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THE STRUCTURE AND CONTENT OF ACADEMIC DEANSHIP IN HIGHER EDUCATION INSTITUTIONS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

by

Fidelia Chinyere Chukwuma (nee Nwoji), B.Sc., B.S. Ed., M.A.

* * * * *

The Ohio State University

1983

Reading Committee:
Dr. Virgil E. Blanke (Chairman)
Dr. Donald P. Anderson
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Approved by

Adviser
Department of Educational Policy and Leadership
For my father, Mr. Harold E. Nwoji

Dad, I thank God that I am
blessed with a father like you.

You are one in a billion!
ACKNOWLEDGEMENTS

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Finally, I want to express special thanks to Ms. Mary Jo Pyle for typing this work.
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Studies in Organizational Theory. Professor George P. Ecker

TABLE OF CONTENTS

ACKNOWLEDGEMENTS ................................................................. iii
VITA ................................................................................................. iv
LIST OF FIGURES .............................................................................. vii

Chapter
I. INTRODUCTION .............................................................................. 1
   The Theoretical Background .................................................. 1
   The Problem ............................................................................. 3
   The Purpose of the Study ...................................................... 5
   The Significance of the Study .............................................. 6

II. REVIEW OF LITERATURE .............................................................. 8
   The Historical Development of the Academic Deanship ................. 8
   The Managerial Tasks of The Academic Dean ............................. 11
   The Managerial Behavior Under Structured Observation .............. 16
      The Volume and Pace of Work .......................................... 18
      Variety, Brevity and Fragmentation .................................... 19
      Preference for Verbal Media ............................................ 19
      Preference for Live Action ............................................. 20
      Network of Contacts .................................................... 21
   The Managerial Role Set ........................................................ 22
      The Interpersonal Roles .................................................... 22
      The Informational Roles ................................................... 23
      The Decisional Roles ........................................................ 24
   The Rational, Natural and Open Systems .................................... 25
      The Rational System ........................................................ 25
      The Natural Systems ....................................................... 27
      The Open Systems Perspective ........................................... 29
   A Critique of Techniques in Studying Managerial Positions ............. 31

III. METHODOLOGY .......................................................................... 33
   Selection of Subjects ............................................................. 37
   Subject Profile .......................................................................... 39
   Data Collection ............................................................................ 42
      The Observational Methodology ......................................... 42
      The Collection of Field Observations ..................................... 44
LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A comparative profile of numbers of deans based on numbers of responses to a salary survey conducted by the College and University Personnel Association</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>The Ethnographic Research Cycle</td>
<td>36</td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION

The Theoretical Background

A number of recent theories and research studies have revealed a discrepancy between bureaucratic theory (the rational model) of organization and reality. The bureaucratic theory upholds the notions of skill specialization, integration, clear objectives and unambiguous authority structures as necessary conditions for an effective organization. Furthermore, the rational model requires that an organization be not directly dependent on external factors for its resources, manpower or motivation for carrying out its organizational task. These bureaucratic ideals have been questioned with the discovery of the human factor in organizations. Moreover Hedberg et. al. (1975) noted that for continued viability an organization needs to remain coherent without becoming rigid and the speed and directions of the organization should approximate those of its environment. The extent to which educational organizations deviate from or conform with the tenets of the bureaucratic theory needs to be considered in any effort to examine the managerial activities of their administrators.

