31)

He also assured them that the staff would be happy to answer any questions for them.

Orientation is also for parents. They, too, are told what to expect, especially from their sons and daughters. At Claxton there are information sessions for parents while their sons and daughters are being tested for placement. At Baxter similar sessions are also arranged.

During this time, parents are given information about academic programs, financial aid, housing and health services, career planning and counseling, and student

activities. Tours are also provided to familiarize them with the campus.

The Deans of Students at Baxter and Claxton and the Dean of Academic Affairs at Belmar do not plan orientation; arrangements are made through the Admissions Office. Neither Deans King, Clayton nor Dean Wesley is in charge of admissions. In the meantime, each made a presentation during orientation sessions for parents and for students.

For student sessions, Dr. King at Baxter narrated a slide show depicting activities in which students can participate during the year. The show also includes campus scenes that are traditional meeting places for students during the year. At Claxton, Dr. Clayton introduced the president of a student organization who pointed out the variety of activities in which students can be involved. Dr. Clayton concluded the presentation by highlighting other options offered through membership in co-curricular and extra-curricular clubs. At Belmar, Dean Wesley reviewed policies and procedures from the student handbook, stressing the importance of students' being aware of the rules. She introduced the chairpersons of the six instructional departments. Each gave advice to students for enhancing their success in college:

> All encouraged students to ask questions. One pointed out the importance of asking questions of upperclassmen... Another reminded students to keep an open mind... (p. 14)

After orientation, Deans King, Clayton and Wesley have the responsibility of maintaining some communication with

parents. Dr. Clayton mails a letter to parents, empathizing with the adjustments they have to make, especially if it is their first son or daughter to have entered college. The letter is personalized to include the names of the parents in the salutation and the name of the son or daughter in the text. The following is a copy of the letter sent to parents of a son. An identical letter is sent to parents of a daughter:

Dear Mr. and Mrs. Spates:

It is as much of an adjustment for parents when their son leaves for college as it is for a son to pack up and leave. We are happy that Donald is with us. This past week has been full of activities beginning with the President's Welcome, Mixer, President's Reception, Tour of the City, and other events. At the same time, students are standing in line registering for classes, paying fees and making new friends. In addition to all of this, there is the adjustment of living with roommates. It takes time to work out differences and determine who is responsible for household chores. It is a period of great adjustment.

You too are adjusting to a quieter time and looking in on a neat picked up room! It will feel strange at first. It will seem like a relief, but soon you will be waiting for those letters and phone calls.

If there is any way in which I can be of help to either you or Donald, please let me know. Life away from home on a college campus can be difficult as well as exciting and stimulating. When the difficult times crop up, it's good to be able to talk to someone. Do feel free to call me at 798-9599, Ext. 104, and I'll do all I can to help.

Best wishes to you in your new freedom.

Sincerely,

Marian Clayton, Ph.D.
Dean of Students

At Baxter and Belmar, parents are invited to return to campus for a special event - Parent's Weekend at Belmar and Family Day at Baxter.

Dean Wesley sends copies of the following letter:

> In just a few weeks it will be Parent's Weekend at Belmar. It should be a very exciting time for students, parents and all of us who have done the planning.
>
> The students are very hopeful that you will attend at least one of the classes being specially prepared for parents. It will be your chance to become a "student" and solve a typical design problem. You do not need to bring supplies. When you register on Friday, you will be given the materials you will need for the classes and workshops...

This letter is an invitation for parents to attend classes as students, to participate in workshops on admissions, counseling, placement, housing and transportation, financial aid, scholarships, work study and activities of the student council and other student organizations. Parents also meet with the chairperson of major departments of study. The event, a first for Belmar, occurred in mid-November.

In mid-October, parents of students at Baxter are mailed a brochure announcing Family Day - an annual event bringing together families, students, faculty and friends of the college. The focal point of the day is a football game. The day begins at 9 AM and also includes open house at the Residence Halls, campus tours, a jazz band performance, an indoor picnic, a Parents Advisory Board Meeting, a post-game reception, a movie and open facilities for swimming and racquetball.

Orientation and special events for parents are traditional induction ceremonies familiarizing participants with the college setting beyond the classroom. Student involvement in extra-curricular, co-curricular, recreational, and sports activities is strongly stressed. (Less attention, however, is given to sports at Belmar and Claxton where there are no facilities.)

Involvement begins with Welcome Back Week. The attention is on meeting new people, establishing a comfort zone for coping with the nostalgia caused by living away from home for the first time, and finding the resources needed for survival on campus. During the first week at Claxton, students can participate in an all college mixer, complete with pizza, pop and a band; a brunch; a roller skating party; a tour of the city; a recreational outing offering tennis, racquetball, sauna, whirlpool, and exercise; a hot dog roast; open house in resident halls; tours of shopping malls; museum tours; and movies.

Baxter offers movies, picnics with softball, volleyball and cookout; a bust-out dance with a Dee Jay; an ice cream social; open bowling and a day at the beach.

Belmar begins with a afternoon of picnicking for students and faculty with games and fun.

During the remainder of the year students can attend concerts, dances, and movies; they can participate in workshops about such topics as: careers, sexuality, alcohol and drug abuse; they can play football, flag football, cards, volleyball, golf, coed football, inner tube

water polo, soccer, or water basketball; they can swim, ski, go for a hayride; or they can travel to Chicago to shop or see a stage play. Homecoming at Baxter is a annual event including a week of festivities leading up to the crowning of the Homecoming King and Queen, parade, game and dance.

Being involved also means participating in service projects - a blood drive, fund raising for donations to a community project or event. It means developing leadership skills through information presented at workshops about productive meetings, fund raising, group dynamics/ motivation; through membership on committees or as a member or officer of a club, student senate or student council. Students are encouraged to become involved. At Baxter there are scholarships for students who have excelled in leadership. At Claxton officers of student clubs who fulfill their responsibilities receive one credit.

Monies are allocated each year to fund activities and events for the social, cultural and recreational participation of students in addition to their academic and classroom involvement. The intent is to enhance the quality of campus life. The responsibility for planning and arranging the events is primarily that of the respective student services divisions at Baxter and Claxton. At Belmar where the student services division is not as developed, Dean Wesley has assumed responsibility for Parents Weekend - a project she suggested through her own initiative.

Knowledge

Not all attention is given to fun and relaxation, sociability and the development of leadership skills. Emphasis is on learning. In the academic community of the colleges, however, a norm is to determine the success of academic programs by the ratio between time spent after graduation in search of employment and the time it takes to find employment and begin a professional career.

> ...Claxton College educates students for careers in business, provides them with opportunities for social interaction and cultural enrichment, and encourages them to be responsible, contributing members of society. (Catalog, p. 21)
>
> ...Baxter State... stresses not only the skills students will need to adapt to a variety of careers, but also the value of intellectual achievement and personal fulfillment. (Catalog, p.2)
>
> ...In addition to the professional training given at Belmar, students in the degree programs are also exposed to the sciences and humanities... (Catalog, p. 4)

The result is a wholistic approach to educating students preparing themselves for productive citizenship. The colleges are not isolated static settings. Instead they are communicative with the larger social and technological context of their service areas. The mission statement for Claxton, for example, asserts:

> Claxton College anticipates, investigates and responds educationally to the changing needs of business and the business student. Because of technological change, more sophisticated concepts and the demand for better educated and more highly skilled employees, the College continues to revise and expand its courses of study. Up-to-date equipment and facilities create an atmosphere conducive to learning and personal growth. (Catalog, p. 21)

Belmar, too, identifies its adaptive posture:

> Belmar is no newcomer to the field of educating men and women for careers... For over fifty years, Belmar has been developing its curriculum, changing to meet the times and consistently providing its students with the skills and expertise they need to succeed as professionals... (p. 4)

At Baxter, a similar position was stated by the college's President as he addressed the faculty near the beginning of the 1983 Fall Semester:

> ...The role of the institution is not incompatible with technology in the business and industry community...
>
> We must respond to the Governor's Commission to study the quality of the states' higher education institutions... I want us to be ready to tell what we do, why we do it, and how we perceive ourselves in the future. (p. 94)

Such approaches, in turn, are directly related to the roles of Drs. King and Dean Wesley. The practical, relevant and professional orientation to careers is afforded to students prior to their graduation through internships and cooperative education. At Baxter, students are assigned to work in business, industry and social agencies through the placement office. The Director of Placement is a member of Dr. King's staff. Dean Wesley is responsible for administering the Cooperative Education and Internship programs at Belmar. Students are assigned to work in business and industry in the local community.

Adaptation

Along with being involved, students are expected to cope with the rigors of attending college. The availability of a whirlwind of activity as a resource for student contentment

and comfort does not guarantee or eliminate the fact that students will adjust to college without difficulty. Counseling and guidance services are available. As Dr. Clayton remarked to students during an orientation session:

> Students eager to learn will have some problems. So there is a Drop-In Center with several trained counselors. (p. 33)

At Claxton, counseling through the Drop-In Center provides a process through which students can discuss with a counselor any of their concerns and seek a greater understanding of themselves, their world and their personal development. The counseling staff is trained to assist with a variety of problems: social, stress, testing, conflict, sexuality, educational, relationships, substance abuse, and grief. Workshops are offered on stress, marriage, self-image, time management, loneliness, shyness, assertiveness, study skills, parenting and terminal illness. (Drop-In Center Brochure)

At Claxton, Dr. Clayton has a staff of part-time counselors and is also a counselor in the Center. At Belmar, there is no counseling center. Students seeking help consult with Dean Wesley.

At Baxter State, Dr. King in addition to her duties as Dean, is also the Director of the counseling center. Three full-time counselors are available to assist students with facing the challenges of social interaction, decision making, personal goals, self-image, and exploring careers and career decision-making.

Sociability

In addition to emphasis given to student involvement, knowledge, adaptation, and growth and size, the colleges also seek to encourage students to behave within the norms. These are communicated through documents such as the catalog and student handbook.

Besides restrictions and privileges or granted by state law, the colleges have codes of behavior to which students are expected to adhere. New students are advised to make themselves aware of the college's rules and regulations. At Claxton, the catalog advises students of attendance requirements, the grading system, class requirements, conditions for academic probation and eligibility for academic honors. The standards of conduct and the right of Due Process are also explained. The catalog at Baxter State and the student handbook at Belmar provide similar information for students on their respective campuses.

Infractions of student codes and grievances are processed by Drs. King, Clayton and Dean Wesley, with the exception of academic dismissal for Drs. King and Clayton. As Deans of Students, they are responsible for discipline relating to non-academic behaviors. All three, however, provide advocacy for students making appeals, even in academic areas.

Growth and Size

Numbers and volume appear to have special significance at the colleges. There is frequent reference to the increase in enrollment and provision of services. Dean

Wesley speaks of Belmar as "bulging at the seams." Dr. Clayton, looking at the audience of students in the opening session, remarked, "my, you are a large group."

Larger numbers of new students are a sign of growth, but the preference is not for all new enrollees. Importance is given to maintaining the number of returning students as well. Retention is a priority at each campus. In his message to the faculty, for example, the President of Baxter cited finding a solution to attrition as one of the objectives for the college:

> Schedules, social life, dorm life, transportation, costs, are factors among those which cause attrition. We must examine in greater depth and make more plans. (p. 94)

At Belmar, Dean Wesley cited her goal to reduce the attrition rate. (p. 84) At Claxton, the President explained to the faculty and staff, in his state of the college address, his desire to reduce the 50% attrition rate of minority students.

Numbers are also used as measures of success of projects and activities. Units that can demonstrate increased utilization without financial deficits are invariably rewarded for their efforts. The counseling staff at Baxter, for example, made the following report at the end of the fall semester to show the increase in services to their clientele:

> Direct counseling services - 332 individuals for a total of 640 sessions. Crisis intervention - up 400%; eating disorders - up 160%; career counseling - up 75% over the same period in 1982. (Midyear Report, 1983, p. 2)

At the end of the report some members of the student staff commented about the increased services having been provided by a small staff of three persons. They also suggested that such documentation be used as justification for their request for another counselor.

At the same meeting, the coordinator of Student Activities reported:

> ...There was extremely good response to and participation in the Homecoming Week events... Attendance for the Air Band Concert was over 1,000; 250 at the dance; 300 at the Spirit Bon Fire; 500 to 600 at the concert. (Minutes, Staff Meeting, 10/24/83, p.1)

At the end of his report, his colleagues applauded him for the improvements he has made in the quality and kind of activities for students during his short tenure. They also commented about the possibility of an increase in funds to be granted to the division because of efforts like his.

In the meantime, at Claxton, counseling services have been added as a component of the college because of the counselor's increased intake in clientele. At their first meeting of the term, Dr. Clayton reminded them that the recognition given to counseling services had been earned by the merit of their industry. She also pointed out the need for their continued documentation of their guidance activities.

At Belmar, Dean Wesley has attributed the growth in enrollment to the "economy, better publicity and better placement after graduation." (p. 8) Nevertheless, her division benefits by gaining additional staff - more

faculty - and greater use of facilities - more use of classrooms and office space in the new building. (p. 15)

With larger enrollments, the colleges also have greater responsibilities for making a wider variety of support programs available.

A corollary theme to growth and expansion is personalization of services. While efforts are made to increase enrollment and lower attrition, it is also important to maintain an atmosphere which communicates that the individual is important. As expressed by the President of Baxter during a luncheon for distinguished scholars:

> We're neither large nor small; not a big university; not 500 or 600. We think of ourselves as a community. We realize each person has thoughts, feelings and frustrations that are not to be ignored, not set aside, not argued with, but accepted and dealt with... This is the kind of institution that should stress academic quality always in the context of caring for each other's feelings, thoughts and aspirations... (p. 90)

Personalization is achieved by several means. Belmar emphasizes the importance of a close student-teacher relationship... The student-teacher ratio is quite low. (p. 4) Claxton has a Drop-In Center. The President of Baxter has open office hours. Attempts are made at various levels within the colleges to make students feel their worth to the institutions.

What is not stated openly is the concept that students are financial assets, vital to the colleges' survival. Increased enrollment and lower attrition are converted into credit hours. Increased credit hours generate increased revenue. Increased revenue can be transformed into an

increase in resources for expansion of services, facilities and equipment.

More students are being constantly sought. The colleges compete for students in much the same manner that businesses compete for their clientele. Newspaper advertisements, television commercials and radio announcements proclaim the virtues of the individual institutions. Baxter features life-like drawings of staff and students in testimonials about advantages of matriculating at that campus. Television commercials show scenes of activity occurring at Claxton. Effective marketing strategies was the topic for the faculty in-service at Belmar.

On each campus there are staff that were hired for augmenting outreach - some indirectly through public relation techniques such as fund raising, designing instructional programs to meet the special needs of business and industry and establishing support programs for target groups - adult learners, minority students, handicappers, etc.

Much of the recruitment effort, however, is expended by the admissions officer. While neither Drs. King, Clayton nor Dean Wesley is responsible for admissions and recruitment, their role in growth and expansion is not minimal. As the President of Claxton remarked during faculty in-service:

> Persisters live in the dorm; feel a part of the institution; are involved in activities; are more familiar with surroundings. (p. 52)

On each campus - Baxter, Claxton, and Belmar - the respective Deans - King, Clayton and Wesley - have a viable role in contributing to the factors vital to retaining students. They are responsible for the college components that design activities to make student life appealing.

Summary

Even though the age, size and basic mission of the three colleges are diverse, among them are strikingly similar values which form the milieu in which the subjects of this study enact their roles.

From their initial contact with the campus after enrollment, students are encouraged to use the services of the institutions as laboratories for developing their academic and social skills. Intense efforts are concentrated on urging students to actively participate in extra curricular and co-curricular clubs, organizations and recreational activities. Attention is also directed toward maintaining a comfort zone for students and parents - both of whom have to adjust to the interruption prompted in their lives by the initiation of a college career for self or son or daughter. Events for parents bring them to campuses so they can become more familiar with the surroundings and the expectations of their sons and daughters.

A wholistic approach to educating students stems from the emphasis on the career as an outcome of completing college programs. The colleges have established support services to enhance students' success in achieving career

goals. Career guidance, placement services and personal guidance and counseling services personnel are employed to assist with career decision-making, opportunities for experential learning in work settings and support through times of problems, personal conflicts or crises.

Very obviously, importance is given to numbers and increase. More students are constantly sought through a variety of marketing techniques. Retention of those already enrolled is a priority. The success of projects and activities is measured in terms of numerical units and percentages of increase. Except for determining costs, the higher the numbers, the greater the significance attached to an event.

What is seldom expressed overtly at either of the institutions, except privately in staff meetings, is the real value implicit in all efforts to attract and maintain students the profit motive. Satisfied students in larger numbers generate revenue that can contribute to the growth and expansion.

In the meantime, it is also obvious that at each campus, the dean who is a subject of this study plays a major role that is vital to maintaining the systems which perpetuate the values. Each is the administrator of a division which seeks to establish the comfort zone that attracts and retains students.

CHAPTER FIVE

THE KEY INFORMANTS

Introduction

Deans Jacquelyn King, Marian Clayton and Pamela Wesley* perform their professional duties at Baxter State College, Claxton College, and Belmar College, respectively. Each also brought into her current work space, her particular biography.

As background for the understanding of the meanings each gives to her situation and for interpreting her role behaviors, the data in this chapter provides an overview of each dean's responsibilities, and a summary of her professional history.

Dr. Jacquelyn King

Dean of Students

Current Responsibilities

On August 1, 1983, the first day of classes at Baxter State, more than 6,000 students were beginning their various academic pursuits for the fall semester. According to the fall edition of the college's Alumni newsletter, nearly 2,300 were new students, including freshmen, transfer and

*Pseudonyms

continuing education students. Although she would not have personal contact with the majority of the students, as Dean of Students, Dr. King had already begun her responsibility of enhancing the quality of life they would experience on campus. In her words, her primary responsibility is administering the "planning of all activities -whatever anyone decides to do for students en masse." (p. 147)

Before the students have arrived, Dr. King and her staff have spent three months prior in such activity as securing contracts with entertainers for performances, preparing dormitories and campus apartments, securing sites for events, developing promotional materials for events and informational publications to facilitate students adjusting to campus-life, and completing all final tasks in preparation of a welcoming and comfortable environment for students.

Once the term has begun, Dr. King has to be accessible to students and their parents as well. Saturday, October 8, 1983 at Baxter State College was filled with open houses, campus tours, faculty art exhibits, jazz band performances, a picnic luncheon, a football game, a post-game reception, a women's volleyball game and the movie, " On Golden Pond". Starting at 9 AM, Dr. Jacquelyn King joined the thousands of students, parents and friends of the college as they experienced "the fun-filled, informative" annual event - Family Day. Attending such events is one of the responsibilities Dr. King has in

fulfilling her role as Dean of Students. Her letter in the brochure sent to parents describing the day, told them:

> President Gorman, Baxter staff, and I will be available from 11 AM to 12 noon at the Parents Advisory Boad Meeting... to answer questions you may have about the environment which the student member of your family has been experiencing at Baxter. This informal discussion is open to all parents, and it might assist you in developing an understanding of the institution from the students perspective. (Family Day Brochure, 1983)

Her presence at events, some during the evenings or on weekends is a part of her responsibility to be available to students, her staff working during those times and any parents attending, providing leadership through answering questions and giving advice about the proceedings of the day.

Her responsibilities also include discipline. As she told a group of parents during the orientation for new students:

> ...disciplining students is part of my job. We try to get students to react positively. If they react positively, some things won't occur. (p. 30)

Span of Control

Dr. King supervises and coordinates the operation of a division with a span of twenty-seven positions filled by twenty-three persons. The division is composed of five units:

1. Student Activities
2. Counseling Services
3. Housing and Health Services
4. Placement Services
5. Special Services (Minority, Foreign and Handicapped Students)

Each of four units is administered by a Director; one, Student Activities, by a coordinator, the most recently hired unit head. Dr. King is also the Director of the Career Planning and Counseling Center. The largest unit is Housing and Health Services with a total of nine positions including the Director's.

Collectively, the unit staffs are referred to as the Student Services Council. Six females and eight males from the council. Their meeting is conducted by the Dean. Unit meetings are conducted by the respective Directors or coordinator. The Directors are also convened for regular meetings by the Dean. The clerical staff forms COT. Its membership of six females is convened by the Dean's administrative assistant. The administrative assistant is the highest secretarial level in the Dean's division.

Position in the Hierarchy

Dr. King reports to the Provost and Vice-President for Academic Affairs. She is one of six Deans at Baxter, and the only female Dean. Of the six, she is one of the two deans in charge of a non-instructional division. She is also the only Dean who has on staff a person who also reports to the Provost and Vice-President for Academic Affairs as the College's Affirmative Action Officer.

Professional History

The 1983 welcome back issue of the Baxter State student newspaper featured an article "Decision-Makers at Baxter State." Included were pictures of the President and seven

administrators that students were advised to know. One of them is Dr. King, Dean of Students.

Dean of Students is the title Dr. King has had since 1980 as a result of a reorganization of staff and services. In the course of her professional history, the position is one of several she has attained during the past nineteen years. Each position has offered her opportunities for:

1. Making accomplishments
2. Confronting obstacles
3. Coping with fears and disillusionment
4. Achieving personal and professional growth.

Accomplishments

Dr. King started her career at the laboratory school at Northern Illinois University, her alma mater. She told the researcher:

> ...I had a paid assignment before receiving my degree. The situation was close to perfect. There were adequate funds for activities. The students had traveled to all parts of the world and could add so much because of their experiences. (p. 58)

The experience was Dr. King's initiation into a profession in which she has not encountered any other close to perfect situations. Instead, her accomplishments as a teacher were achieved in challenging settings.

The Mattson School District in 1966 needed a special education program. Dr. King had found she was interested in teaching children with learning disabilities when she taught the blind or partially sighted for six months after teaching migrants in Malta, Illinois. She was hired by the Mattson

District and during the period between 1966-69. In her words:

> I designed the Special Ed programs for pre-school through upper elementary (grades 4, 5, 6) - including curricula for the learning disabled, visually disabled and mentally retarded. (p. 60)

The second accomplishment she cited was to design the learning resource program during her assignment in 1969 for the Lake County District in Michigan. The students, as she recalls them, were usually the ones that had been kicked out of classes. Many of their learning problems were more related to behavior than lack of ability. The experience was her last one as a teacher.

The third accomplishment was reorganizing a Living Arts Program in Grand Rapids, Michigan. The job marked her transition from teaching. Dr. King had come to the city to work as the Chief Counselor for the program. As she reports:

> The program was falling apart. The staff was not functioning. There were efforts being made to motivate them and improve their performance, but they were in vain. Some staff left after a sensitivity training session. (p. 62)

Her tenure as counselor lasted for two weeks. She told the researcher:

> I became the Director of the program... The program encouraged participants to use the current strengths in their value systems. They were involved in an instructional program, group counseling communication arts and recreation.
>
> The students were called pre-delinquent. They were not academically weak but had non-traditional behaviors. (p. 63)

In February, 1972 Dr. King began her doctoral studies. At the same time, she also became an employee of the State

of Michigan working in vocational rehabilitation. Eight months before completing her doctoral program in 1974, she received a fellowship from the U.S. Office of Education in the Management of Educational Change:

> I was one of 25 selected as fellows; most were males. We were to return to traditional institutions to see how change was taking place and to see how change could be managed there. (p. 66)

During the interim of the next five years she worked as a sub-office Supervisor for Vocational Rehabilitation. The position was superseded by her promotion to Assistant District Office Supervisor. After that she became a state consultant. Her responsibilities included: legislative analysis, staff development and training, setting up procedures to accommodate 504 regulations for handicappers and job-task analysis for job training. (p. 68) She remained a state consultant until 1979.

In 1979, Dr. King went to Baxter State College as Dean of Career Planning and Counseling. She was recommended for the job by one working on the staff at Baxter. She was interviewed, hired, and remained in that position until the reorganization in 1980. During the reorganization, becoming Dean of Students resulted, in part, from her initiative. Recommendations for the reassignment of staff included Dr. King's suggestion for consolidating her position with that of the former Dean of Student Activities to form the Dean of Students. The transformation was made with some internal changes. Admissions and Financial Aid were transferred to the Dean of Academic Services. Dean King was assigned the

responsibility for Housing, Special Services, Student Activities and Career Planning and Counseling.

Obstacles

Subsequent to the near perfect setting of Dr. King's first experience in teaching, she had encountered several barriers which she perceived as both racist and sexist.

The first racist encounter was in 1966 in the Mattson School District. She was hired during a telephone interview. As she explained:

> ...I was hired by phone. Special Ed was new then. There were few certified for special education in the State of Illinois... When I reported to the district, the superintendent's secretary showed me into his office. He pulled down the window shades and asked me if I had noticed a change of scenery as I rode to his office.
>
> I told him I had noticed a change from industrial to more residential.
>
> He said, 'That's not what I meant. In this district we haven't even hired a Black custodian.'
>
> I told him, 'I am not interested in being a custodian.'
>
> He wanted to know whether it would bother me to work with a staff that probably wouldn't even speak to me and whether it would bother me to be the only Black person there.
>
> I let him know that it wouldn't. I worked for the district until 1969.
>
> At first the other teachers didn't speak. I wouldn't stay away from the teacher's lounge because I felt it was mine to use just as it was theirs. I was pleasant. I would smile, speak. It didn't hurt to do that One day, someone asked me if I played cards. I played. That broke the ice. (p. 59)

When her husband left the state to study at a college in Michigan, Dr. King left Mattson to seek employment in Michigan.

> I telephoned school districts within a twenty mile radius of the college and asked to speak to the superintendent. Each time, I would ask about the special education program; I would tell him I had designed a program and that I had to have an offer by February. Of six districts I received two offers. (p. 60)

During her second assignment in Michigan (1970-71), she encountered the next experience with racism. This time she was working in a rural district with students in lower level elementary grades (Kindergarten through third grade):

> During this time, I got my Masters. I wanted a raise. There was a freeze on raises. They were only given with promotions.
>
> There was a principalship. I had my Masters Degree. My thesis was in Purposeful Associative Learning. Qualifications for the principalship were a Master's Degree, special education background and interpersonal skills. (p. 61)

Dr. King met the qualifications but was not hired.