The nature of an organization determines the extent of its deviation from the bureaucratic ideals. Many theorists have pointed out that educational organizations (or aspects thereof) are irrational. Meyer and
rowan (1975) noted a loose control of educational activity: — teaching takes place in the isolation of the classroom observation; evaluation of teachers are infrequent and student achievement scores are seldom used to evaluate teachers. weick (1976) observed that schools are not rationalized, tidy, efficient, and coordinated structures, but are 'loosely coupled systems.' the argument here is that some aspects of educational organizations are heavily routinized while other aspects are intractable to analysis through rational assumptions. whereas the fundamental or standard postulates of management theory emphasize control and coordination of the organization with respect to a set of well-specified goals and objectives, cohen and march (1972), described educational organizations as 'organized anarchy' with unclear goals (preferences are discovered through actions), unclear technology (the organization does not understand its own processes), fluid participation (participants vary in the amount of time and effort they devote to the organization), and having boundaries that appear to be uncertain and changing. the observations of cohen and march (1972) apply even more to higher education institutions than to elementary and secondary institutions.

organized anarchy poses some problems for administrators and particularly for standard theories of administrative action. the position taken here is that the manager of organized anarchy requires a new set of ideas about management. any effort designed to make the most of managing organized anarchy must begin with a knowledge of what such administrators actually do. such information is pertinent for identifying tools and strategies that match the managerial activities.
In this study attention was directed to the academic deanship as an administrative position in higher education for two reasons. First, a record of what those appointed to this position actually do is lacking in the literature. Secondly, those appointed to this position are rarely formally prepared and the collegial model prevailing in most institutions of higher education frequently preclude the exercise of middle management administration along traditional superior-subordinate lines (Kapel and Dejnozka, 1979).

The Problem

The academic dean has been perceived as occupying a strategic position in the accomplishment of the higher education institution's goals. In recognition of the importance of this position a number of academicians, educational practitioners and researchers have invested considerable time and effort providing perspectives on this role. For example, many authors (such as Corson 1960; Dearing 1963; Henzell 1966; Robin 1977, and Dill 1980), have tried to define the academic dean's role. Each of these authors limited the role description to specific segments of the dean's activities. None gave an integrated account of the dean's everyday activities. Besides, the definitions were prescriptive - job description exercise. Most of the research on the academic deanship have been based on the perspectives central to some schools of thought in the area of management theory. Researchers influenced by the scientific management theory propounded by Taylor (1947) perceived the academic deanship as one designated to chair the
most powerful policy making committees, and any committee considering faculty promotion and tenure; stressed the hierarchial authority of the office; and expected the academic deanship to have considerable influence on all education matters (Thorsen, 1970). Human relations theory based researchers saw the role of the academic dean as advisory, with considerable influence over the educational program but not necessarily full authority for the functioning of the academic program, (Fairbank, 1971). Leadership theory based researchers investigated the role of the dean and found some leadership attributes of the position (Carson, 1962). Advocates of the decision making theory examined the decision making functions of the dean and labeled him a decision maker. Again, these efforts were limited by the fact that they did not provide a wholistic picture of what the man in the deanship office actually did. Another group of researchers busied themselves with survey research describing the demographic characteristics of the academic dean, for example Cyphert and Zimpher (1980). Although such reports gave some statistics, simply noting that the academic deans have these characteristics has not been informative of the content and structure of their work. A sampling of similar demographic data on the academic deanship reveals the inadequacy of these data for describing what the incumbents actually do each day.

The various reports and studies while providing a plethora of information on the work of the dean, and clarifying a purpose for his efforts in managing the educational program fall short of providing accounts of his actual role behavior. The problem is that an account of
what the academic dean does on a day-to-day basis as a result of his position, based on actual behavior, has not been unveiled in the literature. A complete understanding of the academic deanship is not derivable from the parts in summation, but through a formal and systematic observation of the incumbent as he performed his work. A study of the content and structure of the work related activities of the academic dean was needed. The identification and description of the managerial routine of the academic dean based on observation of actual performance was basic to complete understanding of this position.

The Purpose of the Study

The purpose of the study was to develop a record of the daily activities of six academic deans selected from three different institutional types and subject matter areas for a period of one week each, using a combination of salient features of Mintzberg's structured observation technique and the ethnographic technique described by Spradley (1979, 1980). (A detailed description of the technique used is given in the methodology chapter.)

The record of the academic deans' activities was used to:

1.) Identify and describe the behavior and structure of the academic deanship -- routine, relations, techniques, strategies.