> I applied. I was told that hiring a Black woman wouldn't be considered. It was a farming community where the woman's place was in the home. (p. 61)

She said she was asked "to train a man whose background wasn't as good as mine." Remembering, her anger about the entire situation, Dr. King recalled her expression of that anger:

> I told him that it's only because society supported that kind of discriminatory behavior that a person like him would be allowed to work with students. (p. 62)

She also reflected for a moment, saying:

> People don't make decisions on a rational basis, but on the fact that a person goes to the john and stands to pee. (p. 62)

Sexist attitudes were sometimes obstacles. In her words, "When I interviewed for the job with the state, it

was that old sex stuff." The researcher asked her to explain the phrase, old sex stuff. Dr. King obliged by recalling the conversation with the job interviewer:

> Interviewer: What does your husband do?
> Dr. King: I didn't know there are two jobs available.
> Interviewer: There's one.
> Dr. King: I'm interested in that one.
> Interviewer: How would your husband feel about your traveling with men?
> Dr. King: I'm eighteen and really don't need the permission.
> Interviewer: You're in a doctoral program. What do you want to be? An elementary school principal?
> Dr. King: What do you do? That sounds like a start. (p. 65)

After pausing for a moment she mentioned to the researcher that the interviewer was using the chauvinistic approach. She did not expect to hear from him because she had been honest. Nevertheless, she did receive a response:

> On the next day, he called and offered me the job plus five-hundred dollars more.
>
> I asked for one-thousand more to be compensated for the stress I knew I would have to go through.
>
> He offered twelve-hundred. I accepted. (p. 65)

After agreeing to the $1,200 increase, Dr. King later discovered that the men hired received $1,300 and most of the women received $1,100. She told the researcher, "I was furious." She did not initiate any retaliative action.

There were, however, situations in which she countered against such behaviors. One was to file a grievance after being denied a leave of absence. When she received the fellowship from the United States Office of Education, in

1974 she needed the leave. After the grievance, she was granted the leave and also given access to civil service records.

The records became a data source for her dissertation. The topic was "Perceptions of Managers of Affirmative Action vs. the Reality in Vocational Rehabilitation." Her discovery of the employment status of protected classes prompted her to become more aggressive as she sought promotions. As she reported:

> I found protected classes felt there had been no improvement in their status while males thought women, minorities and handicappers were getting the benefits. I also found that within the agency, with forty-district offices, women were hired at lower levels and didn't progress as fast as males. (p. 66)

Her employment history is an example of the hiring patterns for women:

> Even with the Ph.D. I had to grieve to get a promotion. I would take exams, placing in the top band of the top three each time - sometimes on the top of the list. One job, I learned, had been promised to a White male whom I had trained. (p. 67)

A third grievance was filed in 1979:

> I was a state consultant. I filed a grievance because I wanted the directorship. The job specs were changed to include five years of experience. That's why I filed the grievance. Five years prior to that there had not been any women or minorities in positions for such a promotion. I was told by the acting Superintendent of the State Board of Education that he would not offer me a 17 level job in Vocational Rehabilitation but in state teacher development. (p. 69)

The grievance, then, did not result in Dr. King acquiring the employment level she sought. It did call attention to

hiring procedures. It also led to her seeking a change in employment; she was hired at Baxter State.

She did cite some reactions to her approaches to overcoming obstacles:

> Sometimes others thought I was less feminine for persisting. Some people became very antagonistic and I would respond in-kind. (p. 63)

Her reaction was to become more motivated, working harder when she filed grievances. There were also the "back stabbers." "Those at the top", she indicated, "would respect the quality of my work even though they did not like me."

Fears, Disillusionments and Apprehensions

The various positions Dr. King has filled each brought challenges which she sometimes confronted with uncertainty. She was concerned about the impact her work responsibilities would have on her family life:

> I was concerned about the adequacy of my parenting skills. I wondered whether I put enough time into being a parent. (p. 58)

Dr. King is the mother of two - a daughter who is a freshman in high school and a son who is a high school senior. Her responsibilities at work were counter to her responsibilities as a mother of young children, affecting the amount of time she could be available to them.

She also reported an apprehension of how her success on the job would create competition in her home. Sometimes, her professional responsibilities brought her into conflict with her husband. One incident occurred when she was Director of the Living Arts Program:

> About twelve months after I became Director, more funds were available for strengthening the program. By that time, my husband had become contract administrator for the project. He cut funds to prove his objectivity. I went over his head and had the funds reinstated. He was furious. (p. 63)

The situation eventually prompted her to leave the job. She went to work for the State of Michigan.

Another fear was of losing her job "for standing up for other's rights, but they were my rights as well."

The other was the apprehension about isolation. She reported that as she took more responsible positions, there were fewer women at the same level in her work environment. When she became the Director of the Living Arts Program, Dr. King learned there was another woman who had been hired on the same day for the same job. Dr. King gave her the responsibility for all non-counseling components. (p. 62) They worked together well and became friends. The usual pattern, though, was that there were no women mentors "for positive relationships and mutual support." As Dr. King explained to the researcher:

> In the positions I've held, there hasn't been a higher ranking woman to be a mentor. That's why I tell other women that they have the responsibility to help at least one other woman or at least to surround themselves with at least one woman. (p. 69)

In the meantime, she reported having read a lot about women's issues. The reading increased her sensitivity and assured her that problems she confronted at work were not just her problems but women's problems. As she said it, "Somehow that was not as lonely." (p. 64)

Her singlemost disillusionment has been the lack of a strong support network:

> I have kept thinking, 'who will protect Black women?' I'm still waiting for my singular or a collective response of, 'We will!'

Personal and Professional Growth

Early in her career, Dr. King learned to be flexible:

> ...I went to Malta, Illinois... - a rural area with a student population of a majority of White migrants. As a result, they were frequently coming and going. I often had grades 1 to 6 in the same room. I had to adjust my teaching methods to the needs of the students. That was the best experience because I learned to be flexible. I had to teach what the students needed rather than just what the curriculum required. (p. 58)

The experience caused her to become more adaptive, reacting to the situation as well as the task.

A second change she reported was her transition into more independent behavior. For her the first sign was traveling without her husband:

> In February, 1972, I went to work for the State of Michigan. I was just beginning to work on my Ph.D. I also went to the Bahamas for the first time. I went alone. This was a big departure for me. (p. 64)

She continued to explain that she would never have made the trip alone before her mother died. The researcher asked why she would not have. She commented:

> ...I was very dependent on my mother. It was a matter of total respect. I always asked my mother for advice. (p. 64)

She also sees her position in the family as a factor contributing to the dependency she had:

> I was the youngest in the family. Everybody made decisions for me. (p. 64)

Just as her mother had contributed to her dependency, she also contributed to her becoming more free of others' control:

> Before my mother died, she told me, 'You've got to grow up and make your own decisions and realize that people won't like those decisions. (p. 64)

At this point, Dr. King said she recognized that in her professional life she had been more mature:

> ...I was making decisions. At the more social level, it was the opposite. I decided that if I could do things at work, I could do them in my personal life. (p. 64)

Three years later, Dr. King also made a transition in her professional and personal lives from aggressive to more assertive behaviors. She reported the following incident.

> I had an argument with my supervisor who yelled at me saying I had alienated him. Holding on to the desk, trying to control the quivering corners of my mouth, I yelled back, 'Better I alienate you than myself. You will be done shortly, but I have to live with myself.'
>
> He swore at me.
>
> I swore back.
>
> I decided to take a course in eliminating self-defeating behaviors because I could see how anger makes one lose control, and I didn't want that for myself. (p. 68)

At this point, Dr. King asserts:

> I've come to know and like myself. (p. 64)

She sees the cumulative effect of her experiences as having brought her to the point of self acceptance. Self-acceptance for Dr. King does not mean the termination of the desire for higher levels of achievement. When asked

what her career aspirations are at this point, she indicated that she would like to be a Vice-President or President in Higher Education or an Assistant Superintendent or Superintendent in an urban school district.

Dr. Marian Clayton

Dean of Students

Current Responsibilities

In a special memorandum to students new to Claxton College for the fall term, 1983, Dr. Marian Clayton, Dean of Students, wrote:

> The time has come....
> ....to put the summer experiences in your memory bank and get ready for your adventure at Claxton College. Here is your Student Handbook. With it you'll find the dates and times of registration and activities during a very busy orientation week...

To returning students, she wrote:

> Will you be surprised....
> ....to see what has happened on campus this summer. We've missed you and will be glad to see you... Enjoy the few free days left, for soon you will be returning to the campus scene. We are eagerly awaiting your arrival.

Attached to each copy of the memo was a schedule of orientation and registration information.

The activity of the first week began with Dr. Clayton and her staff on campus on Sunday, September 18, 1983, overseeing the moving in for resident students. She and her staff participated but did not plan the Opening General Session for all new students on the following morning at 9 AM. After that, the rest of the week and the rest of the year would find Dr. Clayton and her staff in the midst of

planning, executing and monitoring all events designed to create a productive cultural and social environment for students at Claxton College.

For Dr. Clayton, the role as Dean of Students means disciplining students, providing counseling services for students, guiding the functions of student clubs and organizations, providing leadership for housing, student activities and the dissemination of information to students.

Dr. Clayton is also an important contact person for parents. Some who become irate about how they perceive their sons or daughters are being treated, telephone Dr. Clayton to vent their anger; others who never attended college themselves consult with her about their uncertainties; still others needing information about college procedures and policies seek clarification through her office.

Staff

In the meantime, Dr. Clayton is the administrator of a staff consisting of:

1. Counselors - 4 part-time plus herself and including the Director of Housing
2. Director of Activities
3. Director of Information
4. Director of Recreational Activities
5. Director of Housing
6. Resident Directors - four, including the Director of Housing and the Director of Activities

The clerical staff consists of one Administrative Assistant and one secretary. (The Administrative Assistant serves as the Dean's secretary with additional duties of preparing agenda for meetings, recording the proceedings of staff meetings, making arrangements for special events as directed by the Dean.) There is a total of six females and five males.

Position in Hierarchy

Dr. Clayton reports to the Vice-President for College Services. The Vice-President has a wide span of control including responsibilities for admissions, financial aid, placement and College Development, Student Services and Public Information. Dr. Clayton is the only Dean in the Division.

A review of the list of Administrators and Staff in the 1984-85 catalog reveals also that Dr. Clayton is the only person on the campus who has a Ph.D.

Professional History

When the researcher arrived for the interview about Dr. Clayton's career path, Dr. Clayton prefaced the interview with two commentaries:

> 1. I have been thinking about my career path because you asked me. I usually spend little time doing so because it has been painful.
>
>   You asked me to think about mentors. I realize these have only been rejectors. (p. 35)

She paused for a few seconds. Then continued speaking:

> 2. I am usually a private person. Because of this, I have not talked too much to others about my career path. (p. 35)

What she did not tell the researcher is that the activity of her professional life continued to create conflict in her personal life. The following account reveals those conflicts and the impact they had on Dr. Clayton's professional achievements.

Professional Activities

Dr. Clayton's college studies began with her enrollment at George Williams College, a Baptist women's college in Chicago. She reported attending classes there and at the University of Chicago with a major in social work. She expresses her satisfaction with her work:

> My work was in the Michael Reese Hospital Area at a settlement house and at playgrounds with children... I felt a strong motivation that if I enjoyed life, I had to show it by helping children in the playgrounds. I enjoyed it. (pp. 37-38)

Her enjoyment was in helping others and seeing them benefit from her help:

> I enjoyed showing the mothers at Michael Reese Hospital how to care for infants. (p. 38)

The desire to help became Dr. Clayton's impetus for changing the direction of her career:

> I decided to be a minister... I could serve all people in a way that social work wouldn't allow. (p. 38)

This goal led her to study at the seminary. She met her husband at the seminary. She received a B.RE. from Hartford Seminary in Christian Education and Social Work. Upon the completion of her studies, she received appointment as a Director of Christian Education at a large church in Connecticut for two years:

> I was pleased with my accomplishments. I opened the church houses for activities twenty-four hours a day to accommodate the persons who worked different shifts. (p. 39)

The next assignment was in a downtown area in a city in Ohio:

> A minister in a downtown area needed an administrative assistant. I accepted the job and enjoyed the activity. I had the chance to work with Judge Alexander, the forerunner of the foster home movement. My social work background helped. (p. 39)

When her husband was called to minister a church in Wisconsin, Dr. Clayton joined him. There was the opportunity to study one summer in a radio/television workshop at the University of Chicago. She attended the workshop, then worked with radio and television in Western Springs. Later to become a Director at a Congregational Church in LaGrange.

The family moved to Michigan. She began writing and publishing. In the meantime, her experience in social work and Christian education provided the background needed to conduct a study of a local Community House. She was asked by the mayor and the Director of the local YMCA to make recommendations for improving the productivity of the center. Because the person expected to direct the activities of the Community House never arrived, Dr. Clayton was asked to coordinate the activities there. She agreed, but the appointment at first was temporary. She reported the following accomplishments while there:

> I started the first day care center... The mayor helped with setting up a cooperative arrangement with the Community Chest (United Way) Agency... I

> left with five paid workers and one-hundred volunteer leaders. (p. 43)

She also added:

> I was really enjoying what I was doing. It was like the Hartford and Chicago experiences woven together. (p. 43)

The Saturday morning unrehearsed children's television show that Dr. Clayton had also implemented became the significant factor in her changing employment site:

> One child who participated was the daughter of the President of Claxton College. The President evidently was pleased with how his daughter was responding to the program.
>
> He came to the Community House and asked me to come talk to a human relations class. I did.
>
> Then I was asked to teach one summer. My response was that I had not been trained to teach. (p. 43)

At this point, Dr. Clayton had not viewed herself as an educator. She did agree to teach a Human Relations Class. Later, she was advised by the President that if she would obtain a Master's Degree, she would be eligible for a deanship. She received a Masters of Arts Degree from Michigan State University in Counseling and Guidance. Later she completed requirements for and received an Ed.S. from Western Michigan University in Administration - Student Personnel and a Ph.D. from the University of Michigan in Administration - Higher Education.

Her additional training has included seminars in Management of Objectives, Development and Fund Raising, Grantsmanship, Decision-Making, Assertive Training, Effective Executive Administration; Journalism through the Famous Writers School; Radio & T.V. Production and Writing

at the University of Chicago; and additional studies at Garret Biblical Institute through Northwestern University Programming.

Dr. Clayton has published the following.

1. Our Greatest Gift
2. Children's Religion
3. Articles in Michigan Advocate, Church Management, Michigan Personnel and Guidance Journal, The Congregationalist, Leadership Attitudes, Visitor, Baby Talk, Journal of Pastoral Care, International Journal of Religious Education and Journal of Religious Education Association of United States and Canada.

In 1981, Dr. Clayton assumed a second profession as an ordained minister. She told the researcher her immediate career goal is to be a Vice-President of a college.

Pain and Rejection

Dr. Clayton's career aspirations were usually in conflict with what other persons thought they should be and were in conflict with what was expected of her as a minister's wife.

During the interview, she recalled two early rejections that have had a major influence on her resolution to achieve as a professional. One was a high school experience:

> When I was in tenth grade, I went to the school's Dean of Girls to express my desire to go to college so I could be like her.
>
> The dean refused to encourage me. She said I was not college material. (p. 36)

Dr. Clayton also pointed out to the researcher that tracking was very strongly adhered to in the high school, so she was not allowed to enroll in the college preparatory program. She did, however, feel strongly motivated to become a Dean of Girls:

> My feelings about the Dean were: If ever I become a Dean, I'll never discourage anyone. I was motivated to the point where I would never judge a student as college material, and I would never be too busy to talk when a student needed to. (p. 36)

She continued:

> The Dean's reaction was a strong force - but painful. I believe I am an effective counselor more because of her reaction than because of what was in the textbooks. (p. 37)

One effect of the behavior of the Dean of Girls was to cause Dr. Clayton to spend additional time studying after graduating from high school, so she could enter college:

> My family suffered during the Depression - going from a fine life to poverty. Going to college was not feasible financially. I wanted to be a Dean of Girls in a high school.
>
> I worked several jobs after high school and took additional high school courses to compensate for the subjects I had missed because I was not in the college prep program. I wanted to go to college. (p. 37)

After she had enrolled in college, Dr. Clayton worked at a resort during the summers. She reported having worked her way through college:

> I used the skills I had learned in shorthand and typing from the commercial program in high school to work in offices. At times I also worked in kitchens. (pp. 37-38)

Rejection from the Dean of Girls, then, led to Dr. Clayton's having a resource for the employment she needed to fulfill her goal to become a Dean.

The second rejection early in her life was from her father:

> In twelfth grade, I auditioned for and became a part of two dance groups - The Rockettes and Jersey Bounce. Both of my parents objected.
>
> My father was strongly puritanical in his approach to life and to rearing his family.
>
> I danced. My father did purchase a ticket to watch a performance. He had not told me that he would. We never discussed his presence afterwards. (p. 36)

She knew that her father had not approved of her behavior. Learning to manage in spite of disapproval was to become a necessary coping strategy for Dr. Clayton for most of her professional life.

The first time was her completion of studies at the seminary:

> Dr. Clayton: When it was time to apply for ordination, I stood in line. The Dean told me I could not be ordained because I was a woman. I remember that, that hurt.
> Researcher: What had the Dean assumed you had intended to be if you had studied at the seminary?
> Dr. Clayton: A good minister's wife or a Director of Christian Education. That's what was expected of women. (p. 38)

Being a good minister's wife did not mean behaving professionally in the manner that Dr. Clayton did. When she went to Ohio with her husband, the Board of Trustees at her husband's church had not given approval for her working downtown as an administrative assistant. As she reported:

> I wasn't there to work with the women's groups, etc. He was fired and accepted a church in Wisconsin. He went to Wisconsin; I stayed on. (p. 40)

Since she had accepted the responsibility for the care of an eleven-year old girl, Dr. Clayton remained in Ohio until

Spring so the girl could finish schooling. There was also time needed to gain the consent of the courts to take the girl out of the state. There was also another motive for Dr. Clayton:

> I could finish my church assignment. ...This would also let my husband's new church know how they would start out with me. (p. 40)

Once, prior to moving to Wisconsin, Dr. Clayton had attempted to perform the role of the "expected minister's wife". She reported, "I felt miserable". In Wisconsin, she attempted to assume a different role:

> While there I organized other ministers' wives into a study group. I worked with the Red Cross as a volunteer. (p. 40)

The tenure of the role was short. Dr. Clayton started working in radio and television and as a director in LaGrange. In the meantime, she and her husband adopted the girl they had custody of and adopted a son. When she went to work, she took her son with her each day. In the meantime, her husband's ministry was terminated:

> I wasn't working in the church. My husband was released. He blamed me. (p. 41)

When they moved to Michigan and she was working at the Community House, her husband was again fired. Dr. Clayton recalled:

> This time, I refused to move. I enjoyed what I was doing. I took a risk - he wanted to relocate; I refused to go. I went to belong to a different church, taking the children with me. (p. 43)

Dr. Clayton was adamant in her refusal to move. Eventually, her husband decided to return to teaching - first in a high school, then at a four year college. He has

also earned a doctorate and currently has a full professorship. As she remarked:

> He now has his own church. ...I am still a member of the church I joined. He has brought together the things he enjoys - the ministry and teaching. (p. 44)

In the meantime, Dr. Clayton's conflict between her professional behavior and her personal life style has also been resolved.

The Isolation

The researcher asked Dr. Clayton whether there had been friends of any kind as supporters - maybe other women she visited at coffee klatches. She commented that there has been a void in this part of her life:

> I used to belong to a bridge club. The women spent time talking about diapers and other such concerns. I seemed to have wanted more than that.
>
> I did work once with other professional women to set up a center for women. I ended up being disappointed and feelng used in a relationship I had expected to be more positive.
>
> Another relationship changed to a mentor/mentee relationship with me as the mentor.
>
> I realize now that I am using my participation in a vocal group to fill the void. (p. 50)

There were no mentors for Dr. Clayton. She recalled that when she and her husband were in Chicago, she met Martha Snyder who was busy writing books and hosting radio shows:

> Dr. Clayton: I watched her receiving credit for what she was doing as a ministers wife instead of receiving criticism. I watched her with children and a home. (p. 41)
> Researcher: Did Mrs. Snyder know that she was an influence?
> Dr. Clayton: I never told her. I just watched. I guess I was afraid of another rejection.

Researcher: When you moved to Michigan, wasn't the mayor who involved you with the Community House a mentor?

Dr. Clayton: I could not talk with him about how I felt. I think of a mentor as one with whom there is two-way communication. I was looking for women. There were none. (p. 45)

Dean Pamela Wesley

Dean of Academic Affairs

Current Responsibilities

The job description for Dean Wesley's role as Dean of Academic Affairs at Belmar College cites her responsibilities as follows.

Dean of Academic Affairs

The Dean is the senior administrative official responsible for the direction of the academic program; is executive head of the faculty and spokesperson for advocating their concerns and interests to the administration. Functions include but are not limited to academic planning, teaching, research, extension courses, academic advising, registration, library resources, coordination of interdepartmental affairs. The Dean reports to the President.

The Dean is assigned to:

Recommend to the President the hiring, reappointment and release of faculty.

Articulate educational policy.

Assign and equip institutional facilities.

Provide for the review and development of curriculum.

Promote faculty development and insure means of evaluating faculty performance.

Oversee auxiliary programs: Evening School, Summer Sessions, Continuing Education, Cooperative Education.

Serve as President's designee to faculty meetings, chair the Dean's Council and in concert with the President appoint appropriate ad hoc faculty committees.

Represent Belmar in matters relating to faculty and curriculum.

Coordinate all academic functions of the institution with the Departmental chairpersons and faculty.

Responsible for assigning faculty to teaching responsibilities to the best utilization of their expertise and welfare of the student body.

Staff

Dean Wesley is directly responsible for the instructional division at Belmar. Her immediate and regular contact is with the five department chairpersons who, as faculty themselves, serve as the liaison between the faculty and the administration. Four of the chairpersons are male.

She also coordinates the organization and activity of faculty committees and the faculty forum. Until December, 1983, she had had responsibility for the Learning Center and Registration. Those have been reassigned to the division of student affairs.

Position in Hierarchy

Dean Wesley is one of four division heads who report directly to the President:

1. Academic Affairs
2. Administrative & Financial Affairs

3. Student Affairs

4. Development

At the beginning of the study, Dean Wesley was the only one of the four with the title of Dean. The rest were referred to as Directors. By the end of the study, all four had been assigned the title of Dean.

Professional History

When the researcher asked Dean Wesley for an appointment for an interview to discuss her career path, Dean Wesley replied:

> Just wait until you hear it. My career path is funny. Sometimes, students come to talk with me about my job. I remember one who came and told me later that when she made her report to the class, they laughed. They usually respond, 'Is that all?' (p. 19)

The "funny" career path Dean Wesley has followed has had few steps that appear to have been in three distinct stages.

Before Parenting

In 1954, Dean Wesley was hired as an art supervisor in a small community in Southeastern Michigan. She had just graduated from college with a Bachelor's Degree of Fine Arts, having majored in art education. The next year was spent in a small community in Western Michigan. During that time, she was an art supervisor for grades four through twelve. Her efforts resulted in the implementation of the school district's art program.

The third year marked an unexpected shift in the direction of her professional activity. There were problems with millage renewal, so the district reorganized its

staff. This meant Dean Wesley could not be reassigned as an art supervisor. She was assigned to teach first grade. As she expressed her reaction to the researcher:

> I had had no training for first grade. I knew I wasn't qualified, so I gave 90 days notice and left. (p. 25)

The termination of her employment was the threshold for the second stage.

Part-Time Professional

For eleven years, Dean Wesley assumed a parent/professional role. Her primary responsibilities were rearing four children - all sons. She established a professional routine as a substitute teacher and tutor. The routine was compatible with her parenting role because it allowed flexibility in her use of time. The tutoring tasks were arranged by the school district. Students were sent to persons like Dean Wesley for help. Students were tested and allowed to pass a class if they successfully completed an exam.

Career at Belmar

Dean Wesley began her tenure at Belmar as an instructor in 1967. She has been the Academic Dean for the past five years. For two years prior, 1976-1978, she was the chairperson of the Foundation Department. The department provides the program of study for the first year.

Her appointment as Dean was not without some complication:

> When I applied for the deanship, I didn't get the position. A male received it. He was hired from outside the college. (p. 25-26)

Even though she did not receive the appointment, she had been involved in the selection process:

> A committee interviewed applicants from inside and decided to conduct an outside search. I chaired the outside search committee. (p. 26)

The former dean left:

> When the Dean left, I became acting dean. No one else submitted names to indicate an interest in the position. (p. 26)

Consequently, Dean Wesley became Dean. As she indicated, "I'm only the second dean at this institution." (p. 19) That role - being the second - has had special significance in the history of the institution. Until the current President the organizational structure was:

President

|

Faculty

|

Staff

|

Students

According to Dean Wesley, the current President was charged by the Board of Trustees to bring the institution to the point of being an accredited professional institution. (p. 26) Dean Wesley has had administrative resonsibility for the instructional process during this time.

The researcher asked Dean Wesley how she learned to be a Dean:

> I went to Dean's School - an intensive seminar sponsored by the American Council on Education (ACE). The seminar lasted for one week... They worked you very hard, morning, noon and night. There were simulations showing you how to participate in negotiations, conduct meetings and how to interact. It was a structured learning situation. (p. 26)

When asked whether she would recommend the training program to aspirants for deanships, Dean Wesley pointed out:

> They no longer have it. It's too bad. Now they have shorter seminars - one for chairpersons and the dean.
>
> I took all the chairpersons once and studied with them. (p. 26)

Dean Wesley was also asked about mentors. She pointed out that there have been none. She has, however, kept contact with the ACE participants she met at Dean's School. When asked about her career aspirations, Dean Wesley did not identify any particular positions she will seek to attain. At this time, she is questioning whether she should start a doctoral program. She has a Master's of Fine Arts Degree, the terminal degree for her professional subject area.

Summary

Dr. King

As Dean of Students, Dr. King has a multi-faceted role. She is leader of a division with a span of twenty-seven positions, disciplinarian for students who infract rules, the advisor to Student Senate, a member of the welcoming force that greets parents and students at major events - some during the evenings and on weekends, and the Director of Counseling - a unit in her division. In the

administrative hierarchy she is one of six Deans and the only female Dean.

During the past nineteen years, Dr. King's professional history has included a series of positions offering her opportunities for making accomplishments, confronting obstacles, coping with fears and disillusionment, and achieving personal and professional growth. She has been a teacher, a counselor, an administrator in the non-profit sector directing a federally funded program, and a supervisor and consultant for a state vocational rehabilitation program.

Confronted with racism and sexism, she has filed several grievances in her efforts to achieve promotions. She has also been denied advancement because of the lack of feasibility for advancing a female in a particular setting.

Personally, and professionally, she has advanced from being dependent and emotionally reactive to being more independent in decision-making and able to practice behaviors which enable her to maintain more effective control in her encounters.

Dr. Clayton

Dr. Clayton aspired early in her life to be a Dean of Girls in a high school. Some years later her dream was somewhat fulfilled. She did not become a Dean of Girls at a high school, but she became Dean of Women, then Dean of Students at Claxton. The interim, was filled with accomplishments but with greater feelings of isolation and rejection.

The wife of a minister, Dr. Clayton was blamed each time her husband was fired from his appointment at a church. She reports the church officer's disapproval of her being professionally employed instead of being the "typical" minister's wife, devoted to playing a secondary role to her husband. Instead, she maintained a non-traditional posture - one she now has at Claxton as the only female Dean and the only member of the staff who has earned a Ph.D.