2.) Identify and describe the similarities and differences in activity patterns that exist among academic deans from institutions which vary in size and complexity, and subject matter areas.
3.) Verify the extent to which the managerial characteristics and role sets identified by Mintzberg (1973) are descriptive of the academic dean.

The Significance of the Study

The need for identification and description of the routine activities of the academic dean has been implied by the findings and recommendations of earlier researchers on the academic deanship. Collins (1970) observed that the preparation of academic deans was basically informal and unsystematic, and that the only form of training his subjects had was teaching in the institutions where they were made deans. Kapel and Dejnozka (1979) noted that persons who have been appointed to this leadership position have rarely received any formal training. Bacon (1960) recommended that a study of the competencies necessary to the most efficient administration of the office of the academic dean be conducted, and findings be utilized in the preparation and selection of future practitioners. Weldon (1968) found that self-improvement for the academic dean was expected to come through close consultation with the president, attendance at the professional meetings, professional reading and visitation on the campus of other similar institutions.

The intent of this study was to develop a descriptive account of the task performance activities of academic deans based on observation and present an interpretation of the academic deanship in higher education institutions that ties together a number of empirical and theoretical schemes.
A detailed account of what the academic deans in this study actually did and why could provide information useful in identifying tools and strategies congruent with the nature of the work of the academic dean. It could provide helpful information for prospective academic deans and those new on the job by highlighting the general dynamics of the deanship position. It could hopefully present different and useful perspectives for older practitioners.

The study could serve as a background for future researchers to conduct hypothesis-oriented observational studies on the academic deanship.
CHAPTER II

REVIEW OF LITERATURE

The literature review is organized under six sub topics. The first part is an account of the historical development of the academic deanship. The second section is a discussion of the managerial tasks of the academic dean based on reports by researchers, practitioners and other academicians. The third section refers to the managerial behavior under structured observation as noted primarily by Mintzberg 1973. The fourth section is a descriptive discussion of Mintzberg's managerial role sets. Reports of other research findings, other than Mintzberg's, are referred to in both sections three and four. The fifth section is a brief discussion of some features of the systems perspectives of organization -- the rational, natural and open systems, that are relevant to this study. The last section is a critique of other techniques that have been used in studying executives in organizations.

The Historical Development of the Academic Deanship

The first appearance of deans as officers in higher educational institutions in America took place in the mid nineteenth century when most of the colleges and universities had as few as four administrative officers, with the size of some of the institutions smaller than many contemporary university departments (Dill 1980; Corson 1960). The office of the dean came into existence with the establishment of relatively independent professional schools. Harvard University appointed a dean for
its medical school in 1864 with the chief function of maintaining "charitable intercourse with the student." About five years later the president of the University, Charles Eliot appointed the dean of the college faculty and negotiation for the Law School dean began. President Eliot's annual report showed that the position of the dean was principally established to take over educational functions which the President could no longer perform. According to the analysis of President Eliot's first annual report by Dill (1980), the dean had power to preside at faculty meetings in the president's absence, administer discipline when necessary, handle all petitions from students and faculty and supervise all clerical and administrative business of the college. He noted that in a later statement of the president, there was more emphasis on academic leadership than on student counseling or record keeping. The dean was to be the president's chief advisor about instruction in his own school, take responsibility for students, planning, orderly conduct of faculty business and serve as counselor and friend to the younger faculty.