She teaches an evening class, is disciplinarian for students who infract rules, provides leadership for the division that plans and executes support services for students, is available at special events - some during evenings and on weekends - to welcome students and parents, and directs the counseling services component in her division.

Dean Wesley

Dean Wesley's tenure at Belmar has extended over seventeen years. She was an instructor and department chairperson before assuming her present role.

Unlike Drs. King and Clayton, Dean Wesley diverted from her career path a number of years. When her sons were born, she worked part-time as a tutor and substitute teacher. Her professional history, therefore, has been shorter and without the trauma and stress imposed upon Drs. King and Clayton.

In spite of the differences in the course of their professional histories, each of the three deans perceives

herself having achieved on the basis of her own merit and qualifications. Each reported that she did not have a mentor. Each, however, sees mentor/mentee relationships important for women.

CHAPTER SIX

PRESENTATION OF THE FINDINGS

Introduction

This chapter presents the data describing the role enactment and the role perception of each of the three Deans. The description is in response to the following research questions:

1. WHAT SPECIFIC EVENTS AND BEHAVIORS CHARACTERIZE THE ADMINISTRATOR'S ENACTMENT OF HER ROLE?
2. FROM THE ADMINISTRATOR'S PERSPECTIVE, WHAT ELEMENTS IN THE COLLEGE SETTING EXTERNAL TO HER SPAN OF CONTROL HAVE AN IMPACT ON HER ROLE ENACTMENT?
3. IS THERE EVIDENCE THAT THE ADMINISTRATOR CARRIES OVER INTO THE COLLEGE SETTING THE TRAITS TRADITIONALLY ATTRIBUTED TO FEMALE ADMINISTRATORS? IF SO, WHAT IS THEIR EFFECT?

The reader should understand that the patterns of behavior among the three Deans were similar, but their specific behaviors differed. They did not respond to their respective environments in exactly the same manner and they were not involved in their environments to the same degree. Deans King and Clayton, for example, appear to be more sensitive to stereotypes of female administrators than does

Dean Wesley. Dean King, for example, occasionally is required to attend Board of Control meetings at Baxter to make reports. Dean Wesley attends Board of Trustees meetings at Belmar, but does not make reports. Dean Clayton is not required to attend any of the Board of Trustees meetings at Claxton.

A description is given of the range of variables of each Dean's behaviors and the perceptions of those behaviors as she responded to her experiences. The responses have been coded according to the following activities that Herbert (1981) asserts to be traditionally attributed to managers and administrators:

1. Planning - Establishing objectives; identifying how results will be accomplished.
2. Organizing - Delineating tasks and assigning them to the individuals reponsible.
3. Directing - Being aware of the needs of the group while achieving the goals of the organization.
4. Controlling - Measuring performance; evaluating the attainment of objectives.

Dr. Jacquelyn King

Dean of Students

Planning and Organizing

The planning process Dr. King has implemented for her division at Baxter State is the focal point of both her performance and her interaction with her staff. The format is a performance contract method. It is described in a

document Dr. King prepared for her staff. According to the document, the method identifies primary job responsibilities in terms of three types of objectives:

1. Maintenance - ongoing responsibility that is directly related to the individual's primary job function.
2. Problem Solving - An objective which is intended to resolve an area of concern which impacts on the performance of the individual's primary job function.
3. Innovative - an objective which is currently not a primary job function but is perceived by the staff as a major function. (Document, p.1)

In addition to objectives, other key elements are:

1. The identification of resources needed to facilitate the accomplishment of objectives.
2. A time frame for achieving objectives.
3. Periodic intervals for evaluation.

In the spring of each year, yearly goals and objectives are determined for each unit by the Director and his/her staff. These preliminary goals are discussed at the two day planning retreat for the total Division Staff. The result is a categorized list of objectives which becomes the governing document for that current year. Categories for July, 1983 to July, 1984, for example, are:

1. Professional Development (Staff)
2. Training for Student Leadership and Student Workers
3. Recruiting, Orientation, and Student Workers

4. Student Involvement, Social Education and Personal Development
5. Career Information Assistance for Students
6. Program Evaluation and Self Evaluation (by Unit and Division)
7. Evaluation of Student Needs and Assessment of Student Perception at Baxter State
8. Coordination, Cooperation and Communication with Academic Services, Students, Within Student Services and Programming Activities
9. Discipline, Campus Living, Positive Experiences, and Crisis and Referrals (Listing of Division's Goals and Objectives, 1983-84)

Under each category are listed the specific objectives and the names of units having direct responsibility for achieving the objective. A total of eighty-eight (88) objectives is listed among the nine categories. The researcher asked the Dean how the eighty-eight were determined and whether they are adhered to:

Dean: The institution has set Student Services as a priority for this year. I used that and asked each person what we should be doing.

Researcher: That is quite an ambitious list. How do you prioritize?

Dean: Each person does first by telling me what he/she will do to accomplish the goal.

Researcher: Are you exacting in adherence to goals?

Dean: There is flexibility. Sometimes because of cost, it isn't feasible to strive to accomplish a goal.

Researcher: What do you do if one has to change and make the decision not to strive?

Dean: Then I will review the reasons. Sometimes, too, you have to scan the environment and see what's going on in other institutions and then plan to stay afloat. (pp. 42-44)

In the meantime, the composite list of goals and objectives for the Division constitute Dr. King's Performance Contract with the Provost. At the beginning of the study, when the researcher asked to see a copy of Dr. King's job description, Dr. King replied:

> I do not have a job description, but what I can give you is a copy of the list of goals and objectives I discussed with the Provost at the beginning of the year. (p. 37)

Evaluation

Evaluation is made quarterly, mid-year and annually. The format for evaluation is the Accomplishment Review Process. The process includes:

1. Accomplishment Report by the Individual

   A written statement by the individual describing major accomplishments of the past quarter. When possible, the accomplishments should be identified with the individual's goals.

2. Accomplishment Review (Manager/Individual)

   The individual and the manager discuss the Accomplishment Report to gain full understanding of all factors involved in accomplishments or lack of accomplishments.

3. Commentary by Manager

   A brief written statement which expands on the individual's report giving information helpful in understanding the report and in making decisions which affect the individual in any way.

4. Personnel File

   The completed Accomplishment Report & Commentary becomes a part of the permanent personnel file of the individual. (Document, p. 2)

A significant feature of the process is that it expands vertically. Each supervisee rank orders the accomplishments according to what he/she considers his/her most significant contribution to the success of the college, noting: (1) why it is significant, (2) obstacles overcome to achieve it, and (3) factors that helped/hindered its accomplishment. The supervisee submits the report to the supervisor, then has a meeting for verbally enlarging the report. The supervisor probes as needed to understand the individual's accomplishments and evidence of contributions to teamwork. Coordinators follow through the process by reporting to Directors. Each Director uses the process to report to the Dean. The Dean plays the dual role of supervisor/supervisee because she is also the Director of Counseling.

The objectives for the Accomplishment Review are to:

1. Recognize those who make significant contributions to the success of the organization.
2. Provide feedback and review on the most important result areas and goals.

3. Foster a climate which encourages individuals to make significant contributions to the organization's performance each year.

4. Provide basic data on which personnel decisions can be made (Compensation, Staffing, etc.) (Document, p. 2)

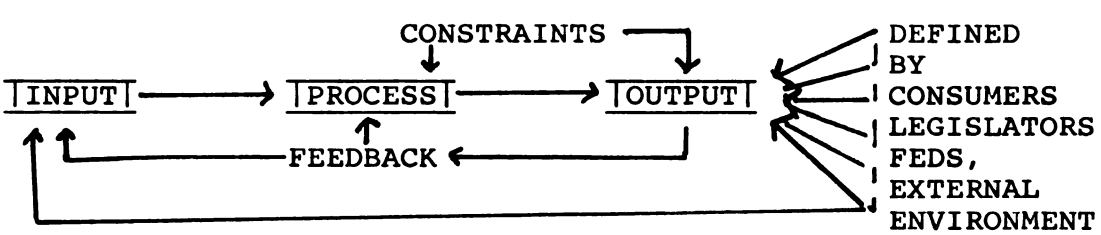
As pointed out by Dr. King:

> I have always used the Accomplishment Review asking what have you done? Now, I'm expanding that to: What have you done in terms of the goals in your performance contract...? Did your performance meet, exceed or fail to make a difference to those of the unit? (7/8, p. 44)

Dr. King developed the planning/evaluation format in 1973 as part of her doctoral program. As she explained to the researcher, the format is a modified version of management by objectives:

> The format is based on the use of goals and objectives. It is different from MBO in that it talks about impact and whether the person's decisions facilitated or retarded progress. (Interview, 9/13, p. 102)

The model for the flow of information during the process is as follows:



(Document, p. 10)

It requires continuous assessment of work behavior in terms of desired outcomes. When the researcher asked Directors how goals and objectives are used during the year,

one indicated, "I use them for the quarterly review." (Interview 10/31, p. 137) Others gave similar responses indicating that the goals and objectives are not ignored. One also explained that when the current Dean instituted the procedure there was some opposition. The reaction now is more positive. He told the researcher:

> The review is helpful. It was not all that popular to begin with. The more I do it, the more I like it. It gives one time to tell the Dean, 'This is what I'm doing...' It gives the Dean the opportunity to see in writing what has been done. (p. 137)

The emphasis is on output achieved primarily through group goal attainment. The practicality of the entire planning and evaluation method for Dr. King lies in its use for decision-making and for monitoring the staff's activity. When the researcher asked how decisions are made, Dr. King elaborated:

> It goes back to the retreat. I took the institution's priorities and combined them with those given to me by the various student services units... During the meetings during the semester, the staff reports progress, talking about objectives as well as activities. (p. 123)

The decisions in each unit are made by consensus. Each individual determines his/her goals and objectives. These are discussed and prioritized by the entire staff of the unit. Some decisions are informal in that they might occur during day-to-day contact. As one Director explained:

> My staff is small. There are my assistant and a secretary. The assistant can stop into my office at anytime to discuss something with me. Sometimes, it's a suggestion she might make for something our division can do. (p. 136)

Another also mentioned that his staff has formal weekly meetings with an agenda and meetings but there are also the regular contacts day-to-day because they share a large office suite. (p. 155)

Another advantage is that she is able to monitor the staff's activity through written reports:

> I don't have to meet with the staff daily. The objectives and goals give the staff the framework in which to get the job done. (11/21, p. 164)

Her intent is to discourage efforts to impress her:

> I'm trying to get my staff to evaluate more effectively. The evaluations should provide the opportunity for growth. They need not all be perfect. The halo effect stifles growth. If a director comes in with all perfect evaluations, I suggest the Director rank his/her staff from poor to best and then justify the ranking.

For Dr. King, the desired outcome is to achieve realistic appraisals of the Division's activities.

When the researcher asked Dr. King whether she has always used these strategies for planning and evaluation, Dr. King explained:

> Dr. King: When I assumed my first administrative role, I tried managing by example. I found it was too difficult to continue. Paper became more important than people. I spent time writing their reports and mine to show them how to get things done. Like a teacher in a lab I would demonstrate, then "students" could perform. (p. 164)
>
> Researcher: Didn't you think they were capable of doing the job?
>
> Dr. King: I didn't think the staff could do things 'one way'. I had to learn

to ask if what was done was enough. My reaction should not have been, 'Is it done as I would do it; but is it done enough.'

Researcher: How did you come to learn to use your current style?

Dr. King: A university course on effective delegation helped. (pp. 164-165)

When asked for the guiding principles for her current style, Dr. King told the researcher:

> Well, my management style is participatory, but with control. If a decision is really needed, I go ahead and make it, but I try to reach consensus. (p. 42)

She commented that the style means being flexible. The researcher asked her to define flexible.

> It means considering alternatives - asking what are the alternatives, being willing to change plans and shift priorities when necessary. (p. 24)

She also asserted her intent to encourage the staff's productivity by rewarding them with more than monetary incentives:

> I believe that money is a temporary satisfier, particularly in the public sector because financial resources are not always readily available.
>
> If I ask a person what he/she likes to do, what the person chooses becomes my priority. I believe in giving as long as there are returns. (p. 15)

In a later interview, Dean King asserted:

> There are more ways to compensate other than money: training, flexibility in use of time and support for projects by removing barriers. (p. 45)

Directing

A Typical Day

The researcher asked the Dean's Secretary to describe the activity of a typical day for Dr. King. The secretary

perceives the Dean spends 50% of her time in scheduled meetings and the remainder equally divided between phone calls, mail, unscheduled meetings and time at work.

The secretary reported that the Dean's day begins with activity:

> The Dean comes into the office and usually has to take a phone call, still with her coat on, sometimes standing, talking until time for the first meeting of the day. There's seldom time for getting her thoughts together before starting the day. (pp. 149-150)

The secretary also reported that she tries to limit major appointments to three per day. The most accessibly full days are Thursdays and Fridays. Dr. King regularly attends Dean's Council from 8:30 to 11:00 AM on Tuesdays; Administrative Committee meetings from 1:00 to 3:00 PM on Wednesdays, usually every other week; and her staff meetings on the second and fourth Monday from 12:30 to 2:00 PM, convening with Directors and the Student Services Council (total staff) on alternate Mondays.

Priorities for interruptions are given in the following order:

1. Administrators - The President and Provost are given top priority. The Dean is expected to go to their offices.
2. Student Emergencies - These can come from any place on campus. Such emergencies are seldom referred by faculty.

In the meantime, it is difficult for the Dean to schedule a block of two hours for writing reports. In the

secretary's words, "Everyone seems to know when she's here." (p. 150)

Dr. King has the same perception of how her time is usually consumed. The researcher asked her to read the secretary's account. As she did, she laughed at the image of standing at the desk with her coat on receiving phone calls and remarked about how correct the image is. Her expressed concern is that she responds as quickly as possible to people wishing to contact me. She indicated that she prefers not to cause them any delay. She also told the researcher that her office door is left open for the same reason, especially for students.

Verbalizing Expectations

One very noticeable recurring behavior for Dr. King during encounters with her staff is keeping them aware of her expectations of their performance. Evidence of this consistency can be noted in the following description of incidents the researcher observed during meetings and in the perceptions stated by informants during interviews.

Expectations relevant to the planning and evaluation process were evident during two meetings when Dr. King was discussing the format and content of the Accomplishment Review Reports. As explained in the section of this paper that discusses planning, each Director gives Dr. King a written quarterly report. The reports facilitate her appraisal of the entire division's performance by keeping her aware of each unit's progress toward achieving its objectives.

During the meeting in July, not all of the reports due in June had been handed in. Consequently, Dr. King had included Accomplishment Review Reports as an agenda item. She informed the staff:

> Most of the Accomplishment Review Reports were chronologies. They should be talking about what you plan to do as well as what you did - including strengths and weaknesses. The expectation is not that you were all perfect. The question is what can we do to help you work more effectively. You don't have to hand in a whole book. A few pages will be enough.
>
> Directors, you really need to have in hand the reports of persons reporting to you. I'm evaluating what the unit has done. I would expect them in my office by the time I get back. (p. 54)

At this point, she has clarified for them the type of detail to be included, the length of the report, and the input to be made by the staff of each unit.

At the August 15th meeting, some staff still expressed uncertainty about the content of the reports. Even though the reports were not an agenda item, Dr. King responded:

> Each Director is to report activities and relate them to the overall goals. You have to obtain your staff's reports in order to compile your own. Though I read theirs, I'm not as interested in theirs as much as I am yours. (p. 77)

In addition, she pointed out a problem that ensues when reports are handed in late:

> I set aside a period of time to respond. When the reports come in piecemeal and the time frame has passed, I can't get the written reactions back to you... (p. 77)

Later in the meeting, one Director asked:

> I've one question about the performance report. I've been one of the ones handing it in late. You want activities? (p. 78)

The following dialogue transpired:

Dr. King: There is a commentary for each person reporting to you plus one report from each unit. You are responsible if things go well in the unit or if they don't.

One Director: Are accomplishments of self and/or unit?

Dr. King: A summary of each persons'. They should be listed from the most important to the least important priority.

Another Director: When I have done mine in the past, I've put statistics first... but I've changed somethings to let you know what we were doing during that particular quarter.

Dr. King: That's right. I expect this time to see your system for curricular feedback at the top... Review the unit and yourself. You can be doing a good job; the unit can be doing a poor job. As far as I'm concerned you're doing a poor job. (p. 80)

This time, she has reemphasized the relationship between detail and goals, has restated the types of details to include, and has also alluded to a specific example for identifying priorities - the Director's system of curricular feedback.* Secondly, instead of merely repeating directions, Dr. King has added new information. She has told the staff which reports will be given greater attention; she has given feedback confirming that the

*The Director of Placement is responsible for relaying comments from the business community about the quality of instructional programs to the appropriate instructional divisions. This procedure is referred to as curricular feedback.

Director's changes have been appropriate; and she has indicated the order in which she prefers accomplishments to be arranged in the report.

As can be seen in the above incidents, Dr. King states the expectations, clarifies them and uses repetition to reinforce them.

She is also goal oriented. In her response to the Director's questions about the reports, she continued to explain even though they were repeatedly asking for the same information. The verbal directions she gave were supplementary to written guidelines included in the document describing the planning process. Each Director had received a copy of the document when Dr. King implemented the process. During her response she does not digress from her immediate goal of giving directions and clarifying details. As one Director commented in an interview later:

> The Dean has a clear philosophy and gives clear directions of what is expected.
>
> She is professional, open, supportive (but you own your own failures)...
>
> She clarifies when necessary. If I need to go back for more information about what she wants me to do, I am comfortable doing so.
>
> She is professionally personable. (p. 154)

Conducting Staff Meetings

The hub of the formal communication network stemming from Dr. King's responsibilities as Dean of Students is the series of regular meetings with her staff. During the academic year, the staff meets twice monthly on the second

and fourth Mondays. In the summer, because of vacations, meetings are scheduled monthly.

Staff members submit items for the agenda to the Dean's secretary. Anyone who cannot attend a meeting is to write a memo to Dean King explaining the reason. Meetings are cancelled if the Dean has to be away. All staff receive a schedule of meeting dates via a memorandum from the Dean's secretary at the beginning of the term.

As defined by the Dean, the meetings are more qualitative than quantitative. In her words:

> In qualitative meetings, issues require discussion, decisions, and sharing of information. They are held as needed and last only as long as necessary. Quantitative meetings are held regardless of need, at the time scheduled. There are never decisions made. Committees are sent out to make decisions. (Interview 9/13, p. 102)

The duration of the meetings is usually one and one-half hours. The format is as follows:

A. The Dean gives an update from the Dean's Council and administrative meetings.

B. The staff gives progress reports on goals and objectives.

C. The staff presents information for the good of the order. (p. 43)

The researcher observed that the major content of meetings is the sharing of information among the staff. It appears that after the retreat many decisions are made more frequently in unit meetings than in meetings the Dean has with Directors or the total staff. In the latter, Directors and their staffs report the status of activities of their

respective units. The details shared are related to goals and objectives or are announcements for the good of the order. Sometimes the two are mixed as each person uses a turn to report. For example, at the beginning of the staff meeting on September 26th, the Dean had just completed an hour of exercise in the college's fitness program. She began the meeting with the good of the order, saying, "so I can get my breath back." So, within the first one-half hour, the following transpired:

A. One Director announced he would be away and reviewed upcoming intramurals.

B. The Placement Assistant announced she had just returned from a nursing tour at an Air Force Base; that she is starting a career newsletter; and that she has been visiting classes.

C. A Director announced the dates of a conference for international students and Workshop for academically talented minority students.

D. A Housing Assistant announced that Planned Parenthood is sponsoring a male sexuality conference.

E. A coordinator distributed brochures explaining the reorganization of the program board and a list of all student activities.

F. A coordinator announced she had met with students to review changes in some policies for Greek organizations.

G. A coordinator announced the number of responses received for Family Day, the location of the New Car

Pool Display for commuter students, and the use of a survey to determine commuter needs.

H. A counselor reported receiving a communication about a career day on another campus.

I. Another counselor reported the availability of a computer program for monitoring the flow of traffic (who keeps or misses appointments).

J. The Director of Placement explained the new registration system for accounting majors to be interviewed by potential employees.

K. Another counselor reported working with the Academic Resource Center to set up a seminar about learning styles.

L. The Placement Center asked for identification of law students because recruiters are coming to campus and no students have signed up. (September 26, pp. 107, 108)

From this point, the Dean shifted the meeting to the first agenda item - Revisions to be made in the college's catalog. The meeting proceeded according to the agenda and lasted for another hour.

In addition to observing regular staff meetings, the researcher also observed the one-day winter retreat which marked the mid-year evaluation. This retreat differs from the end of the year retreat in length and format. At the end of the year, the staff spends two days in evaluation and planning. The primary agenda items for the winter retreat

were reports from each unit and a summary of the Division's Internal Evaluation.

Prior to the retreat, each Director had met with his/her unit to review accomplishment of the unit's goals and objectives for the past two quarters. Each Director made a verbal report citing each goal and reporting the activities enacted to achieve it. The Director also reported any factors which inhibited the unit's success.

Interacting With Staff in Individual Meetings

Meetings with individual staff members occur as needed. It is a common practice for a Director to initiate the meeting. The usual purpose is to discuss with the Dean a situation which is spontaneous, problematic and for which the Director wants the Dean's advice for its resolution. Sometimes the purpose is to give the Dean current detail about a project. Most frequently, the situation will relate specifically to that Director's unit. As one Director told the researcher:

> I find it helpful to drop in to talk on an as need basis.

For him such meetings are not routine:

> I might talk to the Dean two or three times a day and then might not say anything for two weeks.

Such meetings usually are brief, to the point, yet cordial. The following summary from the researcher's fieldnotes illustrates the type of interaction that occurs:

> The director entered the office commenting that he had come to keep the Dean from being lonely. They both laughed at the comment.

> She asked whether he minded the researcher staying. He did not mind.
>
> They discussed a problem involving two of his staff members.
>
> During the discussion, the Dean indicated that the Director had the responsibility for handling the matter. Near the end, she suggested what he should do. He took notes while listening to her suggestions.
>
> He also sought her opinion, prefacing his questions with:
>
> > Do you think I should...? If she says no, then should I...?
>
> The Dean reminded him to use the steps outlined in the approriate policy manual, so "we will be protected". (p. 120)

As seen in the example above, the usual pattern is for the Director to seek the Dean's opinion and to note the advice she gives. The Dean, in the meantime, implies her share of the responsibility for the consequences when she says, "so we will be protected." In another meeting with a different Director who was having a problem with a student group, the researcher heard the Dean say, "We're talking about our jobs. One of us has to be at their meetings when the other can't." The person, then, is being given assurance of the Dean's support.

Processing Information

Of interest to this study is the task Dr. King has of coordinating the flow of information. During meetings, the researcher observed that Dr. King uses statements and questions that serve several functions:

1. To clarify:

"How does that happen? What are you doing that's different?"

"What happened to the audit procedures they were going to start?"

"Refresh my memory. On what nights...?"

"Do I have copies of these?"

2. To encourage the expression of opinions:

"How does that happen? What are you doing that's different?"

"O.K. Any questions or comments?"

"I need to know from you what you feel the requirements ought to be."

3. To set priorities and give direction:

"Can we come back to that...? I want to take care of a couple of things..."

"I want your copies no later than 5 PM, October 10. The reason is that the copy is due October 17 and if there are questions or changes, I want you to have a week to do them, O.K.?"

"Be sure that _____ has dates for the calendar."

"I would expect we would have at least one representative from each unit because these are the kinds of things we want to encourage."

Liberal arts students need skills also, especially communication skills and to know how to adapt their training... Our newsletter can give them that kind of information.

The researcher also noted no particular expressions Dr. King used for beginning the meetings; however, she invariably ended with one of the following:

"Thank you all for coming."

"Thanks for coming."

"That's it for today. Hope you have a good week."

Dr. King also coordinates the flow of information by serving as a link between her Division and other administrative units. She keeps her staff cognizant of details and decisions related specifically to their responsibilities. The sources of these are usually the meetings she attends of the Dean's Council or individual meetings she has with the Provost or the President.

One example of this downward flow was observed during a meeting when plans for the current Convocation were being discussed. The Dean commented:

> In my meeting this morning with the Provost, the Provost informed me of a change in planning as indicated by the President. Convocation plans will be completed by the first week in June... This will help us to know in advance all the things to be done. (7/18, p. 53)

Another example reflects the Dean's role in coordinating the articulation of activities of her Division with those of other components of the college. During a report of results of a meeting the Director of Placement had had with some members of the Liberal Art's Faculty, Dr. King informed the staff:

> The Provost wishes we take data that's coming from employers on an informal basis, put it in a formal form and report it to Dean's Council. It's

> especially important for Placement. (Aug. 15, p. 80)

A third example illustrates the general information about activities of other college components which can have implications for or an indirect impact on the activities of Dr. King's Division. the researcher noted:

> Dr. King gave an up-date on the increase in Continuing Education enrollment, indicating that anyone who wants a copy of the report should let her know. She also mentioned that the report on the Downtown Center would be in her office.

The corollary to the downward flow is the type of information Dr. King conveys upward from her staff to her administrative peers and superordinates. One type facilitates decision-making. At one meeting the Director of Housing reported:

> Director: The 24-hour visitation might require more than one building.
>
> Dr. King: The President and Provost are not interested in more than one building. I had better get that on the Provost's desk. I want them to make the decisions.
>
> Director: When will you meet with them again?
>
> Dr. King: I don't, but give it to me with the health information. Some decisions you shouldn't make yourself. (7/18, p. 50)

Another type is to gain the approval and support from other components. When discussing the draft for the student handbook, Dr. King told her staff:

> I'm not aware of all that has been done. I would expect when I get back, a full preliminary draft - your proposal of what you want. It will go from me to the Dean's Council. (7/8, p. 54)

Some information is to enhance the other component's awareness of data gathered through research by the Division. The other Deans can carry the information back to their units. A recent student profile was completed by one of the counselors. During his report at a meeting the Dean was asked, "Do you send this out?" She replied, "It will go to the Provost and go to Dean's Council." (9/26, p. 110)

Information also flows upward to the Board of Control. The researcher attended a Board of Control meeting to observe Dr. King and two staff members as they reported the board about the status of housing, plans for convocation, activities developing the theme, and progress in affirmative action.