Following Eliot's lead, presidents of other universities for example Lincoln University, Southern California University and others, appointed academic deans. Over the years more and more responsibilities were delegated to the deans. By the end of the century, these executive officers had become very significant features in higher education institutions. A survey report in the Chronicle of Higher Education, February 1976, p. 4 showed that the profile of deanship by field has increased (figure 1).
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<td>274</td>
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<td>240</td>
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<td>195</td>
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<td>186</td>
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<td>154</td>
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<td>117</td>
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Figure 1  A comparative profile of numbers of deans based on numbers of responses to a salary survey conducted by the College and University Personnel Association. Of 1,138 institutions surveyed, 62 percent, or 705, were four-year institutions, and the remainder were two-year institutions. Because the survey did not distinguish deans from directors, it may overstate the numbers of real deanships. On the other hand, comparisons with other lists of deans for specific fields suggest that overall, the numbers probably underestimate the national totals. From The Chronicle of Higher Education, February 17, 1976, p. 4.
It is not quite clear as to why deans proliferated, but imitation, growth and program diversification (more so the last two) probably accounted for the marked increase in numbers of deans in various institutions. The dean for the Colleges of Arts and Sciences represented an extension of the presidency, while appointing the dean for professional colleges like Law, Engineering, etc. with specialized programs and audiences gave the colleges a measure of autonomy and individuality.

Although the academic deanship position was first created to augment the leadership that the president gave to the students and faculty over the years, this function became delegated to associates and assistants who share the leadership responsibility with the dean. This is particularly true in large complex universities. The deans have become more and more remote from the students and faculty.

The Managerial Tasks of the Academic Dean

Although the academic deans have grown in number and influence over the years, the deanship position is the least studied of all the major academic positions according to Dill (1981) and Bowker (1982). Most studies have been specific to one variety of academic deans. For example Abraham and Moss (1979) surveyed a national sample of Law School deans. Otis and Caragone focused on the social work deans in institutions that offer social work. Cyphert and Zimpher (1976) studied the personal characteristics of Education deans, and Dejnozka (1979) studied academic deans of institutions offering sociology. Scott (1979) studied Liberal Arts deans. These studies tended to focus more on the dean as a person—his attitudes, and feelings, and to a less extent on the role and behavioral aspects of the deans in question.
Another group of researchers basing their studies to percepts central to certain schools of thought in the area of management theory examined the academic deanship function and came up with a list of functions supportive of the reflections of their monocural vision. For example, researchers influenced consciously or unconsciously by the rational systems perspective of organizational management propounded by theorist Weber (1947) and Taylor (1947) described the function of the academic dean, as chairing the most powerful policy making committees, and any committee considering faculty promotion and tenure; stressed the hierarchial authority of the office and expected the academic dean to have considerable influence on all educational matters (Thorsen 1970). Fairbank (1970) surveyed the perceptions of deans and faculty members in the state of Michigan and found that academic deans performed advisory role, and had considerable influence over the educational program, but not necessarily full authority for the functioning of the academic program. Fairbank's study reflected the human relations theory perspective of organizational management. Carson (1962) examined the leadership components of the dean. Much earlier studies in the literature notably those by Reeves and Russell (1929, 1939), Milner (1936), Higgins (1947), Finnegan (1951), provided job description type of lists of functions and services that academic deans perform.

A typical list derivable from such descriptions came from the works of Reeves and Russell (1932). These researchers listed the following as the deans functions:

1. To direct the educational activities of the college.
2. To act as chief adviser to the president in matters of college policy, particularly in academic affairs.

3. To formulate educational policies and to present them to the president and faculty for consideration.

4. To direct the attention of faculty members to changing educational thought and practice particularly as they affect higher education.

5. To transmit to the president the budget recommendations for academic activities after details have been worked out with department heads.

6. To make reports relating to the work of the college.

7. To supervise curriculum, courses and methods of instruction.

8. To cooperate with heads of departments in the nomination of new members for the teaching staff and to make suggestions to the president regarding the promotion, demotions, for dismissal of members of the faculty.

9. To assist in recruiting of students.

10. To classify students and assign them to classes.

11. To study the progress and academic welfare of students.

12. To serve as chief disciplinary officer of the college.

13. To represent the college at meetings of educational institutions.

14. To serve as a member of the administrative council.

(Reeves and Russell 1932, p. 87.)

The lists developed by the other researchers do not differ markedly from the above. They all revealed a general agreement that the academic dean held an important position in the college administration. The dean was perceived as the chief administrative officer to the president. He had responsibility for the educational work of the college and an important voice in the selection and retention of the faculty. He had a supervisory role over the services of the registrar and other personnel officers.
In addition to research reports, practitioners and educators alike have written books, and articles which have not only added a little bit of 'flesh to the bone' developed by researchers, but have reflected other organizations and situational factors that influence the role of the academic dean. McGrath (1947) pointed out that the logical role of the academic dean was to keep abreast of educational development so that he might be in a position to evaluate his own institution, advise the president or provost, and to keep the faculty aware of changes in theory and practice. In order to perform this role effectively, the dean must be versed in educational theory and practice and maintain a sustained interest for scholarship. These required intensive reading and study time. McGrath however, regrettably noted that "even in small liberal arts colleges, this officer is rapidly ceasing to be an intellectual leader." More and more he is devoted to managerial duties, public relations activities and the details of administrative routine." (McGrath, 1947, p. 41). Sounding on the same issue Corson (1960) noted that academic deans have little time for the broad reading that would enable them to counsel intelligently and stimulate the development of their faculty. Corson however, added, "... there are some academic deans who measure up to the opportunity and the function that is theirs, who regularly meet with and stimulate the departmental faculties, and ... who bring members of departments together in fruitful exploration of opportunities for interdepartmental teaching and research, and in consideration of the students and society's needs" (Corson, 1960, p. 33).
The literature strongly suggested that there could be a negative correlation between the size of the institution and the extent to which the academic dean could provide educational leadership (Engelbert; 1957, Corson; 1960, Dill; 1980). This is because the job of the dean has become so complex that it was only reasonable that the educational leadership role be delegated if it is to be well performed. This is even more so with deans of professional colleges who were involved in a network of external contacts, such as, consulting obligations, efforts to raise funds for buildings, for faculty salary, and for scholarships, and contacts with professional groups. Examples of such situations were common with deans of Engineering, Medicine, Law as opposed to their liberal arts counterparts.

The academic dean is known to wear many hats, that is, his role is quite diversified. The ex-president of the Ohio State University, Enarson (1962) described the academic dean as a budgeter, a personnel officer, an academic planner, an innovator, a coordinator, a lightning rod. "As a budgeter" Enarson (1962) commented "... departments and academic fields grow or wither depending on the money the dean can provide ... Many hands shape the budget, but the deans hand is the most powerful, the most likely to be decisive." This is rather an overstatement because of other variables that can influence such a function. Deans vary in the extent they exercise power over budgetary decisions. In large institutions or in professional schools where the deans control major sources of funding, Enarson's position holds. This is primarily so because such deans negotiate with external constituencies.
and find incentives which generate support from political forces within the state. Also in endowment-supported private institutions, the deans leverage in controlling budget lies in his ability to establish or cultivate his own constituency of sources for endowment income and other sustaining gifts.

In contrast, in small institutions where the educational program consumes a major part of the college's budget, and where the president controls most curricular and faculty decisions, the dean's role as a budgeter is much more limited (Corson, 1960). Despite the variations in control over budgets Enarson (1962) made a very significant point. The dean is in a strategic position to frame budgetary issues and if they are properly framed, he has a fighting chance to control the outcome.

As a personnel officer, the dean does not have a final decision in the selection of the faculty, but his "enduring concern and even obsession" is to attract and retain the competent and the talented. In this function the dean again because of his strategic position works through and with other people -- basically his chairmen and the vice president for academic affairs (Wisniewski, 1980). The dean rarely makes independent decisions regarding the employment and termination of faculty. He receives advice from his chairmen and advises the provost on these issues. His power to influence such decisions is related to institutional size or degree of autonomy his college has (Frances, 1947) within the framework of the institution. Corson (1960) also noted that the degree to which deans perform personnel functions regarding student admissions, progress and graduation varies with institutional size.
According to him:

In small institutions, the dean devotes a principal part of his time handling student affairs. He is burdened with tasks of judging excuses for class cuts, rectifying registration entanglement, keeping a variety of records, writing to parents, counseling students on academic, personal and financial affairs, writing letters of recommendation and an assortment of correspondence not warranting the attention of the dean ... (Corson, 1960, p. 30).