In the meantime, Dr. King uses the upward flow to also enhance the image of her Division and staff by commending them to her superordinates. During one meeting, her staff listened as she spoke directly to one of the counselors:

> I received outstanding commendations from the national organization that co-sponsored the conference on our campus. They were highly complimentary about all the work you did. I shared the letter with the President and Provost because they need to know the good things done by our staff. (p. 52)

The researcher noted that the Dean's comments to the staff were congruent with a comment she had made in an earlier interview when she was talking about her strategies for "dealing" with people:

> I am more sensitive to my staff than I am to others... I give them credit for the jobs they

> do. Some people in charge want to receive all the credit for what their staff does and then shift the blame to their staff when things don't go right. (p. 21)

Responding to Telephone Calls and Mail

In the meantime, Dr. King has an extensive telephone network. As she explained during an interview:

> Phone calls take up a greater portion of my day. One day I decided to count the number of calls, on that day I received thirty-eight phone calls between nine and eleven-thirty a.m. (p. 158)

The researcher observed that Dr. King checks her telephone messages as soon as she enters her office. In the Dean's words:

> I like to return phone calls as soon as I can. People like for you to respond to them. If I return a call and the person is out, I note the date, whether there was an answer or the name of the person who received the call... so that ...I can inform the person that I did respond. (p. 39)

The researcher asked Dr. King how she manages to process paper work. The Dean pointed out that her letter boxes are labeled:

> Hold for Review
> _____(Sec'y) to Do
> File
> Today's Mail

As she reads through the mail, she gives what's necessary to the appropriate person:

> The secretary has a meeting folder and holds notices of meetings until the month has arrived. Then she puts the notice behind the appropriate date. (p. 161)

Instead of memos, Dr. King writes notes to the staff on the corner of a correspondence she has received. The note gives instructions or asks questions. Copies are made and kept in

a folder in her office. She uses the copies to follow-up the staff's responses. As with the telephone calls, for written communications, she says immediacy is important, "I try to do mail and messages quickly." (p. 162)

Dr. King's secretary is an integral component of the total information network. Through direct observation and through interviews with the Dean and Secretary, the researcher discovered that the secretary assists in the information flow by performing the following functions:

1. Taking notes at all staff meetings and distributing minutes.
2. Convening the clerical staff to discuss their concerns and functions and to keep them aware of any details discussed at staff meetings that are relevant to their tasks.
3. Conveying messages via telephone as directed by the Dean.
4. Keeping the Dean informed about events that occur in the office.

Communicating Through Informal Networks

The informal network in Dr. King's division appears to be benign. Behaviors tend to be more non-formal stemming from the more formal hierarchial relationships than from personal relationships. This is unusual in that informal networks usually tend to develop from the social and political encounters among a staff.

The majority of the Directors express some degree of loyalty to and respect for the Dean and her status as their

superordinate. Going to the Dean first appears to be the norm. Most told the researcher that they go to the Dean just with any concerns they might have instead of trying to work around her.

In addition to sharing information with the Dean, others assume additional responsibilities to facilitate the operation of the Division. As one Director explained, "We are working with a lean staff because there have been so many cutbacks." (p. 129)

One staff person voluntarily assumes the responsibility for convening one of the units to discuss their concerns. The unit is without a working Director. As the person explained:

> This is not an official capacity as Director, but is a gesture to help the Dean... (p. 121)

Another conducts research for the Division. During the past four months, he has compiled a statistical profile of current freshmen and has completed the Divisions internal evaluation.

There is one Director who serves unofficially as the Dean's Assistant. She does not have the title of Assistant Dean but is assigned responsibilities by the Dean to enact for the Division in the Dean's absence. The researcher observed the Dean tell the staff to consult with the Director if they had any questions before the Dean had returned from a vacation. The arrangement is an informal one endorsed by the Provost who according to the Director

has issued the directive that either the Dean or the Director is to be on campus when the other is away.

In the meantime, the Director perceives herself as the assistant. The Dean does share her opinions with her so that when the Dean is absent, she can respond to the staff. When she becomes aware of information the Dean needs as a forewarning, she conveys it to her. Prior to one meeting, for example, the Director expected some of her peers to confront the Dean with their dissatisfaction about the Dean's responses to some of their performance appraisals. When the researcher asked what she would do with the information, the Director said she would alert the Dean to avoid an unnecessary encounter.

In the meantime, while the staff does consult with her during the Dean's absence, the Director is also aware that the rest of the staff have not fully accepted her role:

> At first some thought of me as the Dean's spy; but now that they see I don't always agree with the Dean, some of that is changing. I do indicate when my opinion is different from the Deans. I can function on my own. At first they hadn't realized that. They would ask me, 'what does Dr. King think?' I would tell them, 'I can only tell you what I think.'

The Director is also aware of some of the resentment felt because of her responsibilities. She indicated that one Director told her:

> Some of us had to work long and hard to get to be Director. Others just get there in a short time.

The implication was that she was being favored by the Dean. Her perception is that she deserves the status because she has earned it by working hard to perform efficiently and by

being willing to accept additional tasks for the maintenance of the Division.

There is one Director whose behavior is different from that of the others. When asked how his role interfaces with the Dean's, he told the researcher that his relationhip with Dr. King is "strictly Director to Dean." When talking about the informal network, he reported that he conveys necessary forewarnings to the Dean, but that he sometimes circumvents the hierarchy:

> If there is something that I think will cause problems for the Division, I will tell the Dean... The person in charge needs information.
>
> I feel it's my job to keep others informed - that means the Dean, the Vice-President and the President. Otherwise, when something goes wrong, they want to know why. It keeps them from being embarrassed. (pp. 138-139)

Other staff members are aware that he does voluntarily inform the President and Vice-President instead of first going to the Dean. They do not perceive that his motive is always in the best interest of the Dean and the Division. As one person described the Director's behavior:

> He complains to the rest of us about his dissatisfactions instead of telling the Dean. It's as though he wants us to tell her for him. He sometimes goes to the Vice-President and President. The Dean finds out anyway because the Vice-Presdient and President discuss the complaints with her. (p. 9)

The person also believes that since the Director and the former Dean were close friends the Director's behavior subtly implies some feelings of displeasure that the former Dean no longer has the job. Another peer suggests that the Director resents having to report to the assistant who not

only is officially a peer but also had been his subordinate before her promotion to Director. While his motivation is not clearly delineated his behavior is not the norm for the group. In the meantime, they reported no attempts to sanction his actions.

The researcher also observed that prior to meetings, as well as after, there is little social exchange among the staff. They usually arrive within one or two minutes before the meeting so there is not much opportunity for "small talk." During meetings, there is little if any digression from the topic being discussed. After the meetings, they leave quickly, seemingly each going his/her own way.

The staff have varying perceptions of the stimuli for their behaviors. They also have differing opinions about the appropriateness of their impersonal interactions. One Director feels they are too busy:

> We are all involved in so many projects and so many areas that we are not taking the time for working as closely as we could. (p. 135)

Another who is a Black female suggests:

> The staff won't say how they felt at a meeting; at least, I've never heard them do that... They don't discuss what's really bothering them. (p. 133)

She perceives that for some the lack of interaction might be racially motivated because the Dean is Black. She told the researcher that she is comfortable reporting to a Dean who is of the same race:

> I don't feel paranoid anymore. Before, with the other Dean, I wasn't sure whether what happened to me was prompted by racial attitudes. The Dean and I aren't the best of friends, and we don't always

> agree, but I do feel it's less threatening and easier to express my opinions. (p. 133)

Her implications are that the inhibited behaviors come from the lack of a comfort zone felt by the staff, the majority of whom are Caucasian. She perceives they are feeling as she had formerly.

Another staff person, a white male perceives as a factor, one sex-based distinction in how the Dean interacts informally with her staff. He was asked by the researcher to discuss similarities between his and the Dean's managerial styles:

> Director: There is one distinction. Her interests are different. It probably has to do with her sex. I suppose if I were in charge of the meetings, I would talk about football at the beginning. She talks about things of interest to women.
>
> Researcher: More <u>with</u> women?
>
> Director: Seemingly more with women. But then some things are the same, especially when it comes to money and how much is spent on kids' gym shoes. I'm interested in that, too.

Deemphasizing both race and gender, another staff person suggested that the lack of personal involvement results from the college's practice of merit pay. He suggested that the staff is always dealing with outcomes. In his words, "no outcomes; no merit pay." He also remarked that attention to the quarterly report is so eminent that staff members will work to develop a good idea without any thought to who suggests it. Instead, the concern will be potential for reporting the enactment of a successful project.

He also sees the lack of communication in that the staff does not receive credit for their achievements. The researcher mentioned having heard the Dean verbally compliment some staff during meetings. He agreed that she does "but that's the extent of it". Another shared a similar perception in a different interview, telling the researcher:

> She recognizes good jobs but more verbally than written. I would prefer more written. (p. 154)

His preference is that commendation be placed in his personnel file.

There was also the suggestion by another that the staff avoid showing interest in each other and that they are intentionally impersonal.

> Such relationships are too vulnerable. They put the person on the spot. It's easier to deal with someone in a business sense. Then you don't have to hold-off decisions because a friendship might be offended.

She sees the behavior as an advantage enabling the staff to work effectively with each other. Yet, she also expressed the concern that their behaviors might be too removed affectively. In her words:

> This past summer my brother was killed. That was the only time I can remember the staff showing any compassion, any real concern. I thought to myself; 'It took a death to get this reaction'.

With other components of the college, Dr. King has established a limited informal network which she says she will seek to expand. Just prior to an interview in late November, the Dr. King had decided not to seek employment at another institution. Before that time, she had applied for

other jobs, wanting to leave because she had become dissillusioned:

> I become disillusioned when people are bent on destroying rather than building. I couldn't sit and plan the demise of someone else. There's not time. It disillusions me that people will do that even to someone they don't know. (p. 168)

In an earlier interview, she had explained her experience with such a confrontation. During the time that she was considering leaving, she had not sought to make extended contact with her peers. At this point she has plans to rectify that by building alliances with a wider range of people:

> I will begin to use the President's open office hours more. (p. 163)

She also expressed the need to become indispensible to the other Deans. Now that she has decided to stay, she will work to provide support services through curricular feedback, will volunteer to conduct workshops, etc.

During a conversation with the researcher in the early stages of the study, Dr. King was sharing some perceptions of her role:

> I had always thought if you did your work and did a good job, people would like you. Now I know that you have to deal with people. (p. 21)

At this point dealing with people for Dr. King will mean establishing stronger working relationships with her peers.

In the meantime, when asked if she has a mentor, the Dean said no. She explained that her former boss had been one. He had brought her to the college. The current boss really had little choice for hiring her, so the

relationships has been different. In her perception the former boss can no longer be a mentor because she and he sometimes are adversaries because of their positions.

When asked to identify the sphere of her influence, Dr. King cited two primary areas:

1. Working with students

   With students I seek to find common goals so we can work together. During the last two years, it's been more difficult because the students have been more intent on battling the administration.

2. Establishing liaisons with the community

   I bring persons from the business community to the campus as speakers to student groups.

   Sometimes for the President I am a means of community outreach into the women's community; the minority community and the business community.

   Sometimes I get to attend luncheons, etc. because my face is needed. (p. 159)

When asked what void would exist if she were no longer Dean, Dr. King responded:

> A strong female voice and a strong Black voice in the administrative structure would be missing.
>
> There also would be no sensitivity to serve the students to go out to recruit. Handicappers can't always be treated as temporarily able bodied. Minority talented students shouldn't be treated as developmental. Students with academic deficiencies should be given support services.

Enhancing Images

Dr. King perceives that at Baxter State the Student Services Division has second class status - second to academic. She reports to the Provost and Vice-President for Academic Affairs. On the college's organizational chart, the position is equal to that of the four academic Deans.

It is included, however, in the non-academic branch with the Dean of Academic Services and the Director of the Academic Resource Center. It is not attributed the same status for job security as those in the academic branch. As Dr. King sees it:

> Dr. King: My job is particularly difficult without a Vice-President of Student Affairs because as Dean I am making final decisions having to balance policy and procedure against student needs which don't always balance. It's a question of what benefits students versus what benefits the college. (p. 144)
>
> Researcher: What makes it so difficult?
>
> Dr. King: There's not the kind of protection in student services as in academics. If you are not employed in an academic program, then you're hired through a letter of agreement with thirty days notice. (p. 145)

The impact of this status on her job performance has been the "challenge to do such a good job so as to create security." (p. 145)

Meeting the challenge has prompted Dr. King to become a strong advocate for students; to encourage her Division to expand its outreach of services to other components within the college, and, where appropriate, in the community; and to increase the visibility and viability of services directly impacting the quality of student life.

At this point, she has experienced both success and difficulty with advocacy for students. When asked to identify the satisfactions gained from her role, she cited the student grievance procedure and the student foundation:

> The student grievance procedure because it legitimizes student's rights to grieve. The student foundation because it shows that students can be academically talented and serve. (p. 168)

The problem concommitant with advocacy has been the probability of alienating colleagues:

> Anyone with a problem with students - even academic - can come to my office. I can't intrude on academic turf but can if a student brings a problem. I send support with students, but that angers and alienate people. (p. 147)

To expand outreach, units within the Student Services Divison have been working collaboratively with other college components. The Placement unit gives feedback to the academic divisions informing them of comments from the business community about the quality of students and their preparedness for jobs. The counseling unit has been working with the Academic Resource Center setting up seminars in learning styles and other topics that are common ground for the two. As the Dean informed her staff in a meeting on September 12th:

> I need your recommendations for general requirements before the October meeting... We're actually giving feedback to the academic components. We've got to be concerned with the academic and the non-academic life of the student. (p. 97)

According to minutes from the October 24th staff meeting, Student Services staff are also representing the Division through their participation with the following college wide groups:

1. The Administrative - Professional Committee
2. The Newspaper Advisory Board

3. The School Relations Committee
4. The Admissions Advisory Committee

In the meantime, community outreach is activated by Placement and the Special Services Unit. The latter sponsors leadership conferences for high school students recommended by their respective counselors. Students from the immediate geographical area are housed on campus for the two day event. The staff travels to more distant areas.

Several approaches have been used for increasing visibility and viability of student activities and support services.

The primary approach has been through public relations strategies:

1. A slide show depicting scenes of students participating in a variety of activities. The show is used during orientation.
2. Listing important events in the "Campus Digest" in the college's newspaper.
3. Various publications made available throughout the campus:
    a. a master calendar of activities printed as a desk blotter.
    b. a campus recreation news letter.
    c. brochures
    d. a placement handbook
    e. a career newsletter.
4. Reporting special events at the Board of Control meeting.

Viable activities and services have been achieved through:

1. Implementing suggestions by the Housing Task Force to improve conditions for dormitory and campus apartment residents.
2. Garnering support from the President and Provost to make Student Services a college priority for the year.

The Dean told the researcher:

> The President is interested in student life. He recently made pit stops with me to talk with students. He is holding meetings with the staff that deal with the concerns that students raise (food, housing, advising, etc.). He is giving follow-up. (p. 169)

Reacting to Male Stereotypes of Females

The headline of an October edition of the college's newspaper read:

White and Males Dominate College Jobs, Report Shows

The feature article reports that, "only a fraction of the college's employees are women, Blacks, Hispanics and members of other minority groups. Fewer women and minorities are found in the higher-level, better paid positions. A chart accompanying the article shows a total of 127 members of the executive, administrative and professional staff. The total number of females in this group is forty-three. Only four of those females are in positions with salaries within the top salary levels. There are twenty-eight men. A related editorial in the same edition points out that of the 222 women employed at Baxter

State, 56% are relegated to low paid and low status clerical work. Only 5% of the men are in comparable positions.

Dr. King is the only female Dean and the highest ranking Black at the college. As she puts it, "Being female and Black, I am constantly dealing with perceptions."

One, according to her, is that the male administrators expect women to be easily excitable and "bubbly". Dr. King's response to this image is "to remain low key". (p. 5):

> Researcher: Please describe bubbly. How is it different from what you are like?
>
> Dr. King: I am not a bubbly person. I really believe bubbly is false. I don't believe being 'up suddenly' is real. I also don't believe it's real to get excited about everything. It's possible that one gets excited about somethings, but not everything. (p. 6)

She does not, however, resort to stern, rigid behavior.

> Researcher: Would you describe what you see yourself being?
>
> Dr. King: I would say I am reflective. Most say I'm a quick thinker, but I am not. On my way to a meeting, I'm thinking about the agenda, exploring what might be said and selecting possible comments. So my response appears to be quick at meetings.
>
> I am also sensitive. Once someone told me, 'you're just like a woman of steel'. That statement is not a compliment. I hurt like everyone else. I am concerned about what happens to other people.
>
> Researcher: Do you think the steel image is perceived because people think that if a woman is successful it's

because she moves through her experiences insensitively?

Dr. King: People assume you're more self centered than you are. If a person is messing up, I have no qualms in telling them about it, but I don't relish the idea. (p. 6)

Dr. King also told the researcher that the males expect her to behave irrationally. Her response is to keep her responses as rational as possible. In her words:

> I think they expect me to act irrational, but my failure to do so causes them to do so. (p. 23)

She cited the example of a meeting with one of her superiors who was telling her the rationale for her low raise. As he was reviewing her performance, for each behavior he cited critically, she had proof of the legitimacy of that behavior either by documentation or by permission granted. One was that she had missed too many required meetings. To that complaint, she referred to her calendar, noting each time, except once, he had sent her on other assignments or had given her permission to be away. As she reported:

> Had I wanted to cry or plead with him, he would have reverted to his protectiveness and given me a bigger raise. (p. 23)

His immediate response, she commented, was to become angry and leave for lunch.

Overall, Dr. King's behaviors when interacting with the male members of the staff are intentionally tempered to counteract the stereotypes some of them have of women. The researcher asked:

Researcher: Do you deal with other administrators as a women or

> individually? Just when does the male/female relationship come into play?
>
> Dr. King: Individually. Sometimes sexist or racist remarks are made.
>
> Researcher: How do you handle that?
>
> Dr. King: I usually wait for the opportunity to say something.
>
> Researcher: But if you comment each time, aren't you thought to be too sensitive?
>
> Dr. King: Usually, one comment takes care of the situation and lets the person know not to make that comment again in my presence. (p. 23)

Some members of Dr. King's staff alluded to the possibility that the climate is conducive to her experiencing differential treatment because she is female. One, a male, expressed his sensitivity to the researcher. He had been asked to explain how reporting to a female is different from reporting to any of the males for whom he had worked. He remarked:

> I had to attend a Dean's meeting with her to give a report. I really noticed at that time that she is the only female and the only Black. I hadn't thought of it much before that. But I wondered then how much she has to push to be heard or to get things through. (p. 155)

Another, a female, explained that a very recent vacancy - a deanship - was filled with the appointment of a man who "really doesn't have the credentials" of a female candidate who seemed a more logical choice to many people on campus. The female does attend meetings of the Dean's Council, but is not a dean. (p. 73)

The implication of these comments is that men are given preferential treatment at Baxter State.

In the meantime, members of Dr. King's staff cited advantages instead of disadvantages when asked how reporting to a female is different from reporting to the males for whom they had worked. One, a male, reported:

> I have autonomy for carrying out responsibilities. I can delegate more and trust people more in doing their job and give guidance and ask them to redo and not take it and do it. (p. 156)

Another, a secretary, commented:

> I think women are more orderly and efficient. They tend to plan ahead more. (p. 151)

Responding to Expectations of Superiors

When discussing her duties during an interview with the researcher, Dr. King explained that she is responsible for:

> Anything that has to do with students, directly or remotely. This includes planning all activities - whatever anyone decides he wants for students en masse. (p. 147)

The President is one of those whose projects Dr. King and her staff execute. Among these are events such as the Honors Convocation held at the beginning of the first semester, the Presidential Scholar's Luncheon and The Parent's Advisory Board. She coordinates the activity of her staff as they set up meetings, send notices, etc.

Sometimes, there are conflicts between her role performance and the expectations her immediate superordinate has of what she should be doing:

> I've been criticized for not staying on campus enough. My boss seems to think I should just be in my office at all times to be available to students. (p. 23a)

For Dr. King the criticism is ironic:

> I don't see how being away can be grounds for complaint when I was given permission for leave. (p. 23a)

Moreover, being away from campus to attend conferences and/or serving as consultants is the norm for other Deans. The difference is that they do not receive reprimand. Dr. King feels her behavior does not deviate from the norm. She commented to the researcher:

> I never miss a deadline. If one has to be changed, I write the person a note acknowledging that person's agreement to the change. If the person does not agree and the quality of the work will be adversely affected, I note that in the memo. (p. 23a)

She also feels that as long as she does not fail to perform her tasks, then the prevailing image is erroneous.

Moreover, she also acknowledges that her job as Dean of Students requires additional hours on campus on weekends and during evenings. These hours compensate for the time she does have to be away. The fact that she has to be present, does distinguish her position from that of the other Deans. Their hours beyond the working day are not as demanding. In her words:

> I attend major student functions... This is part of my role. Sometimes, others don't recognize that when I am here evenings and some weekends that I am working. (p. 105)

In the meantime, she is concerned that her performance is viewed as efficient and adequate.

Managing Conflicts

Both Dr. King and her staff consistently cite two strategies she employs that are usually effective for

managing conflict. One is voice modulation; the other is using a problem solving approach. These are employed for conflicts which emerge during day-to-day encounters.

One Director told the researcher:

> Dr. King uses the same tone of voice. She doesn't yell. If a student comes into her office yelling, she talks more softly. (p. 154)

When the researcher asked the Dean's secretary whether voice modulation was a strategy the Dean had recently learned to use, the secretary replied, "Oh no. She has always used it since I have known her." The researcher did observe the Dean use the strategy early in the term when returning to the office suite after a slide show to a group of freshmen during orientation. The slides had acquainted the students with specific activities available for their participation during the year. She said to the Director who had arranged the slides:

> Skiing comes after the ice cream social. (p. 18)

He looked startled. She repeated the statement and continued:

> I was ready to talk about the ice cream social and looked up at the slide for skiing. (p. 18)

He told her he would check them before the next session. The researcher attended the next session and noted that the order of the slides had been corrected.

During an interview, the researcher recalled the incident and asked the Dean whether her statements to the Director had been a reprimand. The Dean indicated it had been and explained:

> The slide show was to give students a sense of moving through the year. He had arranged the slide show and was to check to be sure everything was in the right place. He didn't tell me he had changed the order. Then I would have changed how I led into the activities. (p. 18)

The Dean continued the explanation by identifying her technique for using tone of voice as a management strategy:

> The emphasis gets stronger but my tone doesn't change much. (p. 18)

> The inflection changes but the tone stays in the same range. It is a habit. I do it not only at work but at home. Even my children know they had better listen when each word comes out clearly. Every syllable is enuncited when I mean business. I have more control. (pp. 165-166)

The strategy, the Dean reports, helps her confronters to assume a calmer countenance making it easier for them to discuss the actual problem instead of reacting out of anger:

> Ranting and raving makes others rant and rave. Students who come to this office angry, ranting, are given two choices - leave or talk as I am talking. That usually calms them down. (p. 166)

Dr. King reported that she began to develop the skill as a student in a graduate class in Eliminating Self-Defeating Behaviors. She admits having had a violent temper prior to that. (p. 22) Now she says:

> I will talk about anger more comfortably than in the past. I don't let bad things hang on. I have the need to deal with bad 'things first. A bad evaluation, a nasty memo - I have to do those right away, I tend to want to get bad things over with. (p. 166)

When speaking to parents of some freshmen during an orientation session, Dr. King urged parents to encourage their sons or daughters to come talk to her about impending

situations early enough to receive help. She said to the parents, "I like to be a problem-solver instead of a problem-reactor. (p. 32)

One example of a problem solving strategy Dr. King uses is the manner in which she worked to resolve a conflict in the role behavior of some members of the secretarial staff. The Dean had received complaints from a Director that some secretaries were becoming less productive. The secretaries were not completing tasks as requested by the Director. In making her assessment of the problem, the Dean met with other Directors whose units are also served by the same secretarial staff. She presented the problem as it had been related to her. Not all agreed that the problem existed. The Dean, then, suggested an alternative behavior to the Directors. As recorded in fieldnotes on September 26:

> The Dean indicated that some secretaries had previously complained about the workload. She also knew that some Directors had agreed to the complaint. She suggested that if a secretary complains... to one of them, they should not agree with the complaint. They should send it back to the place where the problem exists. To agree is to continually reinforce the problem instead of solving it. (p. 118)

In the meantime, the Dean met with the secretary who had refused to do the work. After talking with the secretary, the Dean hired a student assistant to help with the workload. She told the researcher that the assistant has good writing skills, a 3.5 grade point average and is involved in student activities. These factors should help assure that the secretary will have the help needed. She also told the researcher,

> The conflict was really about salary. Not all the secretaries hold the same rank, so they aren't paid the same. Some think they should have had a bigger raise. (p. 124)

Recognizing that she could not alter the salary schedule, Dr. King selected a resolution compatible with the nature of the problem.

In addition to managing emergent conflicts, Dr. King also has to manage persisting conflicts between her role behavior and some expectations of her staff and constituents. She told the researcher, "I've been criticized for not staying on campus enough". Some have complained about her not being as accessible as they feel the need.

At this point, Dr. King has been able to resolve part of the conflict. In this case, the complaint was directed to her during a spring retreat. The staff is divided between two buildings. The staff of units housed in the building where the Dean formerly had her office expressed the need for more time to meet with her between regular staff meetings. They felt an inconvenience in having to schedule appointments while the units adjacent to her office having the advantage of proximity could drop in whenever necessary. To accommodate the request, Dr. King began to use her former office on the first and third Mondays with the stipulation that she would be available only to the staff that had complained. Then, the time would be readily available for their concerns. The staff of the three units

told the researcher that they like the more frequent contacts. They find it helpful to drop in to talk as needed.

Other aspects of the conflict have not been so easy to bring to resolution. One as explained by the Dean's Secretary is that:

> The Dean's staff will often insist that she attend meetings with them. She doesn't expect to have to be there when the staff is delegated to do the job. (p. 151)

In the Secretary's opinion:

> She should not be involved in their day-to-day problem-solving but should be consulting with them - except for counseling where she is the Director. (p. 151)

One of the Directors perceives that the staff's request really stems from the habit of the President or Provost who, when scheduling a meeting with a staff member, will ask, "Should Dr. King meet also?" The Director perceives the question as an implication that the staff is not capable of responding to issues which concern their unit. She recalls the Dean having sat through such meetings without having to make one comment because her staff person was competent and prepared enough to respond to all inquiries. This Director sees the expectation as a waste of the Dean's time unless a very significant controversy is involved.

Another complication is that some complaints travel along informal channels, ending at the Provost's or President's office. As the Dean's Secretary told the researcher:

> Sometimes students don't come directly to the Dean. Without having used proper channels, such

> students really prompt calls from the President, Provost or Assistant to the President. (p. 149)

When such channels are used, the image of the Dean as unavailable is enhanced.

A related problem is that the image has been internalized by some staff persons to the extent that it persists even when the Dean is performing a legitimate part of her role. On one occasion, the researcher observed some staff members reacting without sufficient information. The researcher had scheduled an interview with the Dean who had not returned to her office when the researcher arrived. After a quarter of an hour waiting, the researcher sat near the entrance to the office suite reading a college newspaper, reviewing an activities calendar, and scanning other documents. The seat was also near desks of the clerical staff. One staff person, approaching a secretary's desk asked, "Isn't she back yet? I need her signature for these letters." Her tone suggested displeasure, with the words back and yet being stressed and spoken at the same level. Another said to the researcher, "Well, I don't know where she is. She usually isn't this late." The researcher continued to assure them that Dean's tardiness was not creating any problem. There were enough documents to be read. The researcher encountered the Dean when leaving the building. The Dean apologized, then explained:

> I had a major interruption because the President wanted to see the dorms. We had an unexpected tour that lasted so long because he wanted to see every corner of every floor. (p. 88)

The Dean has attempted to respond to the complaints by being in her office more frequently. The attempts have not brought favorable results. As her Assistant remarked:

> Even when she spends more time in her office, no one comes any more frequently than usual. It's just that some of them just seem to want her to be there all of the time. ( )

The Dean also expressed her concern that persons responsible for the complaints have "never surfaced"; therefore, it is difficult for her to know how to respond. She told the researcher:

> No one has surfaced. If so, the charge has to be specific. I keep note of my calendar closely enough to be able to document my absences. (p. 146)

She also indicated that she is trying to work around the situation without developing any hostility about it:

> Hostility takes up more energy than I have to give. (p. 146)

When asked how she manages the stress accompanying the diverse events of her job she explained:

> I actually function better when under stress because I am conscious of it and seek consciously to control it. I use mind flight. I have a favorite spot with sand and water. I suppose if I ever see it, it will be the most beautiful beach scene. I go there mentally. (p. 49)

She also finds it of importance to make a distinction between her professional life and personal life. The personal sometimes is a retreat from the stresses of her professional life:

> My work life is very public. Everything is open to examination. My personal life is very quiet. I read. I travel by myself a great deal or with my children. My personal life deals with me and my immediate family. (p. 63)

Dr. Marian Clayton

Dean of Students

Planning, Organizing and Evaluating

In May, Dr. Clayton's staff re-evaluates goals and objectives. Each Director hands in a written progress report. Then they meet to establish new goals and objectives for fall. This session is held off campus in a brainstorming and evaluation session.

As Dr. Clayton explained to the researcher:

> Every department does this. A few years ago, the President had a consultant come in for two weeks to set up the college into long range planning. (p. 28)

In her opinion, the system is especially helpful for evaluation because data is more easily retrievable when needed.

The researcher observed staff meetings during planning, reporting, and evaluation sessions. The first, held two and one-half months before the fall term began, concentrated on plans for what Dr. Clayton referred to as "The Big Week" - the Orientation for new and returning students. Dr. Clayton started the meeting, saying:

> ...Thought we'd take a look at what we did last year. Just because we did it that way last year doesn't mean that's the way we will do it again. We'll be open for suggestions and feedback because no matter what we do there's always room for improvement. We'll start with the first day. Marsha, would you like to review what we did last year? (Marsha did as requested.) Len, how did you see last year from your perspective? (p. 5)

From that point the group discussed each event that had been held on each day of the previous Orientation week. They

commented on strengths and weaknesses and noted changes to be made or suggested new activities for replacements. Decisions were made by consensus. The following conversation is typical of the dialogue that transpired:

Dean Clayton: Marsha and Len, what do you think about the brunch?

Len: A bit much; it's hard to round people up...

Ann: What was the purpose?

Marsha: Sort of getting acquainted?

Dean Clayton: Maybe the Presidents of clubs could be there with signs about clubs.

(Each person agreed to the idea.)

Len: It's a good morning for new students to be around. There's not new students unless they have to be her...

Dean Clayton: You are right.

Len: I'm talking about clubs selling their organization. Wednesday, Thursday, or Friday would be good. I'm not trying to run the brunch down...

Ann somehow would get a note to club sponsors to tell them they could set up tables against the south wall.

Dean Clayton: Good idea, Len.

Len: ...I would throw it to sponsors to see how many want to respond instead of asking all of them and having empty tables. If four want to, then have four tables...

Dean Clayton: Joy, would you be willing to work with Ann and order the brunch?...

Two other sessions were with the Counseling Staff and the Student Activities Committee, respectively. For each of

these, the Dean distributed and discussed with the group copies of the progress reports her office had sent to the Long Range Planning Committee. Each document listed the strengths, weaknesses and current goals and objectives for that unit. The following is the list for student activities.

Goals and Objectives

1. To continue to offer a wide variety of academic, social and cultural activities
   ....by supporting each organization and club sponsoring academic, social and cultural activities.
   ....by encouraging changes and additions where necessary to continue to offer high quality programs.
   ....by developing a criteria for evaluation to be determined if a current activity should be continued.
2. To formulate a proposal for increased facilities for activities
   ....by making a study of current facilities.
   ....by making a study of current activities and the effect a lack of facilities has on them.
   ....by determining activities canceled or eliminated because of a lack of facilities.
3. To follow through on proposal for increased facilities for activities

....by receiving reports on the progress of the building committee.

....by making adjustments as soon as feasible.

4. To evaluate the current practice of granting institutional credit for student leadership roles in campus organizations

....by making a study of the number of students receiving credit.

....by determining if all faculty advisors are following the guidelines in the manual.

5. To increase staff time to develop new programs and supervise activities

....by posting a new staff position opening.

....by following Affirmative Action Committee guidelines in hiring a Director of Activities.

The following are the goals and objectives for counseling:

Goals and Objectives

1. To provide adequate facilities for the counseling services

....by following through on proposal to building committee for space.

....by adequately furnishing and equipping offices when space is made available.

2. To provide counselors with adequate clerical help

....by hiring adequate clerical help when facilities are made available.

3. To study current services offered and make proposal for efficient staffing of counseling center
   ....by recording the number of hours and students seen by each part-time counselor.
   ....by formulating a proposal for adequate qualified staff.
   ....by computerizing counseling records, reports, and forms.
4. To formulate a written confidentiality policy to present for adoption.
5. To determine the best and appropriate tests available for our students
   ....by making a thorough study of tests available.
   ....by selecting those approriate for our students.
   ....by offering testing services.
6. To continue to develop workshops based on expressed needs and interests of students
   ....by administering a survey in November.
   ....by offering three different workshops each term.
7. To continue to offer the leadership of the counselors to the staff each term through In-Service programs.

She then designated several weaknesses for which plans for rectification have been initiated. For example:

> As a result of #14, some plans have been made that are being carried out this year:
>
> 1. The canteen area is being renovated to house three offices...

2. The Drop-In Center will be moved to the lower level of the Main building to allow for privacy for students...

After her comments, she asked each person for a report of the activities planned by the organization he/she advises.

At the meeting with Counselors, Dr. Clayton used a similar format with attention given to procedures for promoting the Drop-In Center for students, procedures for accountability reports, and problems the staff would like resolved. During the discussion, counselors made suggestions for revisions and suggestions of procedures to be implemented. The Dean also informed them of institutional priorities:

1. The counseling staff is now a component of the college.

2. The college prefers the counselor's time to be spent with students. Faculty and staff can be referred to services included in the employees benefit package.

3. The thrust is to see as many students as possible.

While the planning sessions include assessment of previous activity for a unit within the Dean's span of control, some meetings are scheduled after a major event for the purpose of evaluation. An example is the September 28th Staff Meeting. The purpose was to review the Orientation Week. Each activity was discussed with problems noted and suggestions made for improvement. The following are excerpts from the minutes of that meeting:

Tuesday Brunch, September 20	186 served. Dean Clayton liked the student hosts idea and suggested set-up using round tables next year. Ann felt the need for more publicity.
Sunday Group Meeting: September 18	Joy suggested that we don't move the small groups around so much. Anne suggested... that we use dichotomous introductions as a small group activity, and that we sing "Happy Birthday" to anyone in the group having a birthday on Moving-In Day. (pp. 1 & 2 of Minutes)

The details can be used for planning subsequent Orientation Weeks.

Staff meetings are used for reporting; the content is based on the goals and objectives for the current year. The following examples are from the November 4th staff meeting:

1. Anne reported that Movie Nights are going well. Dr. Clayton shared a suggestion she received, that Anne announce a rating for each movie in the Daily Bulletin. Marsha reported that students miss the movies in the dorm, but they enjoy the large screen video...

2. ...The new offices should be ready to be moved into after Christmas break... Dr. Clayton showed the group the diagram...

The staff also report problems encountered as they enact their day-to-day tasks:

> ...Material for mail pouches is not getting to the Resident Directors or are sometimes getting in the wrong pouches. ...Dean Clayton asked Joy to get mail to the pouches by 11 AM. (p. 1, Minutes)

The total staff in Dr. Clayton's Department participates in the planning, evaluation and reporting processes.

Planning, evaluation and reporting are on-going and occur simultaneously during the term. Each Director submits a written progress report to Dr. Clayton to prepare for the Long-Range Planning Committee meetings in January and May.

Directing

A Typical Day

Dr. Clayton has an administrative assistant. The researcher asked her to describe Dr. King's activity during a typical day.

9:00 -	Arrives in office.
9:05 - 9:20	Goes through mail and messages and receives any work the administrative assistant has completed on the day before and that she has not seen.
9:20 - 9:30 - or 10:00	Meets with administrative assistant to review the assistant's assignments and to issue new ones.
9:30 or 10:00 until 11:30	Begins appointments. Appointments are usually sequenced in subsequent intervals without lapses of time between. They are typically with students. Others are faculty, club advisors, the President or the Vice President. (The latter two do not usually come to her office. She goes to theirs.)
12:00 - 1:30	Very often a luncheon meeting. She is a member of the Allocations and Review Committee and the Board of Directors for United Way, the Economics Club.
1:30 - 4:00	Appointments with students - usually about an emergency loan, a problem with classes, a complaint, or a student organization requesting approval for an exception to a policy.

The assistant noted that afternoon appointments usually allow some time intervals for returning calls, and for brief unscheduled staff meetings from 10:30 to noon and from 2:00 to 3:30 PM. Total staff meetings are held on Fridays. Other meetings scheduled at regular intervals are the Executive Council (once monthly) and the Long Range Planning Committee (every six weeks).

Conducting Meetings

Meetings with individual staff form the primary formal network for Dr. Clayton and her staff. Individual meetings with Directors are scheduled weekly. Dr. Clayton identified the following format for such meetings:

1. The staff brings concerns.
2. The Dean plays "Devil's Advocate" (her term) by asking, "How do you know this will work? What if...?, etc." They interact.
3. The Dean presents items. (p. 92)

Direction and guidance are offered the staff in the form of suggestions and caveats. The researcher observed the following at a staff meeting in November:

> The Dean and the staff member discussed pooling rides for events. She showed the Dean a color coded map and explained that matching cards have been labeled: 'Need a Ride' and 'Have a Ride to Offer'. Students will make their own arrangements. The Dean explained that there might be a problem with maintenance because the Director of Maintenance is particular about the quality of items mounted. Then she asked the Director, 'How will you get this mounted?' The Director explained she will contact the Director of Maintenance, preferably in person.
>
> The Dean then asked, 'What do you know about him?' The Director explained that she has been told when he doesn't like to be interrupted. The Dean

> replied, "You're absolutely right in going to him. Go with the approach of asking him what he can do to help. (pp. 92-93)

Later, in the same meeting, the staff person mentioned her interest in sponsoring a golf gala for students in the spring.

> "A little red flag goes up," said the Dean. She reminded the Director to consider the college's retreat setting when selecting sites. The Dean also identified a person who had planned such an event for the faculty. She suggested the Director ask him for help. (p. 95)

Some meeting time is also used for problem-solving. The staff person told the Dean about students being so quiet during meetings. "When it is time to make and discuss a motion, they won't say anything," she reported. The Dean suggested that the procedures are probably too new. She continued:

> ...It might be the environment. Check it out... Many students were not leaders before coming to college. It's a new experience. The former director simply gave in and told them what to do. Decision-making is new. (p. 97)

In presenting her agenda items to the staff, the Dean facilitates their responding and adhering to time lines. The researcher observed that in a meeting with one of the staff:

> The Dean suggested the Director begin to think about the term end reports so 'you know what each adviser should be handing you'. She reviewed the items:
>
> 1. A narrative of what was done.
> 2. A financial check sheet.
> 3. A list of students who are to receive leadership credit.

The Director is new to the staff. The Dean also suggested she check over past records, "so you can see what's been handed in, ...so you will know what to expect."

The individual meetings last for one and one-half hours allowing the Dean and staff time to interact through consultation, advising and problem-solving. As one Director explained:

> The decision-making is mutual between me and the Dean. I recommend; the Dean probes with questions and gives feedback... When deciding activities, I view the activity in terms of goals and objectives and benefits to students and then report them to the Dean. (p. 123)

Another Director reported that her meetings with the Dean focus on immediate issues. The researcher observed that the following issues were dealt with during the Director's meetings with the Dean.

1. Missing fire extinguishers.
2. A complaint about damage to a door.
3. The need for detailed written reports from Resident Advisors.
4. A refrigerator needing repair.
5. Communication problems with the Director of Maintenance.

The context of the issues is presented to the Director who then discusses with the Dean the process for their resolution. When it is necessary for the Dean to follow-up an issue or complaint, the Director gives the Dean a written report. The Dean notes in writing the steps taken toward

resolution and the results. These are used for discussion between the two during the meeting.

The Director completes the communication process by reporting appropriate detail to her staff. She meets weekly with Resident Advisors and once monthly with her own total staff:

> After Dean's meetings, I pass the 'you need to know' information to the Resident Directors. I use structured follow-up because the meeting is the only contact I have regularly with the RD's.

All the staff report that the Dean is open and that they are comfortable discussing whatever they need to with her. As one said:

> She is willing to listen. She will play what she calls 'devils' advocate'... It's a mutually enhancing relationship. She gives grounded wisdom. She has the years of experience it takes to develop relationships with people. I need to develop relationships... I can give ideas and she can help me see how far they can go. (p. 125)

When asked to share her guiding principles for her behavior as Dean of Students, Dr. Clayton responded, speaking of her role in personal terms:

> I really haven't thought about it much. I have two mottos that guide me personally. I guess one dominates what I do. One is a Danish proverb, 'When you light another's candle, you never lose the glow of your own.' For students, I guess my job is to light candles. The other is, 'To God alone be the glory.' This one has helped me from tripping on my ego, so that I can keep out the garbage in my life and do the other-look through the windows of the eyes of the person. (p. 4)

During a later interview about her intent as an administrator with her staff, Dr. Clayton:

> During meetings, I like to bring out at least one thing each person has said to let them know I'm supportive. (p. 27)

When asked to relate strategies she feels are characteristic of her management style, Dr. Clayton responded:

> I stay with the staff as people. I will say to them, 'Think on that'. ..or 'I want you to think a little more about it...' when they are making important decisions. I try to work with them until they come to the point of wisdom to get things done or to see why something should not be done. (p. 148)

The researcher asked what she feels the results have been:

> What I think has come of that is that they become more independent and move ahead in their job and develop creatively instead of having me come down on them as a supervisor. (p. 149)

The researcher asked whether the approach keeps her from having to reprimand:

> I don't hesitate to reprimand when necessary. There are consequences that have to be realized. I will listen to their reasons. I won't leave a person at the point of a mistake. Instead I try to encourage him/her to explore what can be done next that would be better. (p. 149)

Her staff generally agree that Dr. Clayton is supportive. One, whose position has been changed from Director of Student Activities to Director of Information and full-time faculty was asked to explain effective strategies that Dr. Clayton uses. He replied:

> She attempts to delegate responsibilities. She has the skills of manipulation. She attempts to manipulate the staff to do...
>
> He paused, the researcher asked, 'To do what?' He replied: 'What they should.'

He refused to explain his meanings for "attempts to delegate..." and "skills of manipulation..." He told the researcher, "I don't want to talk about any of this." The interview was not terminated.

Wanting a better sense of his perception of management style, the researcher explained that he was in the best position to help because he has been on the staff longer than the others. Then he was asked to talk about what his style was like when he was the activities director:

> Director: There was a Student Activities Board which attempted to fill the void where all clubs could participate together in an activity that was too big for one club... (p. 135)
>
> Researcher: What were the meetings like?
>
> Director: I chaired the meetings. Students were involved in activities related to their major. (p. 136)

A student entered his office. The researcher thanked him for his time and left.

A different perception of the Dean's style was expressed by the other directors:

> The Dean gives enough autonomy for use of my own propensity and ingenuity... Sometimes, there is so much to be done, she loses sight of how much is to be done... Sometimes she gives me assignments that I can't do because I already have too much. (pp. 125, 126)

She also added:

> She gives me help through sharing her insights. I am willing to take in those insights and make decisions. (p. 125)

Another added:

> She has been giving me more autonomy and more responsibility. My position is somewhat fluid. Yesterday, she added discipline to my responsibilities... (p. 127)

She also perceives the Dean as supportive:

> She hires potential leaders and builds then through mentoring and observing her. She stays at your

> side until you get to the right point and then leaves you on your own. (p. 130)

The researcher asked whether the strategy is always effective. The staff person answered:

> It's effective except when there's role ambiguity, but I'm comfortable talking to her about it... Sometimes I'm not sure of what her goals are for me or when I will be given another responsibility. (p. 131)

The strengths she cited in her relationship with the Dean are as follows:

> Openness in communication - I feel comfortable bringing up what I have to say.
>
> The Dean is supportive... Very, very supportive. She is not negative. She listens then says, 'Now we learn from that, let's go on...'
>
> She is perceptive. She seems to be able to tell when something isn't right. That's good because she offers support at the right time. (p. 133)

When asked whether Dr. Clayton's behaviors are just typically female, the director added:

> ...Any mentor would be nurturing and caring. She's good at it... I think there are men who do that too. My father was that way. With the people who worked for him, he was instructive, nurturing and trying to show and help them learn. (p. 133)

The two also indicated that they are comfortable with the Dean's style and find it helpful for their own professional development. When asked how they conduct their meetings, one replied:

> When a student comes to me, instead of slamming creativity and ingenuity, I nurture that. I try to help the student figure out how to resolve an idea to a positive end or to become aware of problems and yet leave wanting to do more. I do this hoping that the next time, they will be able to perceive on their own. (p. 126)

The other director explained:

> For the retreats we look back and ahead noting strengths and weaknesses. The 'old' Resident Advisors orient the new ones. The new ones are encouraged to indicate the help they will need...
>
> At weekly meetings with Resident Advisors and monthly meetings with the total staff, I use brainstorming to encourage input.

Their strategies as they report them are similar to those they reported that the Dean uses.

During observations of meetings, the researcher noted that a salient feature of Dr. Clayton's style for conducting meetings is her sensitivity to the personal dynamics of the staff's involvement. When the researcher asked her to describe her role during a typical meeting, Dr. Clayton remarked:

> I usually like for us to think in terms of improvement. We come with pad and pencil. They bring what they want to talk about. Everyone gets a chance. It's all out in the open with no hidden agendas. All contribute. I like to draw others out... If a good idea is introduced but is too new, I indicate that it's a good idea but that I need more information. (p. 27).

She also mentioned that at first she had to be dogmatic and insist upon regular meetings. There was also the need to continue stating why it is necessary for the staff to function as a team. Her predecessor, she reported, had had individual, informal meetings only.

During observations of meetings the researcher noted the expressions the Dean used in responding to the staff. During interviews, the Dean was asked to explain her motivation which prompted the statement. The following

passages are illustrative of comments she makes and the intent she reported having at the time.

The group was discussing ice breakers for orientation. Len, the former Director of Activities, was asked:

> Dr. Clayton: On Monday morning at... What time was that, Len?
>
> Marsha: Nine.
>
> Len: Nine.
>
> Dr. Clayton: How much time did we have, Len, 20 minutes?
>
> Len: (Taking a deep breathe and exhaling before speaking) I don't remember now. they cut it, but I don't remember.
>
> Dr. Clayton: Len, I do hope you stress your office because your office is so important there. (He did not respond. The topic was shifted to interest groups.) (p. 6)

Dr. Clayton was shown the entire set of notes from the meeting. As she read them, she commented about the above passage, saying:

> I was aware of Len's sinking feeling. I was trying to say to him, "What you are doing is important.' I was also thinking, 'You'll just have to grow up.' I didn't like the feeling I had of him like a little boy, but he would have to accept that things are different. (He is the former Director of Activities being replaced by Anne.) (p. 24)

Another example from the same meeting:

> Dr. Clayton: I think we're looking to you Len for some help here and how you would like to be involved. I know its' activities, but Anne is so new here.
>
> Len: I would be glad to help, but it probably belongs to her. (He was referring to Anne but never looked

at Anne. He kept looking at Marsha instead...)

Dr. Clayton: Would you be willing to work with Anne?

Len: I'm willing to help any way I can.

At this point, Dr. Clayton reported she had the following purpose:

> I was aware here that I wanted Len to declare himself. I wanted him to come out in the open with no hidden agendas. 'Just let us know how much we can count on you is what I was thinking.' I wanted to make his intentions clear. (p. 25)

She also added, "I think he's taking the things that didn't work well as personal failure." The researcher asked whether he had been told what improvements he needed to make. Dean Clayton indicated that he had and that he had ignored any evaluations.

The researcher observed several purposes for the commentary and questions Dr. Clayton uses when maintaining the momentum of staff meetings:

Seeking Opinions:

"Well, Marsha how do you feel about...?"

"What do you think about...?"

"How did you like...?"

Securing Cooperation:

"Would you be willing to...?"

"I'd like you to..."

Offering Suggestions:

"Have you thought about...?"

"Well, then, should we...?"

"Maybe, we could..."

Affirming and Complimenting:

"You are right..."

"Good idea, _____"

"Good! That needs to be promoted."

"Excellent idea..."

"You're absolute right in..."

Closing Meetings:

"Thank you, very much... The next meeting will be..."

"O.K. Anything else to come?"

"O.K. We've come a long way and we are on our way."

"O.K. You had a lot of good information."

Opening Meetings:

"Glad you could make it."

The Dean's sensitivity to personal dynamics is also illustrated by an incident involving a student infraction. With the students permission, the researcher observed the proceedings with the agreement that the student's identity would not be revealed.

At the beginning of the meeting, the Dean assumed the posture of disciplinarian. She explained due process and said to the student, "You know your rights. We will present just the facts and make a decision. You have a right to appeal." (p. 100) The following excerpts from fieldnotes summarize the proceedings.

> The Dean read the facts... The student disagreed with some and asked to read the report. She was allowed to read it and to write her revisions in the space provided for rebuttal. The changes implicated a roommate. The roommate was summoned

> to the Dean's office via telephone. While waiting, the Dean explained, "In all fairness to the roommate, we cannot discuss this any further until she gets here. After the roommate had arrived, the student changed her mind saying the contraband items found in the apartment were neither hers nor the roommate's. The Dean apologized to the roommate. The roommate left.
>
> The student explained that they belonged to a male friend who is not a student but who had visited the apartment.
>
> The Dean asked, 'Is this a special friend of yours?" ...The Dean expressed her concern for students' associates when they are preparing to go into the business world... The Dean emphasized that the student knew the rules and had jeopardized her housing privileges on campus. She asked the student what alternative behaviors she could have taken... The student listed several. The student started to cry saying she didn't care what happened but didn't want her mother to know...
>
> The Dean responded, "I don't know... I could easily say pack up your bags... Maybe I will; Maybe I won't...
>
> The Dean mentioned that she wonders if the student knows what using marijuana can do to her.
>
> The student began crying. She said, "I know what it's doing... It's just that I have some big problems. The last two years have been hell."

At this point, the Dean began to become more personal in her mannerism. The tone of her voice was less even, less matter-of-fact, modulating to a higher pitch at the end of questions. As the dialogue progressed she sat closer to the edge of her chair, leaning forward on the desk, as if to move closer to the student. The questions became more facilitative and less probing. There were pauses between questions.

Dean:	Are your problems that big?
Student:	When I smoke pot, that's the only time I can get away from them...

Dean: Do you feel helpless?

Student: Pretty much.

Dean: We're not here to make problems for you... (Pause) Is there anything you can say to help me with my feelings right now? (Pause) Am I accurate?

Student: Quite accurate...

Dean: What can I do to help... (The student had been to talk to a counselor.)

So you did reach out?

The Dean outlined the consequences:

1. The student must enter into a counseling relationship by seeing a counselor on campus every week.
2. The student will be placed on social probation, reporting to the Dean at intervals they agree to.
3. The male guest will be considered a trespasser if he comes onto the campus.

The Dean explained how the information will be handled as far as the student's file is concerned. The student would have to give the male friend's name.

Student: I might get into trouble for giving his name.

Dean: You're afraid?

Student: I don't know what will happen?

Dean: What is the basis of your fear?

Student: I'll have to tell him?

Dean: You will be responsible to tell him.

Student: All right. I'll give you his name.

Dean: Do you think it's fair to you what we've decided.

Student: Um-hum.

Dean: Do we have your cooperation that you will follow through on these steps?

Student: Yep.

By this time, the Dean had come to show more concern for the student. She said to the Housing Director, who is also a part-time counselor:

> ...Maybe you can talk to the new counselor about her. Would you take the initiative on that?

Informal Network

The researcher did not find evidence of a viable informal network among Dr. Clayton's staff. The staff goes to the Dean first with concerns.

The social encounters are limited to those arranged seasonally by the Dean or the institution - a Christmas luncheon, for example.

There was no evidence of political encounters - attempts to wield influence outside of meetings and the formal routine. Each Director mentioned being able to function autonomously, going to the Dean when necessary.

In the meantime, the tenure of the staff has not allowed for the development of relationships that would foster an informal channel of communication. The Director of Activities joined the staff in July, officially in August. The former Director is currently the Director of Information. His primary assignment is coordinating

announcements through the public address system and the daily bulletin. He also coordinates the master calendar for events planned by the student organizations.

One source informed the researcher that one of the Directors had preferred a different person being hired as the Director of Activities. Before the end of the study, there had been no evidence that the new Director was receiving any help with adjusting to the college environment from either of the other Directors.

During an interview, the Director of Activities told the researcher, "I need to develop relationships." She sees the Dean, not her peers as a facilitator for her.

> The Dean is aware and astute in people awareness, yet task oriented. 51% people and 49% task is the Dean's balance. I am 51% task and 49% people... She will sit and remind me of the human aspect. I need that. It's of utmost importance. (p. 124)

Other than the new Director's expressed need to become more oriented to relationships with others, the rest of the staff did not demonstrate a similar need.

On one occasion the researcher was invited to join the staff for an informal seven-hour boat cruise. During the day, some swam while most sat and talked. There was no meeting. Topics of discussion were the role of grandparents, the importance of restructuring higher education curriculum to accommodate life-long learning needs, the comfortable and appropriate weather. Some staff discussed with the researcher the general status of women per barriers of sex role differentiation and the merit of any attempts to change that status of women.

At no time did the researcher observe any conversations about work. There seemed to be no instances of "shop-talk" or attempts to collaborate on decisions related to work. The researcher stood or sat at several vantage points conversing or listening to conversations. No one took advantage of the time away from work to discuss or transact any work-related matters.

Responding to Telephone Calls and Mail

Dean Clayton feels it important to let individuals who telephone her office know she is concerned. She attempts to return calls as soon as she can. Most are returned between 11:30 and noon and after 4:00 PM.