As an academic planner, the academic dean is concerned with sources of faculty supply, program priority definitions, measures of performance. It is his duty to be aware of what the student body mix is in terms of test scores. He considers what the role of the institution should be in terms of community and state needs. He is expected to "see the realistic considerations underlying the process of physical planning." These planning issues fall on the shoulders of the dean and is not likely to be handled by any other.

As an innovator, the dean is expected to be well informed on the dynamics of university life to ensure that he directs only those innovations that can make real differences in a positive way.

The dean as a coordinator according to Enarson, refers to the concept of untieing "balls of string which other busy hands have tangled" and mediating conflicts, pouring water over troubled waters. Again because of his overseeing role over his subordinates -- the chairmen, faculty, students, and other staff personnel that work for him and his subordinates he receives such "sticky" and "diverse" issues.

As a lightning rod, the dean lends ear to his different subordinate constituencies an ear that must necessarily hear those who insist on being heard. In all these, "the dean listens and does something or he does nothing but the listening he must ..." (Enarson, 1962, p. 64.).
The discussion thus far has been centered on the specific functions of the academic dean. The next section deals with managerial characteristics and role sets.

The Managerial Behavior Under Structured Observation

Volume and Pace of Work

Mintzberg, (1973) observed that managerial work is characterized by volume of tasks performed at high pace. Managerial incumbents worked late hours at the office and often at home. The job demands were structured such that coffee time and luncheons tended to be devoted to business affairs. Barnard (1938) commenting on the volume of the executive work noted that organizations are structured to increase activity with the scope of the position. Whyte (1954) and Shapero (1977) both found that executives devoted not less than forty-eight hours per week to regular office work with sometimes additional night hours spent on their work. Spencer (1955) noted that the unrelenting pace of the job altered the personalities of the executives resulting in a low tolerance for working on problems on a prolonged basis.

Guest's (1956) study of foremen provided useful information regarding managerial pace. According to his observations foremen performed an average of 583 tasks per day with a mean time invested in a given task of only forty-eight seconds. Kay and Meyer's (1962) observations supported Guest's finding. Lundberg (1970) provided an added dimension to the relationship between volume and pace by noting that the number of hours per day and the number of tasks per hour increased in crisis situations.
Pitner in her study of three school superintendents using Mintzberg's structure technique reported a routine feature as related to volume and space of managerial work. The superintendents performed two different tasks simultaneously. An example of such behavior could include signing a report while listening on the telephone.

**Variety, Brevity and Fragmentation**

Carlson (1951) noted that his executive subjects had an average timespan undisturbed by visitors of fifteen minutes, but that telephone intrusions reduced that figure to a mean of only eight minutes. Whyte's (1954) subjects described their work as a "rat race," in which interruptions were often; new situations were always arising leaving little or no time for planning or reporting activities except later in the day.

Burns (1954), in his study of four engineering managers reported thirty-four separate incidents on the average per day, scattered among ten functional areas. Similar categorical variety was observed in his 1957 study. Dubin and Spray (1964) using a modified version of Burns techniques to study eight managers reported that there were no consistent patterns among the subjects in the types of tasks they performed. The tasks were short-lived and unrelated. Similar reports were made by Kay and Meyer (1964), Guest (1956), Mintzberg (1973), Pitner (1979) and Martin (1980).

**Preference for Verbal Media**

According to Mintzberg (1973), an executive has four alternative choices of an informational medium -- telephone conversations, face-to-face meetings, paper correspondence, and the visual tour. His subjects
engaged in verbal contacts either through the telephone or face-to-face most often. Several researchers have studied the verbal communication of managers (Burns, 1954; Guest, 1956; Kelly, 1964; Thomason, 1966) and found that cover 60% of the managers time is spent on verbal communication.

Mintzberg, 1973 reported that the telephone was the most economical verbal medium, representing 24% of all managerial activities and consuming only 6% of the time. Although the telephone was a major source of interruption for the manager, it served as an important source of needed information, (Moore, 1968).

Face-to-face contacts were used for in-depth analysis of problems or discussions than telephone conversation. The contacts or meetings were scheduled or unscheduled.

**Preference for Live Action**

Many management analysts support the characterization of administrative work by a preference for live action. Wrap (1957) noted that managers cultivate sources of current information within the organization in order to avoid insulation from events in their work related environment.

Most executives spend little time in reflective thought or planning (Shapero, 1977), more so because management environment precludes any involvement with time consuming activities (Hekimian and Mintzberg, 1968). An explanation for this preference for live action is the fact that a major function of management is the utilization of the latest information to solve the most pressing organizational problem (Whyte, 1954; Spencer,
Carlson reported that the quest for latest information often led to a rearrangement of scheduled activities to accommodate the new situation.

Pitner (1979) and Martin (1980) using Mintzberg's structured observation technique both reported preference for current, lively activities by their subjects.

Network of Contacts

Mintzberg (1973) noted that nearly fifty percent of the time of his executive subjects was spent with outside agents including peers, customers, government personnel, and resource agents in general. Outside contacts are directed to the manager as the organizational figurehead, and in turn he seeks such contacts for sources of current information. Mintzberg reported greater amount of time spent with subordinates than with superiors.

The managers used both internal and external network of contacts to ensure that they possess vital information. They seek information relative to their organizations position and survival in the environment.

Burns (1954) stated that one out of every contacts each of his subjects made involved an extra-organizational person. Dalton (1959) stressed the community liaison nature of the managerial contact network. Dubin and Spray (1964) noted that top level executives spent over fifty-percent of their time with outside parties while junior managers spent almost none.

Internally, managers maintain contact network as a major means of monitoring organizational homeostatis or operational normalcy in the
system. Landsberger (1962) maintained that the horizontal link provided a vital link in the organization. Burns' (1957) study gives support to the fact that top executives spent 50% of their internal communication time with peers. Jasinski's (1956) study of foremen reveal that 75% of all contacts occurred with peers located closely to the subjects production line station.

Research evidence (Jasinski, 1956; Kelly, 1964; and Guest, 1965) all revealed a contact time ratio in favor of subordinates over superior by approximately four to one (Martin, 1980).

The Managerial Role Set

According to Scott (1981, p. 14) "... roles are expectations for or evaluative standards employed in assessing the behavior of occupants of specific social positions." Roles provide purposeful directions for administrative task performance, and refer to the nomothetic component as opposed to the ideographic domain.

Mintzberg (1973) in his conceptualization of managerial work analyzed three role sets embraced by incumbents in their managerial routine, namely interpersonal, informational, and decisional role sets.

The Interpersonal Roles

This sub set is made up of three roles -- figurehead, leader and liaison.

The manager as a figurehead performs activities that only he can do by virtue of his being the manager of his organization. Figurehead role performance includes receiving status requests, performing ceremonial functions and ministerial duties. These functions fall on the manager by social custom, organizational practice or law.
As a leader, the manager is responsible for directing the organizations efforts. Katz and Kahn (1966) noted that the authority to lead is derived from the position of the incumbent rather than from personal or charismatic characteristics. Mintzberg noted that the performance of leader role permeates all of the functions of the manager.

The liaison role is an avenue designed to establish external network of contact. The manager employs it to maintain an inflow of current information from other sources. According to Mintzberg (1973) this network of contact increases as the manager's status and reputation grows.

The Informational Roles

The informational role set (namely monitor, disseminator and spokesman) according to Mintzberg (1973) places the manager in the center of an information network system.