Her strategies for processing written communication are based on a trait she said she has had since childhood - the ability to organize. She pointed out to the researcher that she organizes her files and desk drawers according to people.

One desk drawer is for stationary, handbooks and catalogs:

> I keep up with current copies. I have the belief that parents have to have a good feeling, too. The stationary is for letters to them when necessary. The handbooks and catalogs are kept handy for quick reference whenever a parent or student calls or stops in for information. (p. 147)

A file on each Director is kept according to the name of the person. The Dean showed the researcher one file as an illustration. Each folder contains a pad on which the Dean records notes of the weekly meetings. She writes in green

ink the topics she wants to discuss. Observations and items to check are written in red.

Each folder also contains forms used by the Director informing the Dean about issues of which the Dean is to be aware or that the Dean is to investigate. The system makes it easy to document incidents. The Dean also notes on the form any resolutions or results from her investigation.

Hanging notebooks are stored in the credenza in the Dean's office. These contain minutes of the various meetings with her staff and of the committees of which she is a member.

At the end of each term, she throws out the garbage (her term). At the beginning of each year, she removes information that is no longer necessary and stores it in envelopes labeled according to content.

She told the researcher that her procedures were developed after she attended seminars on time management. From these, she developed two guidelines for all written materials:

1. Try not to handle paper more than once.
2. Keep on the desk only what's being worked on (p. 148).

Contending With Male Stereotypes of Females

At Claxton, seventy-five percent of the executive, administrative and professional positions are filled by males. Of the twenty-five percent females, Dr. Clayton is the only female officer and the only female Dean. The Director of Financial Aid is the other female administrator

who also attends meetings of the Executive Council. The greatest percentage of females (90%) is in the clerical, office and technical positions.

Dr. Clayton perceives a part of the problem with being the only woman at her level as "circumstantial because of how men have been socialized to view women." (p. 2) She related as an example, an incident from an executive retreat. The staff were each asked to say how they felt about each other. She was the only woman present. A number of the men used the term feminine for her. She asked them to explain their meaning. She told the researcher:

> They used terms like loyal, dependable. I asked them if men aren't also loyal and dependable. Each time, I could refer the term back to them to apply to men. Finally, one of the younger men said to me, 'It's that you dress so well, and your clothes are so nice.' That's all he could reduce the term feminine to - how I dress. (p. 2)

The researcher asked Dr. Clayton what response she made:

> I wanted to say to them, 'you mean I am like a mom, nurturing and supportive.' But I didn't. I didn't say that to them. (p. 2)

There are times, however, when she does retort, sometimes subtly:

> At the retreat one of them did say I'm not relaxed and casual enough - that I'm too formal. I never talked to him about that, but I kept the comment in mind. Later, on campus, when we held an event for students. Some were in costume. I wore a clown outfit. When he entered the room, I said to him, 'Is this casual enough?' (pp. 2, 3)

She also has to contend with sexist remarks. The researcher observed the verbal behaviors of one male during a meeting of the Student Activities Committee. He had initiated a discussion about the need for student

organizations to obtain permits from his office when planning activities. One of the students, a female, told the group about a problem she had had with securing a permit. He responded:

> I wasn't aware of the permit... Unless one of my girls handed it out... Did you pick it up from me, honey?

She answered:

> From one of your girls. (p. 81)

During the discussion about the lack of space to play volleyball, he also directed his comments to the female student:

> There's about five feet between the patio and the building, isn't there, honey? (p. 83)

The girls referred to are the female students who attend the office when he is instructing classes. Two months later, in December, the researcher recalled the incident during a telephone conversation with the Dean. The Dean said:

> We have had some problems with him. We have also talked with him. He says he behaves that way because he's just a loving, caring person. (p. 137)

No one responded to his word choice during the meeting, though. The researcher did observe that three other females, when addressing him, used the term girls in referring to his student helpers. One told him his girls are doing a good job. Another asked whether his girls were penciling in dates on the calendar. Each referred to the helpers as his girls.

Another part of the problem for Dr. Clayton is that the male administrators have formed and sometimes manage through

an informal network that does not include her. There are some decisions which affect her division that are made in informal settings. During an interview about her position, Dr. Clayton explained her perception:

> Researcher: One male administrator on another campus told me that if a woman wants to be part of the informal team, she should improve her back-hand stroke. How does that apply here at Claxton College?
>
> Dr. Clayton: We had a woman here once who was good at tennis and golf. The men played with her, but that was all. They didn't really talk about work and make decisions when she was with them. She was merely a player, that's all. They all talked about what a good athlete she was, but she wasn't really a member of the team.
>
> Researcher: Do you feel that the informal contact among male administrators is significant?
>
> Dr. Clayton: It is. They do make decisions outside of meetings. I'm not asked to play tennis or to stop for a drink after work. Later, when we are in meetings and one of them mentions a decision that I don't recall having been made, I sometimes ask when the decision was made or ask for the record in the minutes. The usual response is "fill her in'. So, that's my relationship to the group - 'fill her in'. (p. 3)

The researcher did observe one meeting where Dr. Clayton was "filled in". During the meeting with a superordinate, he asked Dr. Clayton whether she knew about plans for the heating plant. She replied that she did not and suggested that he "fill her in". He explained plans for overhauling the heating plant in one of the dorms. Later, when

discussing the changes her staff would be making because of renovations, he asked whether she had ordered furniture.

Dr. Clayton: "No, David and I are talking about going to Chicago."

President: We had a meeting yesterday I'd better tell you about. (p. 67)

He reviewed the support coming from a local company and told her:

President: We are just going to turn it over to them and let them do it. (p. 67)

Dr. Clayton: David had told me he would be meeting with someone and would be filling me in.

In a subsequent interview the researcher asked whether she feels she should have been included in the discussions. She agrees that she should. She also pointed out that the Vice-President to whom she reports does not have regular staff meetings. One consequence is that she often learns about some details through incidence, such as had happened in the meeting with the President.

Researcher: So you really aren't a part of some decision-making? How do you feel about that?

Dr. Clayton: Well, I guess I can stand being used as part of it better than I can stand being misused.

Researcher: Would you give me an example of being misused?

Dr. Clayton: It's being asked to do a job that is someone else's, but that person finds it too unpleasant and delegates it to me. Then I'm the one who looks like the bad person while the one who is really responsible saves face. (pp. 2-3)

When asked how she copes and avoids becoming bitter, Dr. Clayton told the researcher:

> I keep the students as my priority. There is so much they need. I have learned to look for the agony in their eyes and try to help them with their agony. (p. 4)

She said in a later interview:

> I go on doing my job. I'm not after getting support. Over the course of time a statement will be made showing support. Now is the time to speak. Now is the time to keep still. (p. 146)
>
> I keep my work life, my professional life and my family life separate. You've probably noticed that. (p. 143)

Support also comes for Dr. Clayton through her membership in a state and national association for women deans and counselors. As she expresses it:

> NAWDAC and MAWDAC have helped me to keep perspective of my job. I can go away to a conference or a meeting and come back with the feeling I can handle these problems. (p. 146)

Such affiliations also help to compensate for the lack of status she feels in her work environment. She serves on various boards and committees and has held offices at the state level.

She has begun questioning the need for changing her behaviors:

> Dr. Clayton: There's been talk that I'm the lowest paid Dean.
>
> Researcher: Have you investigated to see whether that is true? Isn't it public information?
>
> Dr. Clayton: No, not yet. With this being a private institution, they don't have to make the salary schedules known to the public. Some of the

faculty have been talking about it. One of them must have seen the list somewhere.

She paused, then added:

Dr. Clayton: Maybe I'm not aggressive enough. I've been told that by other women.

Researcher: But you are assertive.

Dr. Clayton: Yes, I am, especially when it comes to my staff. When one of them wasn't being given a big enough raise, I had no problems with going in to speak up for her and to say I didn't think she was getting what she deserved. But when it comes to myself it's a different matter.

Researcher: Is there someone else you can get to go with you to express concerns - some other female administrator?

Dr. Clayton: One of the others and I have talked but not a lot. ...I'm talking now about things I don't usually talk about?

...I've been thinking about going in to tell the President that I should be appointed Vice-President of Student Services. The Vice-President I'm reporting to is in charge of academics.

Researcher: Are you going to? Would it work?

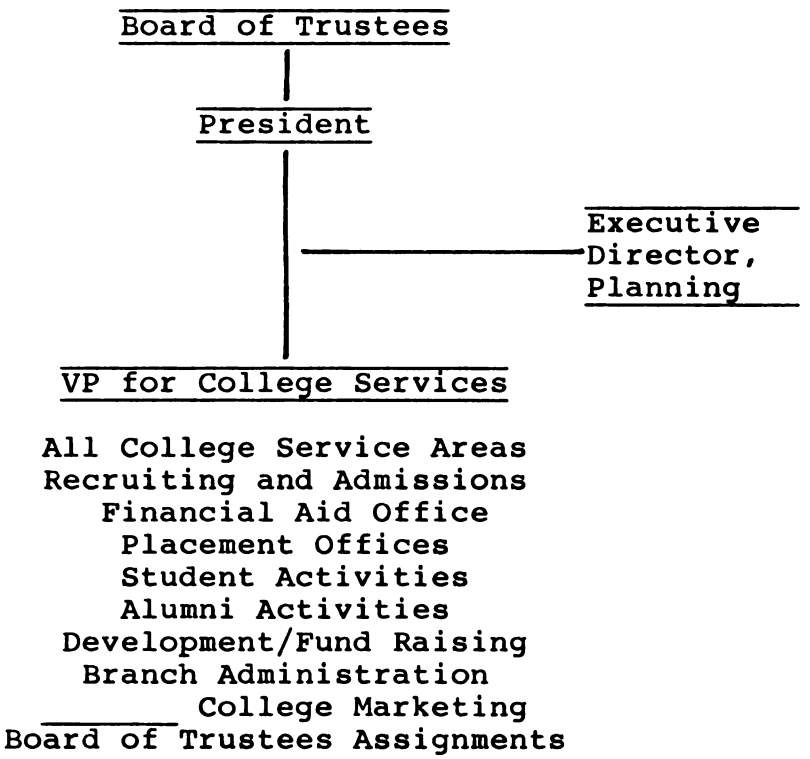
Dr. Clayton: I don't know. He (the President) seems comfortable now with the Vice-Presidents he has. They can take trips together with their wives.

While she is hesistant to approach the President about a change in position, Dr. Clayton also points to the irony that she is the most qualified in terms of education and experience. She has earned a Doctoral Degree. She has more tenure than most of the other administrators.

Affirming Worth

Dr. Clayton has yet to resolve the conflict between her perception of the status of her role and the degree of status accorded it by top level administrators - including her superordinates.

One part of the problem is that the status of her position in the formal hierarchy is not made clear. Positions below those of the Vice-Presidents are not ranked. For example, the portion of the organization chart including student activities is arranged as follows:



The arrangement, according to the heading entitling the organizational chart, is according to function. One cannot identify any particular hierarchy for the reporting system, except that all services listed are under the span of control of a particular Vice-President. A review of the

listing of administrators and staff in the 1984-85 college catalog reveals that Dr. Clayton is one of two Deans. The other is male. Other administrators in the same Department as she are listed as Directors or Coordinators. Neither the catalog nor the organizational chart indicates whether in the formal arrangement a Dean has higher or lower ranking than a Director or Coordinator.

Neither is the status any clearer in her interactions with administrative peers. When asked how many female administrators are assigned, Dr. Clayton responded to the researcher:

> If you mean executive council and officers, I am the only one. That is in name only. (p. 1)

The expression "in name only" for Dr. Clayton means having membership on some committees and staff councils but sometimes being excluded from meetings. Her memberships include:

> Member - Executive Council
>
> Member - Long Range Planning Committee
>
> Chairperson - College Judicial Board
>
> Chairperson - College Student Activities
>
> Named - College Officer
>
> Member - Minority Concerns Committee (p. 54)

She told the researcher:

> I have been attending the retreats for executive staff for the last three years only. I have only attended one officer's meeting. (p. 1)

She reported that she was not always given notice of meetings. She also explained:

> ...Initially, I was not included on the Long Range Planning Committee. I was asked to join later. (p. 146)

She also mentioned being invited to luncheons for the Board of Trustees, but never having been asked to attend any board meetings, not even to make a report "In name only" also means being ignored when present at some meetings. She recalled having attended and having had her participation ignored. A specific incident occurred at a Long Range Planning Committee. Members were asked to submit questions to be used for a student survey. She submitted one that received mixed responses, and was rejected. After little success with the questionnaire that was administered, one member of the committee reminded the others that Dr. Clayton had submitted a form that would have eliminated many of the problems they had ensued. The person then asked the committee, "When are we going to listen to our own expert?"

The researcher observed when Dr. Clayton was in a meeting with a superordinate. He was looking through correspondence as she entered his office. She sat in a chair at the right front of his desk. He continued to sort the mail items for two minutes, commenting about the "junk" (his term) that continues to come in and pile up. The Dean waited until he looked more attentively at her before she began to speak. The researcher noted that three minutes had lapsed before he stopped sorting the mail and directed his attention to Dr. Clayton.

They discussed the outcome of meetings he had had with a student she had referred to him. Dr. Clayton reviewed her conference with the student.

She showed him a flow chart designed to reflect how her staff will be using a high touchology approach in providing services for students. High touchology she said would mean more personalized contact with students. The chart had been designed on a roll of paper. She placed it on his desk, rolled it out as she explained it to him. He looked at it as she talked. When she had finished, he made no comment. There were a few seconds of silence. He, then, started to talk about a problem that had resulted from behaviors of participants in a summer project. She pointed out that she is "on top of that problem." He shifted the discussion to the construction of a new building on the campus.

When the researcher and Dr. Clayton were reviewing the meeting, Dr. Clayton pointed out that his behaviors were typical - the long pause after she enters. But, the meetings are usually very brief, with little exchange. He often does not respond to her reports. This meeting had lasted for more than an hour. She also indicated that his behaviors add to her sense of isolation, especially since they contradict what he tells her about his perception of her performance. She told the researcher:

> After the meeting you observed, I had a follow-up conversation with the President. I asked for his evaluation - whether he thought it was normal. He said it was longer than usual.
>
> I asked if he feels what I bring to him is worthwhile - if I waste his time, if he feels I

> bring things to get him to make her decisions. (p. 121)

She felt pleased, she reported to the researcher, when he said that the agenda items are worth the time and that he feels she handles things. He told her he puts her in the same class as another administrator whom he can leave alone and trust to do the job. She commented to the researcher:

> I'm just never sure. He's so quick with the reprimands.

Managing Conflict

In a meeting with one of her staff the Dean said while signing work orders:

> I wish we could have a magic wand to do something with so problems would just clear up. (p. 113)

The magic wand has not yet become available, but Dr. Clayton has several strategies she uses for conflict resolution. One, in her words, is being "willing to go the extra mile with a person whose behavior continues to create problems." As she told the staff person about the Director of Maintenance who has been accusing the staff of "giving him a rough time", "We won't get anywhere arguing with him."

An example of how the Dean avoids arguing occurred during the meeting:

> The Dean told the Director that she had been reprimanded for not having detail from her staff. The President had been sent a complaint from maintenance about damage to a door. The President asked the Dean for information. The Dean told him that she didn't have a detailed report, so she called a Resident Adviser who sent her one.
>
> The Director said she had sent the Dean a copy.

> Instead of retorting the dispute, the Dean indicated that the Director should have the Resident Advisers write detailed reports.
>
> The Director again said she was sure she had sent a report to the Dean.
>
> Once again, the Dean did not retort. She suggested that the next time, she and the staff person should have a follow-up talk or a few words. "Then, if I haven't seen it yet, I can follow up on it. Let's keep that a priority." (pp. 114-115)

Going the extra mile also means avoiding anger when possible:

> Students had complained about a refrigerator that needed repair. The Director of maintenance had received a work order for repair. He reported to the Dean that he had found no evidence for the complaint. The staff person who had submitted the work order, said to the Dean, "Then I'm a liar."
>
> The Dean responded, "He could be game playing..."
>
> The Director restated to the Dean the complaints made by the dormitory residents.
>
> The Dean suggested some steps for the staff person to take.
>
> The staff person retorted, "It's always my word against his."
>
> The Dean suggested, "Just sit down with all four of the residents and say... They have to assume responsibility for what they told him.

Dean Wesley

Academic Dean

Planning and Organizing

For Dean Wesley's division planning begins with the faculty. The faculty submit individual goals and objectives to the chairperson. The chairperson prepares a composite of universal issues and includes them in an annual report to the Dean. The annual reports become the source for

instructional goals and objectives. These are used at the long range planning retreat held annually. At the retreat a representative body of students, faculty, board members, administrative staff, alumni, and community leaders participate and give their input.

During the year, Dean Wesley and her staff of division chairpersons monitor instructional activity individually, according to their respective responsibilities.

Directing

A Typical Day

Dean Wesley described a typical to the researcher. It starts officially at 8:00 AM.

> I start my day making rounds. I get the mail, note faculty absences, check with the library and registrar to see if there are any problems, and review my calendar.
>
> After that I return to my office and make telephone calls. I take most of the calls that come in. Those I can't are returned either at 8:00 AM or right after lunch. I generally find people at either of those times.
>
> Scheduled meetings are usually between 9:00 and noon. I try to keep some time without meetings to write up notes of meetings.
>
> I take written materials for typing before lunch.
>
> After lunch I get mail, make phone calls and read mail. (pp. 70-71)

In an earlier interview, Dean Wesley had shared the following perception of her position:

> When I first started, I thought of this as a negative position. There was always a problem perceived by the person who came in as negative. It is a problem solving position. There are interruptions all day. (p. 8)

Near the beginning of the term, the researcher sat outside the Dean's office to observe the activity. Within one hour, there had been five unscheduled meetings. Two faculty and three students stopped in. These lasted from two to three minutes. There were also three phone calls. The calls averaged three to four minutes. The researcher also observed that the Dean has no secretary to intercept calls and visitors. This also means interruptions at times when the Dean would prefer that they don't occur. On one morning, scheduled meetings included an interview from 10:00 to 11:00; a meeting from 11:00 to 11:30; an interview with a job applicant from 11:30 to 12:00 and a meeting from 12:00 to 12:30. During that 2 1/2 hours, there were six interruptions - five telephone calls and one visitor - a faculty member.

When asked who or what gets priority when it comes to interruptions, she said:

> The President and my children. I think that as a female - and more men should do it too - if my children call, the calls should be put through to wherever I am. They never call for frivolous reasons; they never have. I feel that's a contact that you should never lose. I have four sons; they live all over the country; sometimes they just call to say hello. (p. 88)

The researcher asked whether these are problems with such a priority:

> I don't think you ever stop being a parent. To me that's an important function. My faculty knows I will stop to talk with my children, even if it's to stop a meeting for five minutes. That may only be five times out of a whole year, so I don't call that a problem. (p. 89)

Priorities at various times are given to what Dean Wesley refers to as "housekeeping chores." These are tasks related to:

1. Faculty initiating travel courses.
2. Preparing winter schedules for the printer.
3. Developing the summer schedule.
4. Getting seven standing and four AD HOC committees started.
5. Getting advisory groups "going".
6. Preparing for the accreditation team visitation.
7. Implementing Parents' Weekend.
8. Hosting a reception for a professional association.
9. Coordinating Continuing Education programs.
10. Developing and monitoring affiliate programs and consortia. (p. 72)

There also has to be time for meeting with students:

> I meet with students at their convenience. I leave time if they have problems. Problems for them tend to build up to crescendo in October, the end of February and the beginning of March. Grades sink in at these times. (p. 71)

Near the end of the study, Dean Wesley told the researcher that she would be getting a secretary/typist:

> That person will maintain faculty files, screen calls, take notes at meetings, and, in general, serve as a support individual. (p. 87)

She is looking forward to being relieved of the clerical tasks she had been assuming.

Evaluating

Dean Wesley has an integral role in the evaluation of

the instructional staff at Belmar. Evaluations are conducted yearly on a rotating basis for tenured faculty and each year for three years for faculty with probationary status. The process is explained in the recent Report for North Central Accreditation:

> The instructional obligation of Belmar College is to provide the highest caliber of teaching pursuant to the philosophy and goals of the institution. Thus the faculty evaluation has multiple purposes. It is first meant to be a constructive document to aid in an analytical approach to teaching and learning. It asks for current professionalism, knowledge of the history and philosophy of the field, ability and willingness to convey the skills to beginning professionals. Thus, it is a means to measure on a developmental yearly basis the individual's growth and worth to the institution.

The evaluation consists of four parts:

a. Self Evaluation

b. Narrative Evaluation - Chairperson

c. Student Evaluation

d. Summary Sheet

The Department Chairpersons:

1. Inform the candidate and distribute their individual copies of all evaluation forms stated above.
2. Arrange a meeting with candidates to clarify these documents. Also, define standards for the presentation of all evidence: oral, visual and written.
3. Arrange and schedule candidate's interview with notification to meet deadline date as determined by the School.

4. Make written recommendation on the candidate. This recommendation will be placed in the candidate's folder for presentation and evaluation by the Dean of Academic Affairs and President (Parts B & D above).
5. Act as a contact agent regarding departmental matters and the Academic Dean and President.
6. Forward folders on each candidate to the Academic Dean by the proper deadline date. The folder on each candidate will have all of the above data.

The Academic Dean will:

1. Have a conference with the individual faculty member being evaluated after reviewing, collating current data and past records.
2. Forward all documentation to the President.
3. Keep the faculty files.

Conducting Meetings

The regular staff meeting for Dean Wesley's division occurs weekly. The meetings last for two hours. Of interest to this study are:

1. The type of interactions that occur among the staff and that occur between the staff and the Dean.
2. The content of the meetings.
3. The participant's perceptions of the meetings.

Format

The meetings typically begin with a review of minutes from the previous session. The Dean would ask for corrections or additions. The staff would quickly scan the

pages. Invariably, there would be a suggestion for a correction or change. That suggestion would initiate the discussion for the first one-half hour. At some point, the groups attention would be directed to the first agenda item. Each item would be discussed if time allowed. If not, the remaining items would be included again on the agenda for the next meeting.

Interactions

The majority of the transactions consist of the exchange of ideas which eventually result in decision. Suggestions are made; opinions are expressed; issues are explored and individual concerns are presented. During the exchange, the Dean serves as a facilitator. One example of what usually occurs is the following portion of the discussion of revisions to be made in policy and procedures for evaluating students in the Co-operative Education Program:

Dean:	You wanted what had been said on Co-op. I attached for your perusal, minutes from April 8, 1981 about internship and Co-op...
P:	There are some corrections I feel need to be made.
Dean:	What do you want to add? Where?
P:	I think there should be a separate category.
Dean:	What do the rest think? (Pause) You want to let him go on...
C:	I tend to agree. It's how most in our department prepare for their courses. There is a policy that's more general. The evaluation procedure is stated separately.

The Dean referred him to sections of the policy. He felt these were still unanswered questions. The group discussed the issue of grades - which is more effective: grades, evaluation narratives or scoring systems based on day-to-day experiences? The discussion continued:

Dean: Do you want to suggest a grade?

P: I think scoring would be O.K.?

Dean: Do we have a scoring system?

(P held up a form currently used.)

Dean: Put a line through what you want to eliminate.

L: I don't think we ought to reinvent the wheel.

(The Dean read from her notes the revisions that had been agreed to up to this point.)

Dean: Now, who are we giving this to?

(Three persons made suggestions. The Dean wrote the suggestions and read them to the group.)

Dean: O.K. What's step 2?

(She wrote their suggestions and read them for the group's input.)

Dean: O.K. Now who's giving the grade?

P: You said the department.

(Three persons discussed how it should be accomplished. The Dean wrote the suggestions.)

Dean: I'll get this back to you for you to gripe about next week.

P: I think it will do two things: stop the grade from being sent back before the evaluation of the journal. If the grade has been sent and the journal is no good, then what?

W: The other fly in the ointment is the student isn't sure about placement until the middle of the semester... Why not require the student to sign-up in the previous term?

(There was no response.)

P: Does the department chair get a copy? (Reference is to form for co-op.)

(The Dean read all the offices listed on the bottom of the form.)

Dean: It should be in the student's file.

P: Good idea.

(There was a knock at the door. The knocker opened the door, looked in, spoke and left. The Dean shifted to the next agenda item.) (pp. 35-37)

As the facilitator the Dean asks questions to prompt reactions and to accomplish consensus. Because she is also the note-taker for the group, she is consistently having them confirm their conclusions. She reads to them at various points the agreements they have reached.

She also is flexible in her control of the direction of the discussion. At one point she had terminated the discussion by saying, "I'll get this back to you... next week." Still, after her comment, P. reopened the transaction with what at first appeared to be a summation, "I think it will do two things..." More discussion followed. The knock at the door terminated the discussion.

The researcher did observe moments when the Dean assumed control. One is when she has a meeting immediately after the Dean's Council. She will announce periodically, "O.K.

we've got ___ minutes left to finish this." Another is when the group has spent too much time discussing an item. An example is the initial discussion at the September 14th meeting:

The Dean asked for revisions of the minutes of September 7. The following is a summary of what transpired:

10:15 - 10:30 - The staff examined revisions made on September 7.

10:30 - 10:50 - The staff made additional revisions on the application form.

10:50 - 11:10 - They discussed revisions needed in statements of rules and regulations.

11:10 - The Dean asked for any other changes. One suggested another topic. The Dean did not allow it, saying, "Let's finish this first. We've been at this thing over an hour." (pp. 30-31)

Sometimes, the group reacts to the Dean as the recorder. A comment might be prefaced, "You don't have to write this down." Sometimes, one will say, "Make a note of that." N., for example, told the Dean, "Put that in the minutes. If I see it and am reminded, I will agree to do it." (p. 59) For issues outside the group's authority, someone will suggest that the Dean "write that down" so concern can be communicated up to the appropriate administrative level. Sometimes, the Dean will ask, "O.K. what do you want?" or "O.K. which way do you want to do this.?" In either case she will read the passages back to the group for their reactions. (pp. 80-81)

Content of Meetings

A review of minutes from meetings and observations recorded in the researcher's fieldnotes revealed the variety of topics discussed during meetings of the Dean's Council.

1. Articulation With Other Components

   Other staff persons from different divisions are summoned into the meetings for several purposes. One is to give the chairpersons an up-date. The Registrar, for example came in to explain the advising process. The Dean of Student Services attended to review plans for orientation and to determine how the chairpersons would participate. Two new staff persons came to explain their job functions. Another came to discuss problems with students ignoring certain regulations so that faculty could be made aware.

2. Policy and Procedures for Activities Related to Instruction

   The Chairpersons make decisions about Co-operative Education and Internship, about issuing warning grades and about special evaluations of students such as portfolio reviews.

3. Special Events

   When special projects are being initiated, such as Parents Weekend, the Dean seeks input from the staff about specific instructional related activities to be included.

When a change in the schedule of classes is necessitated by an event, such as the student government's all-college picnic, the Dean brings the request for the change to the chairpersons. They decide when classes will be cancelled.

4. Dates and Deadlines

The staff decided the due date for schedules of class for the next term.

5. Staff Concerns

The Staff usually introduce their complaints and displeasures about the availability of supplies, administrative procedures that are problematic for them to follow and concerns about how to communicate information more effectively to administrators.

Another concern is how to communicate information to students so that they will respond to advising and other curricular related activities.

6. Curriculum Innovations

Computer Graphics and Foreign Studies Tours were two programs being discussed during the span of research for this study.

Priority is also given to whether their concerns about issues are receiving attention and being acted upon by the appropriate administrators. The Dean will sometimes share with them details from a copy of the memo she has received as a response to their concern. Usually, if they are dissatisfied with the response, they will spend time discussing their feelings. The concerns from the faculty

are also presented at Dean's Council. As one chairperson explained to the researcher:

> Chair: Communication links are important, especially from the bottom up... Usually there is room for ventilation of anxiety in my departmental meetings. I allow for that. (p. 83)
>
> Researcher: When the staff is ventilating, how do they know they are being heard?
>
> Chair: The chair takes their concerns to the Dean. (p. 83)

Perceptions of Meetings

During interviews with the Dean and some of her staff, the researcher found discrepant perceptions of what is being accomplished at staff meetings.

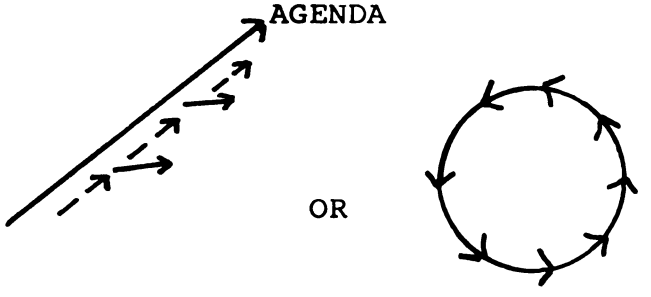
When asked how she would characterize staff meetings, the Dean explained, "It's a matter of dealing with issues and housekeeping chores." (p. 57) The reaction from a staff person reflects some dissatisfaction with the content of those issues and chores:

> Researcher: How does your role interface with the Dean's?
>
> Chair: At my level, a problem has to be solved. At her level, the problem can be pushed up or down. At my level, answers have to be given. She is not a problem solver.
>
> Researcher: At meetings she appears to encourage problem-solving.
>
> Chair: At the meetings, we are solving administrative problems. In a sense, we do her work in that we discuss the issues and come up with the answers or recommendations. It keeps us from dealing with concerns more related to instruction. (p. 100)

Another viewpoint is that the content of the meetings is not all so important that the group needs to spend so much time discussing it:

> Researcher: What strategies does the Dean use that need to be changed?
>
> Chair: Determine what's important. Time is a premium. Dealing with trivia at meetings is time consuming. More thought needs to be given to how the things we discuss fit into the educational process.

Other reactions were related to decision-making. One problem is digression from the topic. The researcher observed that sometimes the Dean assumed the role of moving the discussion but not the role of moving down the agenda. The researcher asked one of the staff to react to the observation by indicating its validity. The person suggested the perception is correct and drew the following to illustrate his perception of the direction of the discussions.



The diagram suggests that digressions occur when issues related to the agenda items surface but are not prioritized. All of them are also discussed. Or sometimes it appears that the same subject is discussed repeatedly.

There is some discrepancy in perceptions about decision-making. The researcher observed that the decision-making consumes the major portion of the meetings. The usual time spent on some topics is thirty minutes, with the staff giving input, and appearing comfortable with sharing their opinions. The researcher shared the observation with one of the staff who responded:

> The Dean is an information gatherer from all sources... She is a conveyer of information... not a decision-maker. The President is the decision-maker. (p. 79)

This statement prompted the researcher to recall an interview exploring the decision making channels with the Dean:

> Researcher: How are decisions made about the issues raised at meetings?
>
> Dean: I hesitate with proposals. Once in a while I reject them. If they seem feasible, I take them to the President's Council.
>
> With curriculum, as Dean, I am the end all - be all.
>
> With policy changes and large expenditures of money, the information goes outside the realm of my office. It's a slow mechanism for reaching decisions. (p. 57)

In the meantime, the Dean admits the issues discussed consume time and acknowledges that she allows the time to be spent as it is.

Personalizing

When asked to identify strategies that do or do not work for her, Dean Wesley began with those she sees as effective.

Dean: I try to retain personal contact with the staff. Most people don't separate the person from the position.

Researcher: How is the separation accomplished?

Dean: In my communication written to the staff, I use the third person when referring to the office of the Dean. According to the records, it is...

I use the first person when referring to myself.

Researcher: What's the difference?

Dean: It's an emotional difference. The Office of the Dean is non-emotional. I don't say the Office of the Dean is extremely pleased - that's making two hats. I am extremely pleased or as Academic Dean I am pleased. (p. 93)

She also mentioned her perception that her staff sees her as their benefactor:

Dean: I think they think I'm here to take care of them. Both men and women staff seem to. If you noticed sometimes, they say, "Mom, do this for me", as though I'm to kiss things and make things better. I also think they would see a male dean as one to take care of them. (p. 69)

Researcher: In what ways do you serve as a resource to the faculty for their professional development?

Dean: I seek to help remove barriers. This means helping with scheduling classes they teach to fit schedules of classes they take on other campuses. Sometimes it means making loans available. Sometimes I also make courses available for them to take. (p. 28)

She does not see herself as their protector, however:

Researcher: How does it work with your staff... if one of them goofs? Who's responsible for the goofs?

Dean: We are?

Researcher: Both of you?

Dean: As Dean I am ultimately responsible. I would expect the chair to investigate if the problem is with the instructor - say if too many students complain that the person isn't doing the job. The chair would discuss the problem with that person. If the chair feels there really is a problem, the chair will follow-up the discussion with a note to the person and a copy to me. If there is no real problem, there is no note to me, but the incident should be logged by the chair. (p. 92)

She expects the staff to have ownership of their problems, but seeks to give them the necessary support:

Dean: I have a revolving door.

Researcher: Please explain revolving door.

Dean: October is very bad. I try not to solve all their problems. Their problem is to get their job done. I hold them accountable for that.

For example, their problem is to do scheduling. It's their neck if it's wrong.

A good Dean is like a good mother. I listen to what the problem is, give them insights; but when they walk out, they have to solve it.

They're grown-up children. As a grown-up you have to have someone to talk to...

Researcher: Is it a part of the infinite patience you talked about in an earlier interview?

Dean: Yes. If you don't push, they'll never make a decision. You can be too patient. I sometimes have to come to tell them, "Look, you've got to do something about this." (p. 70)

In the meantime Dean Wesley's management style is described by some members of her staff as open and supportive. They also confirm the mother image that the Dean uses when referring to her relationships with them. The researcher had observed in one meeting a staff person waving his arms, saying "Mom! Mom!" to get the Dean's attention. In an interview with another chairperson, the researcher inquired about the typicality of the behavior.

Researcher: I noticed during your last meeting that one chairperson addressed the Dean as Mom when he was trying to get her attention. At another meeting, the Dean was calling the chairpersons' attention back to the meeting. She said, 'O.K., kiddies, let's get this over with.' Is there any significance to this?

Chairperson: She does play the role of mother.

Researcher: Such behaviors said to be more true of women are often viewed as bad for management. Some women then go to the other extreme thinking they have to bang on the table, being very aggressive. What is the Dean's posture?

Chairperson: Women have to know when to mother and when to bang on the table. (p. 95)

In his perception, Dean Wesley does not separate the two roles:

> She is mother all the time. She addresses the group as guys. These greetings are unpleasant for me. For me it's like digging up the old turf,

rejuvenating the feeling of being a child again. I don't like that. (p. 95)

He also believes that neither role should be used consistently, but that the appropriate role depends upon who is the receiver of the communication:

Chairperson: Not everyone needs the same kind of treatment... As an instructor, I can kid around outside the classroom, but when I go in, I am more of the adult than child. I've had a lot of counseling and am aware that the adult role is better administration.

The problem is that when Dean Wesley bangs on the table the "kiddies" come out. I guess you saw that at the last meeting. I knew when she was giving the deadline that it would still be O.K. if I handed in the evaluations later... I don't get some things in on time because I don't have to.

Researcher: Would you talk about the effective strategies the Dean uses?

Chairperson: She's good at documenting. This strategy is good in the case of grievances. She can support the chairs.

She is a detail person.

Researcher: Any particular weaknesses?

Chairperson: A weakness is the lack of motivation to really discipline. Managers have to be able to discipline a person and still be able to go to lunch with that person on the same day. (pp. 96-98)

...The Dean doesn't create the image of authority. She solves problems as a parent would rather than an administrator.

Researcher: What's the difference?

> Chairperson: An administrator is looking for the best results according to the situation. The parent deals with the feelings of the situation. (p. 102)

Later, when he was asked how working for a woman is different from working for any of the men he has reported to, he said:

> I enjoy working for women because they seem to allow more autonomy. I'm a more independent person. I can use my own expertise. I'm given the authority to do more things. (p. 101)

Informal Network

The informal network among Dean Wesley's staff seems non-existent. There is, however, an awareness among some of her staff of the larger informal network at the institution. These are different versions of how it can be used.

When asked to talk about the informal network, one staff person said:

> It's very informal. It's controlled by the President. The President makes a lot of decisions. A lot of decisions are made among the Deans. The Deans make up the President's Council. It's a luxury to be informal because of the small size of the staff. The same kind of network wouldn't work on a larger campus. Here, everyone has access to the President. (pp. 77-78)

Another explained that he knows the informal network and has used it. As he explained:

> I use it in certain instances to get things done. I might work around the Dean and go to the President because I know the President is going to make the ultimate decision anyway. (p. 97)

This behavior according to the person is necessary because there sometimes is a break in essential communication links:

> Sometimes information given to the Dean doesn't get to the President. If it does and revision is needed it comes back to the chairs. (p. 97)

At other times, to avoid circular communication channels, the informal network is more expedient. The person continued:

> Sometimes the same information is worked over several times, first by the chairs, then the President's Council. The Council might decide to deny the proposal or request. So to avoid some of this, I take the proposal to the President. (p. 97)

A third staff person also expressed concern that some information and concerns forwarded to the Dean never goes up. If it does, there might not be any response. As explained:

> Staff: Some information goes up, some doesn't. None comes down.
>
> Researcher: Then does the staff go meet with the President?
>
> Staff: We're not allowed to. (p. 83)

When discussing meetings with the researcher, the staff person alluded to area meetings that have been initiated for communication across disciplines. "These are more spontaneous with a lot of sharing of information. In the meantime, the person added:

> There are physical constraints of getting the staff together. There is no lounge or other facility for regular spontaneous gathering. This hampers communication. Communication links are important, especially from the bottom up. It can't just be osmosis. There have to be definite attempts made for achieving effective communication. (p. 83)

The researcher noted that the area meetings have the potential for being the informal network used by the staff

members who feels it does not have access to the one already established.

Managing Through Formal Communication Channels

Dean Wesley's staff meet regularly to discuss issues and concerns. During the weekly meetings the decisions reached result from a consistent pattern of input - suggestions, ideas, etc. - and feedback - agreement, denial, etc. When the source of additional input extends beyond the realm of their authority and the Dean's authority, the necessary flow of information is frequently hampered. The result is a delay in their decision-making.

When asked how she manages the flow of information, Dean Wesley replied:

> The flow should go up and down. Starting with the Board at the top down to the President, the President's Council, the Dean, the Dean's Council, the Faculty and Students. From the bottom it can start with students and move up through reverse order. (p. 92)

The Dean's staff complain that if information is conveyed to upper levels, it does not descend. They are displeased with the lack of response to their concerns. Some feel that the Dean never disperses information beyond her level.

The Dean perceives the problem stemming from the fact that the Dean's Council is the only group meeting regularly. The President's Council, she reported to the researcher meets every two weeks or as needed. She perceives the problem will be compounded because the Board will be meeting less frequently. The researcher inquired

about how the irregularity affects the flow of information. The Dean explained:

> Regular meetings are necessary for decision-making. The chairs discuss issues which I am to present at the President's Council. I often can't get an immediate enough response for the chairs. (p. 92)

Another aspect of the problem is that the irregularity of some meetings can make it difficult for Dean Wesley to manage her time more effectively. On one morning when the researcher arrived for a scheduled interview, the Dean said:

> We'll have to do this lickety split. I have reports to take to the board tomorrow. (p. 85)

Later during the interview she said:

> I just learned that the Board will be meeting less frequently. That's why I have to hurry to get these reports in tomorrow. (p. 92)

As the liaison between the students, faculty, her staff and the administration, she has developed the posture of safety valve, allowing them to ventilate their frustrations:

> I try to allow staff to deal with issues that most affect them. I use the pull method rather than push. I stand back and let them handle the situation... I help as a resource person. (p. 95)

Dealing With The Political Climate

When asked where she fits into the President's tandem of power, Dean Wesley answered:

> The President expects the Dean to keep her informed of what's going on in the day-to-day operation of the college. I'm expected to put out fires and tell her what the fires are. I'm also to help keep the institution moving, investigating possible curriculum additions and determining needs of new faculty and making recommendations. (p.89)

During the course of the study - in interview or observed settings - at no time did the Dean refer to or characterize

the President or her managerial style. Near the end of the study, the researcher did request the Dean's perception:

Dean: In what sense do you mean managerial style?

Researcher: How she works with people.

Dean: She puts people on the defensive. I don't mean that in a negative sense. She takes the facts and questions you, making you defend what you are doing or want to do.

Researcher: Is she asking questions to see whether you have thought things through?

Dean: No, for information; so she knows what's going on.

Researcher: Are the meetings like yours?

Dean: Heavens no. The person who is responsible for the area being discussed has the strongest voice. If it's finance, the person in charge of that does. If it's academics, I do.

Researcher: Does the President make suggestions?

Dean: Yes, she makes suggestions.

Researcher: Can you object to them?

Dean: You can if you can substantiate.

Researcher: How much autonomy do you have for decisions?

Dean: Each person can make decisions for his/her area with the President's input. Each person is accountable for the decisions he/she makes.

Researcher: Where is the final decision made?

Dean: Everything goes through a complicated process. In my area ideas can come from the faculty to the chair to Dean's Council. I take them to the President's

Council. Sometimes they go back to the faculty and then to the Academic and Student Affairs Committee. The chairperson of that Committee will present them to the Board.

Researcher: Why is it complicated?

Dean: The President's Council does not meet on a regular basis, so the order changes.

Even in this account, the Dean does not allude to the President as having any role in decision-making beyond that of being one of the participants who gives input. Members of the Dean's staff, however, view the President as one who usurps power. One told the researcher:

> The President is autocratic... I want to keep this positive, but all I can think of is an approximation of Machiavelli's, The Prince. Absolute power corrupts absolutely. A good manager has to delegate authority. (p. 78)

Another person in an interview with the researcher was discussing problem solving. He also referred to the autocracy at the top level of the hierarchy:

Researcher: Isn't problem solving important here?

Staff: Problem solving is important at the institution. But for it to really work, it takes negotiation and compromise...

Researcher: Doesn't decision-making by consensus require problem-solving? You seem to make decisions that way in staff meetings.

Staff: At that level we do. Above that level, it's more autocratic. The autocratic approach limits creativity. (p. 100)

Some view the Dean as lacking the power that should be attendant to her position. One staff person when explaining how his role interfaces with hers asserted:

> ...The Dean has limited authority. The group has to know the Dean has the strength and power to get things done. It's frustrating when she says she can't. (p. 84)

Another made a similar reference when discussing consensus with the researcher:

> Staff: Consensus is necessary... You have to bridge the difference between the entirely autocratic and the group structured approach to decision-making.
>
> Researcher: The Dean allows consensus in decision-making in her staff meetings.
>
> Staff: The Dean is an information gatherer from all sources including faculty and students. She is a conveyer of information, a transmitter to the President. She is like a runner, not a decision-maker. The President is the decision-maker. (p. 79)

In the meantime, the Dean views herself as being able to influence the direction of activity within her division and within the terms of her goals and objectives. When the researcher asked, "How do you influence?", the Dean used the curriculum committee as an example:

> Dean: The committee had been involved only with routine matters... I added European Tours to the agenda and had the faculty planning the tours to give a report. The report sparked interest. Committee members also began to discuss how they and other faculty can become involved. It's a matter of timing... Every now and then have

something exciting that will put people back into the group so they can stop talking about problems and begin to focus on some things to do in the future.

Researcher: Are you saying you encourage creativity?

Dean: Oh yes! The committee knows the goals I have set for my office. They can contribute to activating them. (p. 88)

Another example is the Parent's Weekend:

Dean: The Parent's Weekend was my idea. One goal for the entire year is to reduce the attrition rate.

Researcher: Is the activity an academic function or a student services function?

Dean: I don't know if what's being done falls under student services, but I'm looking at reducing the attrition rate. The faculty is now required to prepare course goals and objectives and give syllabic to students; these are course evaluations that will lead into program evaluation... (p. 90)

The Dean cites these innovations as evidence of her ability to influence outcomes.

Her influence is also exerted through her functioning with the various committees:

a. The President's Council - All directors and deans.

b. Curriculum Committee - Chairperson

c. Graduation Committee

d. Open House (periodically)

e. Academic and Student Affairs Committee

f. Promotion Committee - Chairperson

g. Ad Hoc Committee

-Equivalency

-Honorary Degree

h. Long Range Planning

She has also developed a posture for establishing and maintaining roles within the political arena of the institution:

Researcher: What political alliances are necessary for your position?

Dean: All of them. The strongest ones have to be with the President and the Board; but I have them with leaders of the faculty. Alliances with chairpersons might even be before the President.

Researcher: How do politics work?

Dean: With politics, timing is crucial. If there is one thing they don't teach you anywhere, it's timing. It's having common sense and knowing when to talk and when to keep your mouth shut.

Managing Conflict

The researcher did not observe any particular strategies Dean Wesley uses for managing conflict. It appeared that the situations needing resolution were usually beyond her administrative realm but had some effect on the activity of her division. She punctuated her comments about such situations with terms which connote urgency or tangency. For example, when discussing her experiences on the opening days of the term she told the researcher:

> Tuesday and Wednesday were hectic. On Monday, they had been calm, but they broke loose on the next day.

-There were classes without furniture.

-The color class needs water. The room with water isn't big enough.

-Some equipment hadn't arrived. (p. 21)

Her response, in her words, is "not to panic". When talking about the class for which she still needed an instructor on the day that the class was to begin, she told the researcher:

> The only time I panic is when it's two or three weeks into the semester. I have someone who can teach the class now for one or two sessions as an overload. What I worry about are the classes just small enough to pay for the instructor, but that can lose one or two students. The classes that are too small don't create the best learning atmosphere. (p. 21)

Spontaneous situations require controlled behavior from Dean Wesley. On the day before Parent's Weekend, one of the students was killed in an automobile accident. In Dean Wesley's words:

> There were devastated faculty and devastated students. The speaker for the main workshop for the weekend had known the student and her family and had to cancel his presentation to do the eulogy. I had to quickly find someone. It is also my job to write a report for the Board. (p. 85)

Sometimes, she attempts to control. Near the beginning of the study, the researcher telephoned to confirm a observation schedule. Dean Wesley said:

> I must tell you what I did yesterday. I was working on a report. I told everyone that from 12:00 to 1:00 PM I would not be answering the phone unless it was an emergency. A schedule like mine calls for a day like that, maybe once a week to answer the phone from 12.00 to 1:00 PM and 4:00 to 5:00 PM. It worked. I can't live a life of chaos each day. I have to allow one day to catch up... (p. 10)

The life of chaos means coping with the interruptions that occur during meetings, managing efficiently when "the faculty is increasing" and "we are bulging at the seams", and when "everything's haywire" meaning enrollment is greater than anticipated bringing with it the attendant problems of adjusting to accommodating the needs of a larger student population.

As one staff person explains it:

> I respect the Dean as a person and as a friend. I can talk with her at that level. I know she doesn't like conflict and arguing. A manager has to have both sometimes. (p. 96)

Summary

Among the significant behaviors and events which characterize the three Deans' enactment of their roles are:

1. Identifying goals and objectives
2. Making decisions
3. Managing conflicts
4. Supporting and facilitating staffs' efforts
5. Processing information
6. Evaluating staffs' performance
7. Attending meetings, special campus events, and conferences
8. Encouraging staffs' professional development
9. Interacting in face-to-face encounters with staffs and peers
10. Writing reports
11. Responding to telephone calls and mail
12. Prioritizing unexpected incidents and interruptions

13. Avoiding stereotypical behaviors attributed to women administrators

14. Seeking to avoid emotional responses

Regularly scheduled meetings are the primary channels the three Deans use for communicating with their staffs. There is a difference in the degree to which they adhere to the intended purpose and agenda of the meetings. Deans King and Clayton monitor the flow of information as staff members report progress towards accomplishing goals and objectives. Dean Wesley's staff tends to interact with each other more spontaneously. They tend to digress more from the agenda to express their feelings and concerns about conditions and events related more to administrative matters than to instructional activity.

Neither Deans Wesley, King, nor Clayton has established obvious informal networks. With the exception of one member of Dean King's staff and one of Dean Wesley's, the staffs tend to report to the Deans. These two acknowledged that they circumvent the Deans and transfer information to the President when it seems expedient. The researcher also observed that the Deans tend to avoid informal networks with their staffs, but at the same time, feel themselves outside the informal network among their peers. They encourage teamwork among their staffs, but do not perceive themselves to be a part of an administrative team with their peers.

In the larger setting of their respective colleges, Deans King and Clayton are confronted with stereotypes that men have of women administrators. Dean King is more

assertive in her reactions to these when they are expressed. Dean Clayton recognizes them, but assumes a more passive posture in her response. In the meantime, even though Dean Wesley is in an environment with more administrators who are women, she has to cope with issues of her actual authority and power. None of the three Deans, then, perceives her position as having the status or power and authority that should be accorded to it.

The general perception of their staffs is that the three Deans are competent, supportive administrators. The three Deans perceive themselves as competent professionals responsible to and for their staffs. They monitor their staffs' performance through facilitative behaviors, the nature of which differs. Dean Wesley provides the opportunity to vent frustrations. She perceives her role analogous to that of a mother. Dean King consistently verbalizes her expectations. Her staff reports that her expectations are presented clearly, but that they are still comfortable asking questions and seeking additional advice when they need it. She tends to be more task oriented. Dean Clayton, on the other hand, demonstrates a strong sensitivity to her staffs' feelings and motives as she offers guidelines, suggestions and caveats.

In spite of the fact that they are not administrators on the same campus, Deans Wesley, Clayton and King face very similar circumstances, exhibit very similar behavioral patterns, and have very similar perceptions of their roles.

Their specific behaviors, however, are not identical. They do not react to their environments in exactly the same manner.

CHAPTER SEVEN

CONCLUSIONS

Introduction

This chapter presents the conclusions derived from the findings. Each research question is stated and followed by patterns that emerged in the data. Included also are implications for further research.

Research Question One:

WHAT SPECIFIC EVENTS AND BEHAVIORS CHARACTERIZE THE ADMINISTRATOR'S ENACTMENT OF HER ROLE?

Similar patterns of events and behaviors were discovered among the administrative strategies of the three deans. All three have adapted styles that are facilitative and based on skills in human relations. Their behaviors are deliberate, focused on outcomes that the deans perceive to be in the best interest of both the organization and the members of their staffs. They encourage collaboration and consensus - both directed toward achieving the goals set by the division as well as contributing to the morale of the staff. Four patterns emerged during the study:

1. Each dean seeks to have some degree of control to assure the productivity of her division.

Dr. King:

As pointed out in Chapter Six, the planning process Dr. King has implemented with her staff is the focal point of her performance and of her interaction with the staff. The planning process includes input from subordinates by requiring each to identify the goals and objectives for each unit and, ultimately, into those for the entire division. As a result, the individual's commitment to achieve the stated tasks is also a commitment to the division and to the Dean since her performance contract with the Provost consists of the entire set of goals and objectives for the division.

When evaluating the unit's progress each quarter, the Director of each unit receives from his/her staff their assessments of their achievements. The Director uses these to prepare the quarterly report for the Dean. In the meantime, the Dean makes clear her expectations that the staff will not only be collectively oriented - working cooperatively in preparing the reports - but also goal oriented, keeping their performance focused on the intended outcomes.

In addition to quarterly reports, regular monitoring of progress occurs during meetings. Each person, in turn, gives an up-date indicating the stage reached in the development or planning of a project or activity.

In the meantime, Dr. King also reminds Directors that their performances will be considered poor, if their units' performances are poor. Consequently, the quality of her

performance is largely determined by theirs. When discussing her perception of management in an interview near the beginning of the study, Dr. King commented:

> I believe people who feel a shared responsibility for goal setting and rewards for accomplishment tend to work harder. (p. 15)

This approach to role definition makes the Dean and her division interdependent for the success of each other's job performance.

Dr. Clayton

Collaboration among Dr. Clayton's staff involves the Directors in assisting each other with the planning and evaluation of major events and projects. Deciding activities for Orientation Week, for example is the task of the entire staff. The Director of Housing, The Director of Activities, The Director of Information and the administrative assistant give input - suggesting which activities should be eliminated, added or revised. Decision is by consensus with equal weight given to a suggestion in spite of which Director is directly responsible. The Dean facilitates cooperation by asking one person to work with the other. Collaborative evaluation is made in the same manner after a major event. Her intent is to encourage teamwork among the staff.

Dean Wesley:

Dean Wesley's staff sets goals and objectives for each instructional department; however, these are not used for regular monitoring of progress. Staff members do not make reports regularly at meetings as do Dr. Clayton's and

Dr. King's staffs. Instead, Dean Wesley encourages her staff's articulation of concerns and opinions about the issues that confront them but that they have no authority or power to resolve. Their attention at meetings are directed toward solving administrative problems related to instruction - cooperative education, procedures for reviewing portfolio's, etc.

Her rationale for this approach is her desire to prompt positive behavior from the staff and to maintain positive approaches from the staff toward their tasks. She told the researcher that she seeks to keep the tone of meetings casual as to establish an informal atmosphere and encourage participation:

> This is a place where they can spout off. If the meetings were all very very serious, tensions would be terrible.
>
> We have a phenomenal set of growing pains. In some things they can see the bigger picture.
>
> On others, they are closer to the issues than I am... If they didn't have a place to gripe, then some big explosion will come from something so small. (p. 49)

The Dean, then, perceives her methods enhancing productivity because they are beneficial to the well-being of the morale of the staff.

2. <u>Each dean seeks to maintain emotional detachment while fulfilling her role</u>.

At the interpersonal level, Dean King's relationships with her staff tend to be non-formal - professional and impersonal. They seem to be task oriented, based on what

appears to be required for the staff to fulfill their job responsibilities.

There was no evidence that more than professional encounters are ever encouraged. The researcher found no evidence of friendships among the staff. Neither was there evidence of friendships between any of the staff and the Dr. King. As her acting assistant remarked:

> Some of the staff think the Dean and I are friends because she brought me to work here. But we are not. Once we leave work we usually don't even see each other.

The researcher noted that these are not routine social gatherings - parties, luncheon meetings, etc. There is no central location on campus where the staff gathers informally. It seems that the parameters for contact with each other do not extend beyond their work environment.

The researcher also noted that Dr. King and her staff are cordial with each other and that they cooperate with each other for the good of the order of the division.

Even though some staff expressed dissatisfaction with this type of relationship, there was no evidence that the non-formal relationship hampers productivity. Entangling alliances - acts of favoritism, obligations to reciprocate, the fears of reprisal after a reprimand and other negative behaviors required to maintain friendships and personal relationships - are not obstructions. Encounters between the Dean and her staff and among the staff are primarily job related. The emphasis is on goal attainment. The staff can document their proficiency in terms of achieving goals and

objectives. This was obvious at the retreat when each unit was able to cite an increase in the numbers of clientele and an accompanying increase in the number of programs, activities and services provided.

Dr. King also attempts control over her emotions by intellectualizing conflict. She uses what she refers to as a rational approach, dealing with the sense of an issue. Instead of resorting to anger or hostility, she makes efforts to suppress them, viewing them as counterproductive. Her preference is to explore alternatives, anticipating their outcomes - hence, making decisions in a problem-solving mode instead of a reactive stance. Her mastery of voice modulation has been an asset in that it gives her enough control of the situation, allowing her to avoid spontaneous outbursts.

Dr. Clayton, like Dr. King also seeks to suppress hostility and anger. Her practice "to go the extra mile" keeps her from being openly confrontive. The researcher observed meetings during which Dr. Clayton avoided a negative encounter with a Director who continued to insist that she had sent Dr. Clayton a report that Dr. Clayton repeatedly said she had not received. The researcher also observed Dr. Clayton as she continued to encourage a staff person to use the strategy of going the extra mile with a colleague. Dr. Clayton perceives that resorting to arguing and anger will not allow her to focus on alternative behaviors in attempts to resolve conflicts. When the

researcher asked the Dean how she usually expresses discontent or dissatisfaction; she remarked:

> I am not confrontive. I prefer to look for positive ways to resolve conflict. With my staff this means making positive recommendations, not kicking anybody or stricking back. I work on being patient with others. I have no idea what kind of day a person has had. If the situation is complex, I think about it, work at it and return at a later date with a constructive approach. (p. 68)

In the meantime, she also told the researcher that there is no hesitation when someone needs a reprimand. During the study her behaviors were congruent with her perception. She does not attempt to avoid conflict; instead, she seeks to manage it to bring about productive results.

Dean Wesley frequently is responding to spontaneous conditions in her environment. The term she uses for her efforts to control her emotional response is "patience infinite". She tolerates the gripes and complaints from the staff, even though she is not responsible for conditions that raise issues. She refrains from panic when the unexpected occurs. Unlike Drs. King and Clayton she does not appear to have devised specific, identifiable techniques for emotional control. Dean Wesley seems to ignore conditions that otherwise would arouse an emotional response.

Among the three, not all anger and hostility are suppressed. The researcher did note that while they practice emotional control in face-to-face encounters, the Deans are not equally as astute in maintaining such demeanor when the provocation is initiated by role conflicts. Instead of suppressing their frustrations, they act them out

in subtle forms. When confronted with perceptions that she was being negligible in meeting her responsibilities because of frequent absences, Dr. King sought employment at other colleges. Dr. Clayton, feeling her position is insignificant to her superiors, asserts that she is not confrontive and that she needs to be more aggressive. At the same time, nonetheless, she positions herself for encounters which require her superiors to affirm her importance. Dean Wesley, allows her staff to use time during meetings to vent their frustrations instead of insisting that they report the progress of their departments toward goal achievement.

3. Each Dean utilizes management strategies which allow her staff to function autonomously.

One is to encourage input from the bottom up. Each staff person within a unit identifies the desired outcomes for his/her component in the division. Even though these eventually become incorporated into the overall goals and objectives for the division, it is the individual who has the ultimate responsibility to achieve what he/she proposes.

Another is to allow individuals to arrive at their own decisions about procedures to use as long as those reached are within the scope of college policy. Dr. King facilitates decision-making by asking questions to encourage the person to consider and weigh alternatives and by making her expectations clear. Dr. Clayton plays "the devils' advocate" to encourage brainstorming of ideas. Dean Wesley also allows sufficient time for brainstorming. The

consistent comment made by each dean when asked how decisions are made is the intent to encourage consensus.

A third is to encourage the creative use of talents and expertise. Dean Wesley has been giving more impetus for faculty to develop travel courses, seeking suggestions for using computer assisted instruction and asking for suggestions for procedures related to instruction. Dr. King has one member of her staff who regularly is assigned and assumes responsibility for research, another who recently developed a computer program that can be used by some units in the division, and two who act in leadership roles. In the meantime, the staff members interviewed on each campus invariably cited being able to function autonomously as one of the advantages of having a female superordinate.

4. Each of the three deans spends the majority of her time in face-to-face encounters.

As much as fifty-percent of a typical day is consumed in scheduled meetings. One-fourth is used for making and returning telephone calls, reading mail; the rest for unscheduled meetings. Each expressed the importance of giving immediate response to those who telephone.

Research Question Two:

> FROM THE ADMINISTRATOR'S PERSPECTIVE, WHAT ELEMENTS IN THE COLLEGE SETTING - EXTERNAL TO HER SPAN OF CONTROL HAVE AN IMPACT ON HER ROLE ENACTMENT?

Deans King and Clayton view themselves as outsiders in the administrative realm at their respective institutions. As administrators on campuses with a disproportionately greater population of male administrators, they sense

stereotypical behavior from their male peers and superordinates. Neither is a part of the informal network among the men. They are not included during any social outings at the end of the day, nor during routine luncheon meetings with the men during working hours. As a result, they are not a part of the decision-making which occurs at that level. As Dean Clayton reports, at formal staff meetings when such decisions are discussed and she inquires about their origin, the usual reaction from the men is to "fill her in". They do not confront the issue of her having been excluded. Dean King commented about sexist remarks made that she retorts in the effort to deter such behavior.

In the meantime, while they are aware of the effects of the gender gap, the women are not overtly seeking to change or eliminate it. Neither do they seem to be attempting to emulate the behaviors of the men. Nor are they attempting to enter the network. They do not initiate invitations to the men for lunch or for a drink after work.

They do react to their status as outsiders in similar manner. Both have retreated and turned inward to their staffs, adapting a model of proficiency in performing their tasks. Dean Clayton, for example, reports to an administrator who does not schedule regular staff meetings; she does with her staff. The two have gained the respect and loyalty of their staffs. Omitted from the center of informal lines of communication in the larger institutional setting, the Deans are the center of information channels within their own division. Most of the members of both

staffs expressed their tendency to go to the Dean first, and also expressed their comfort with doing so. The Deans have contributed to the staff's willingness to communicate by being open and honest. Open and honest were the traits most frequently cited when the staff were asked to identify the strengths in their relationship with each Dean.

The Deans have also created an environment within their respective divisions to enhance the staffs' functioning with the autonomy and freedom of decision-making that encourages them to function as a team. Dr. Clayton cited teamwork as a desired outcome. Dr. King emphasizes shared responsibility in goal setting and goal achievement.

Both Deans in reacting to their positions as outsiders concentrate their efforts in their assigned areas where they have both power of authority and power of position.

Both Drs. King and Clayton are also concerned about the lack of status accorded to their divisions by other administrators. Dr. King realizes that at Baxter student services are second to academics. Her perception is based on differences in the type of contract used for hiring student services staff - an agreement with short term interim for notice of termination - and on the small budget alloted for student services in comparison to those of other departments including academic services. Dr. Clayton perceives herself being ignored - omitted from meetings of the officers even though she has been appointed an officer; being excluded from the initial organization of the college's long-range planning committee but added later; and

being excluded from meetings related to developing policy and determining procedures related to housing and other functions of her job.

In the meantime, Dean Wesley did not mention problems with a gender gap or with sextyping. Being in an environment with a majority of women administrators, Dean Wesley is more frequently confronted with problems related to authority and power. She is not in control of the decisions to change procedures that interrupt the flow of communication she needs to maintain in order to work effectively with her staff. She encourages her staff to share their concerns. Faculty meet with Department Chairpersons who transmit their concerns to the Dean at the regular Dean's Council Meetings. In the meantime the irregular schedule of meetings of the Presidents' Council and the less frequent meetings of the Board of Trustees sometimes impede the decision-making needed at higher levels to address faculty concerns. The Dean is viewed as effective by her staff when the direction of the flow of information is both up and down the hierarchy. She is viewed as powerless when it seems to only flow up. As one member of her staff explained, "we need to know the Dean has authority." The result has been an increase in dissatisfaction among the staff and an increase in the Dean's tolerance for listening to their gripes and complaints.

The three Deans all reported that their ultimate retreat from the stresses caused by the major dilemmas they face at

work is to keep their personal and work lives separated. Dean King enjoys the quiet space of her personal life. She uses it to read, travel, and do the things she enjoys. Deans Wesley and Clayton reported doing the same - keeping their lives compartmentalized.

Research Question Three:

> IS THERE EVIDENCE THAT THE ADMINISTRATOR CARRIES OVER INTO THE COLLEGE SETTING THE TRAITS TRADITIONALLY ATTRIBUTED TO FEMALE ADMINISTRATORS? IF SO, WHAT IS THEIR EFFECT?

As masculine and feminine traits in administrative styles have been described in the literature, the three Deans reflects a mixture of both in their behaviors. One feminine trait salient in the administrative behaviors of the three Deans is nurturance. Deans King, Clayton and Wesley assume nurturance postures in their interactions with their staffs. The effects are both positive and negative. Dean Wesley expresses the opinion that her staff expects her to look after them. Members of her staff, when interviewed by the researcher, expressed the perception that she is supportive. Supportive is also the term used by the staffs of Deans King and Clayton when asked by the researcher to explain how their roles interfaced with their respective Deans. The researcher observed that the three Deans compliment their staffs for achievement, they seek to help their staffs advance by encouraging opportunity for professional development, they give advice, they delegate work to others, they persuade rather than dominate, they place emphasis on human and technical skills, they avoid

embarrassing their staffs to the point of having to save face, and define their own role in terms of the staff's productivity. In the meantime, while the posture is acknowledged and appreciated by most of the staff members, some members of one staff denigrate the image of the Dean as a mother figure or feel that the mothering is not always necessary. The mother image was attributed more to Deans Wesley and Clayton than to Dean King.

Dean King, is perceived as supportive of her staff. However, she is perceived by some of her staff as supportive but more out of a sense of duty than a sense of caring. Some are uncomfortable with her style of management. They feel she is efficient, businesslike, task oriented and goal oriented. Dean Clayton's staff perceive her as more people oriented, yet proficient in performing tasks and motivating them. Their perception is that she nurtures them to a point of readiness for assuming increased responsibility. While they are appreciative of her efforts, they have some ambivalence because she does not make them aware of her the level at which she ultimately perceives them performing. As a result, they sometimes are concerned about role overload because what they perceive is possible for them to accomplish in terms of resources is less than what Dean Clayton perceive.

<u>There is some ambivalence expressed by Deans King and Clayton about being perceived as feminine by their male peers</u>. Their reaction stems from the negative stereotypes of women administrators. Perceiving that men expect her to

be "bubbly" and overly-emotional, Dr. King determines her behaviors to refute the sextypes. She seeks to be rational and self-controlled and emotionally detached. Yet, she rejects the image of being "a person of steel", asserting, instead, but she is sensitive and caring.

Dr. Clayton reported being told by some of her male peers at a workshop during a retreat that they consider her feminine. She covertly rejected the application of the term to her behaviors by demonstrating that each descriptor the men used for feminine - loyal, dedicated, for example, could apply equally as well. Such refutations from Deans King and Clayton imply that they both have internalized the stereotype that behaviors traditionally viewed as feminine are inappropriate in the work setting. They are not comfortable at this point with being viewed in the managerial sense as feminine.

Salient masculine features as described in the literature that are patterned into the behaviors of the three Deans are an orientation to task and the desire to be respected for their abilities. There was no evidence of other features - the drive to achieve, enjoyment of competition and a capacity to take risks. Both the orientation to tasks and the desire to be respected for their abilities are related to the model of proficiency on which the three seem to have based their performance in the effort to protect themselves. Dean King frequently counteracts criticism of the time she spends away from campus by pointing to her completion of tasks. "Do I ever

fail to do what I'm supposed to?" she asks. Dean Clayton is organized in her handling of tasks. She is systematic in using forms to note details when investigating or following-up a problem to assist a subordinate. Doing so protects her against reprimand from her superiors for not having information when they request it. Dean Wesley is good at documenting detail. As one chairperson remarked, "She's good at keeping the kind of detail that I need when grievances are filed."

Implications for Practice and for Further Research

The nature of Deans King's, Clayton's and Wesley's administrative behaviors seem closely related to the nature of their experiences over the years of their professional life spans. Not wanting to face more rejection, Dean Clayton is hesitant to take risks. She goes "the extra mile", sometimes questioning whether she needs to be more aggressive. Dean King, having encountered differential treatment, remains en garde to unjust behaviors. Dean Wesley seems to give less significance to the male/female schism and asserts the premise, "Men are stereotyped, too."

However, the administrative stances of the three Deans appear to be more reactive to factors in their work environment than they appear to be predispositions to behave in a certain way. Significant environmental factors are:

1. The prevailing stereotypes that male peers have of women.
2. The administrative styles of their superiors.
3. The perceived status of their positions within the institution.

As has been pointed out, the Deans have responded to these factors by adopting a demeanor of competence and proficiency. They seek to create and maintain this image by:

1. Encouraging their units to set goals and focusing on tasks and processes to achieve positive outcomes.

2. Avoiding the stereotyped emotional reactions- exhuberance, anger, hostility, etc.- and, at the same time, seeking to avoid the stereotyped image of the cold, domineering, and aggressive woman administrator.

3. Maintaining open lines of communication with their staffs without encouraging informal networks and relationships.

In the meantime, these practices have not established a professional comfort zone for either Deans Clayton, Wesley, or King. They still perceive themselves as isolates, a position with which neither is satisfied. A key issue is for them to identify the barriers. Dean Clayton perceives male/female relationships. Dean Wesley is in an ambivalent position unable to change the administrative practices of her superordinates that cause her staff to perceive her as powerless. Dean King perceives both male/female relationships and the lack of viable contact with more colleagues in the institution.

Another issue is for them to assess the environment to identify the norm used in the larger setting of the institution for becoming an insider. Obviously, it is not training. Deans Clayton and King both have doctoral degrees. Dean Wesley has the highest degree for her type of institution. As a matter of fact, Dean Clayton is the only person in her college who has a PhD. Neither can the norm

be based on merit. The three Deans administer units which contribute largely to maintaining the values pervasive in their respective settings. Dean King has cited the need for her to establish stronger contact with the other Deans. The contact will very clearly be established through non-formal, job-related activities. The intent is to encourage the others to recognize the value of the services her division offers. She will conduct workshops, for example. The question is whether the efforts will direct attention from the image of her being inaccessible.

Dean Clayton has not expressed any intent to become more involved in the informal network which seems very viable to decision-making at her college. She has, however, come to the intent of proposing to the President that she be appointed Vice-President of Student Services. A question is whether she will be perceived as capable of making key decisions. The question is by no means whether she has the competence. Instead, it points to the significance of the informal relationships that have developed among the males in key positions. For example, they have been making decisions and "filling her in". She has not had the opportunity to convey the image that she, too, can be a viable team member. Another part of the question is whether the competence she has demonstrated in working with her staff will be perceived in relationship to the status of her unit. In other words, if the position, Dean of Students, has low priority and low visibility, will her administrative behaviors be accorded the same status? Then, would her

opinions be considered of importance. The irony is that she has not had the opportunity to convey her potential.

In contrast to Deans Clayton's and King's isolation from the "team" in the male-controlled environment, Dean Wesley is not a team member in an environment controlled by women, with a woman as the chief executive officer. At Belmar, there appears to be no team. Neither does Dean Wesley's setting appear to be more supportive of her than that of Deans Clayton and King is for them.

However, examination of Dean Wesley's position raises the question of the significance of the relationship the three Deans have with their staffs. Are the staffs their support groups? When venting their feelings at their regular meetings, is it possible that Dean Wesley's staff is expressing the sentiments and frustrations she feels but cannot express? When complimenting her for being a role model because of her proficiency, is it possible that Dean Clayton's staff is compensating for the lack of recognition she feels she deserves from her superiors? Is it possible that Dean King's staff attests to her competence when they cite her professionalism and her capabilities as an administrator?

Finally, there is also the issue of whether the three Deans as women administrators are bringing to their environments different professional practices. For example, they appear to de-emphasize informal, personal relationships, especially in working with subordinates. They do emphasize professional growth and development for

their staffs. They also seem interested in facilitating for their staffs the professional comfort zones that they themselves lack in their relationship with their administrative peers.

The behavioral patterns of the three Deans are very similar - almost identical. While they seem to be determined by environmental factors, they are not site specific. Because they are not, further research using participant observation needs to be conducted for several purposes:

1. To discover whether similar patterns are displayed by other women administrators who work in different settings.
2. To compare the administrative behaviors of women and men.
3. To document the environmental factors that women have reported in quantitative studies to be barriers to their success in settings that are male dominated.
4. To explore the nature of interactions between women and their superordinates.

The findings also imply the need for further research in two areas related to the question of how women administrators fulfill their roles. One is the issue of whether student services components are accorded status equal to and as important as that of academic components in colleges and universities. The literature indicates that most women in higher educational administration have positions in student services. The second issue is the

extent to which the curriculum and instruction in higher education are appropriate to train and prepare men and women to work as peers in administrative settings.

APPENDICES

APPENDIX A

THE STUDENT AS ETHNOGRAPHER
My Reflections

On second thought, if I were to give this essay a different sub-title, it would be, "Looking for the Gestalt". That was a part of the advice the chairperson of my doctoral committee issued at the end of the meeting to approve my research proposal. He also commented, "You'll have to be somewhat of the novelist." At that time, his comments meant little. By the end of the study, after I had spent seven months observing among three different campuses to document the role enactment of the only woman dean on each campus, I had come to feel the impact.

At first, the question was whose Gestalt? Near the beginning, wanting the confidence that I would give an intelligible, adequate interpretation to what I was discovering, I read, read, read, and read. Hortense Powdermaker's, Stranger and Friend; Rosalie Wax's, Doing Fieldwork: Warnings and Advice; James Spradley's, Participation Observation and The Ethnographic Interview; Bogdan and Biklen's, Qualitative Research for Education; Marion Dobbert's, Ethnographic Research; Wolcott's The Man in the Principal's Office; Peggy Sanday's, "The Ethnographic Paradigms"; and Kanter's, Men and Women of the Corporation

are among the documents that reinforced my understanding of the research methods I was to use. Helpful also were documents discussing management theories and practices and those explaining the status of women in management in business as well as in education. From these I gained the perceptions useful for identifying behaviors and for establishing working hypotheses.

For example, one staff person told me that he gives the Dean, Vice-President or the President whatever information he feels they need. One possible hypothesis for his behavior was that he wants to win or maintain their favor. Another was that he was being vindictive, wanting to cause someone else to lose favor. A third was that he understands how to use the informal network to by-pass formal reporting systems. The latter hypothesis I recognized because of my reading. As a matter of fact, the hypothesis led me to give more attention to the use of informal networks on each campus.

If I were to repeat the study, I would still emphasize the importance of reading as much related material as possible. Even the understandings I gained, however, were not the Gestalt; neither were my own impressions.

My experiences in the field were not totally new. I had studied field research methods and had spent two months in practice for a class project. I had learned that the researcher is to give priority to the meaning that informants give to their experiences. Yet, in my fieldnotes I wrote several reminders to myself to avoid imposing my

interpretations on what was occurring. On one of the early days of the study, one of the deans spoke of the need for flexibility for success at her job. I noted her comment. When reviewing my notes later that evening, I discovered that I had not recorded her meaning for the term. I made a note to ask for it during an interview.

(I did find the interview the key source for confirmation of the person's perceptions. I also found myself suspicious of the interviewee's motives for sharing the information with me.)

This is not to imply that my impressions were completely ignored. I recorded them in the margins of my revised notes. Sometimes, they became working hypotheses that were confirmed or ruled out. The point, though, is that the purpose of the study was not to present my perceptions, but to document those of the three deans.

Attempting to be the novelist also posed its challenges. The study was not my story. It could not be told from the first person point of view. I knew that from the beginning. The question was to find the vantage point that would blend the omniscient- all knowing- with central intelligence- viewing from the inside.

At first I was an outsider- I was perceived as one and felt like one. Sometimes, at staff meetings one would make a comment and then quickly glance at my notebook to see whether I had written anything. Sometimes, the Deans would make the same glances. When I attended meetings, I was one

of two people taking notes. The other was the secretary or Dean Wesley who had no secretary.

I read that W.F. Whyte, when completing Street Corner Society, had shared his study with Doc, the principal informant, before the study was published. I began to ask the Deans to read copies of my revised notes to determine whether I was recording an accurate report of what was occurring. Each time, each agreed that what I had written was realistic and factual. The strategy helped me to gain their trust. On one campus, I could sense the Dean's acceptance of my presence when she told her staff, 'It's okay to discuss this. I've seen Pat's notes. No one will be able to tell it's us. She doesn't use our names or anything."

When interviewing the staff, I also offered them the opportunity to read my accounts of their comments. Eventually, I noticed that they did not request to see them. I also noticed that they stopped prefacing their statements with such comments as, "I don't mean to sound like I'm against the Dean or anything" or "I'm trying to keep this positive."

The omniscient point of view in literature means that the narrator is all-knowing. The researcher approximates this stance by using every source available for gathering data. For me, at the beginning, this meant observing as much as I could when taking notes. The problem was to avoid imposing the limitations of my expectations or theories. I was to discover what the deans do to enact their roles and

to discover their perceptions. This meant giving significance to everything. When attending orientations, for example, I recorded comments of all the speakers, not just those of the deans. I also recorded what I saw. One danger was that sometimes, in noticing elements of the setting, I was distracted and missed hearing comments.

I especially remember staring at a wall hanging in the room where one of the deans met with her staff, wondering how it would look on the wall in my family room and how much trouble it would be to make one. Another time, I was sitting in a Dean's office near the wall on which her personal collection of pictures, certificates and award hang. I read the certificates and awards and noticed all the pictures. Although the wall hanging gained no significance to the study, the certificates and awards gave me a better picture of the professional support system the dean has established.

If I were to devise a rule for notetaking, it would be, "Ignore nothing, especially at the beginning." Over time, as patterns emerged and were confirmed, my observations became more specific, noticing the nature of the patterns. However, when writing the first draft of my dissertation, I found much of the "extra" detail helpful for describing the setting of the colleges and the values that pervade them.

Finally, as the novelist, I experienced much impatience. I kept setting impossible deadlines for completing the analysis. As patterns emerged, I used the constant comparison method, checking data against each

other. A month before the end of time in the field, I assumed that since I had discovered the patterns, the study was near completion. I wanted to start writing the draft. I started, only to find that I needed the last four weeks of observation to see the rituals for ending the semester. Even after I had left the field, I found the writing process involved constant reading and re-reading of my fieldnotes. The process requires time. The patterns were there, but their significance and their relationships continued to emerge into new configurations. The more I read, the more I felt I was discovering the Gestalt. I was also discovering the agony of the creative process that I wonder if real novelists experience. Sometimes, the new configurations would occur when I least expected them and when I was least prepared with pen and paper to record them. There were also the times when I would stare and stare at pages of notes and realize nothing.

Even now, after the document has been submitted to my committee for review, I still wonder what else there is in my fieldnotes to discover and report.

APPENDIX B

Questions Used for Formal Interviews

Part I

Questions used for formal interviews with each dean:

1. What challenges come with the position?
2. Would you briefly review your career path, including any special events or experiences that contributed to your progression?
3. Were there any mentors? How did they help?
4. Would you tell me what your duties are? How do you fulfill them?
5. What is the sphere of your influence? How do you influence?
6. Would you describe a typical day? What interruptions occur? Who gets priority?
7. What voids would exist if you were not in your position?
8. What political alliances are necessary for your position?
9. Would you describe how you manage the flow of information? Is there an informal network? How do you use it?
10. Would you discuss the satisfactions or frustrations that seem to accompany your role?

11. What was it like before your administrative sphere increased?
12. Are there particular administrative strategies that work especially well for you? Any that do not?
13. Are there differences in compensation for you and your male peers?
14. Are there differences between your interactions with male and female subordinates? How do you account for them or the lack of them?

Part II

Questions used for formal interviews with each dean's immediate subordinates.

1. Specifically, how does your unit arrive at its goals and objectives? Is there any consulting with the dean at this time?
2. How are the unit's goals and objectives used during the year? How do they relate to decisionmaking?
3. Would you describe your role? How does it interface with the dean's?
4. How are your unit's meetings alike or different from those of total staff meetings?
5. What similarities/differences are there between your administrative style and the dean's?
6. What particular strategies do you use that you find effective?
7. What particular strategies does the dean use that you find effective?

8. Does the dean use any strategies that need to be improved or changed?
9. Would you identify strengths in the relationship between you and the dean? Are there any weaknesses or negative features?
10. Specifically, how does the dean's performance of her role meet your expectations?

TABLE III

SUMMARY OF TIME SPENT AT SITES

TYPE OF ACTIVITY	BAXTER #	BAXTER HRS.	CLAXTON #	CLAXTON HRS.	BELMAR #	BELMAR HRS.
Observations						
Staff Mtgs.	13	26.5	11	24	14	28.75
Orientations	3	7.5	2	8	1	3
Convocation	1	1				
In-Service	1	1	1	2		
Bd. of Control	1	2				
Luncheons	1	2	1	2		
Student Hearing			1	1.5		
Retreat	1	6				
Boat Outing			1	7		
1st Day Of Class	1	2			1	2
Totals	22	46.5	17	44.5	16	33.75
Formal Interviews	10	14.75	8	10.5	10	12.25
Total Observations and Interviews	32	61.25	25	55	26	46

Additional time was spent in conversations with informants in hallways, with Deans at lunch and en route to various sections on campus.

As the table indicates, approximately the same amount of time was spent in observations at each site. The amount of data gathered, however, was determined not only by the frequency of events but also by the degree and nature of activity. For example, the researcher's fieldnotes for meetings contain more data for meetings of Dean Wesley's

staff than for those of Deans King and Clayton; yet the reporting of the findings reveal a larger variety of patterns in proceedings at meetings of Dr. King's staff. The largest institution, Baxter, also offered a wider range of activities to be observed.

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