All three subroles are related in terms of utilizing internal or external contacts to direct information. The direction of flow within or between the organization determines the specific role played.

The monitoring role involves collecting information from sources internal and external to the organization. The informational categories procurred through this role include internal operations, external events, analyses, ideas or trends and pressures. The nature of the information obtainable by the manager required the replacement of a hierarchial mode of communication with the managers own internal and external network of contact (Martin 1980).

As a disseminator, the manager provides information that is vital to subordinate role performance. The manager directs specific information
to specific internal groups or participants. According to Mintzberg the manager provides factual and value information in his dissemination role. Value information is designed to influence other organizational participants to comply with executive perspective.

In his informational role as a spokesman, Mintzberg (1973) perceived the manager as standing between the organization and two outside groups -- the external influences and the public at large. External influences may include advisory committees, board of directors or trustees. The public at large is self-explanatory. The external influences received privileged type of information by virtue of some form of influence they have on the organization.

Decisional Roles

According to Mintzberg, the decisional role set is crucial to the job of managing, more so because of the authority bestowed on managers, their strategic position in the flow of information and the strategic necessity of integrating the decisional processes at some point. The decisional roles are entrepreneur, disturbance handler and resource allocator, and negotiator. The entrepreneurial role involved initiation innovations (Barnard, 1938).

Organizational monitoring, dissemination and leadership roles may precede decisional roles. Mintzberg did not deal much on the processes employed in decision making especially as rational means are not always employed in decision making (refer to Lidblom 1959, Cohen and March 1974).
As a disturbance handler, the manager responds to situations over which he lacks full control (Mintzberg 1973), but at such a time, he assumes more power and influence than during more routine involvement (Lundberg 1970).

As a resource allocator, the manager divides the physical and fiscal resources among competing alternatives according to some prioritizing criteria.

The resources include components such as time, influence, power or reputation, and their allocation were grouped into scheduling of time, programming of work and authorization of actions.

Managers as negotiators according to Mintzeberg (1973) and Sayles (1964) deal with maneuvering the organization in ways that encourages its survival within its external or internal environment. Such a task involves an articulation of other roles, namely leadership, figurehead, resource allocation and spokesman role.

Mintzeberg in presenting the above role typology emphasized the importance of communication in each one of the sub roles.

The Rational, Natural and Open Systems

The Rational System

Theorists such as Taylor, (1947); Gulick and Urwick, (1937); Kleber, (1947); and Simon (1957) whose works contributed to the rational view of organization had one thing in common. They conceptualized structural arrangements within organization as tools deliberately designed for the efficient realization of goals and objectives, and focused attention on specificity of goals and the formalization of rules and roles.
Taylor (1947) in his Theory of Scientific Management propounded that it was possible to analyze scientifically, tasks performed by individual workers in order to discover those procedures that will maximize output with minimal input of energies and resources. Taylor, seeking to provide direction for the role of management stated,

Under scientific management arbitrary power, arbitrary dictation, ceases; ... The man at the head of business under scientific management is governed by rules and laws ... (Taylor 1947; 211, 109).

By implication, the activities of a manager would be expected to be governed by specified rules, -- by-laws or policies as he makes his decisions and he would be responsible for the planning of work for his subordinates under this regime. Gulick and Urwick (1937) as members of administrative management group provided a list of "do's and don'ts" designed to guide managers as they steer their organization.

Weber (1947 tr) described the characteristics that should delineate bureaucratic organizations from non bureaucratic ones. According to Weber's characterization, bureaucratic organizations will have the following:

1. A fixed division of labor among participants.
2. A hierarchy of offices.
3. A set of general rules which govern performance.
4. A separation of personal from official property and rights.
5. A selection of personnel on the basis of technical qualification. Employment is viewed as a career by participants.
Weber's work emphasized the nature of authority relations to be practiced in bureaucratic organizations -- the rational-legal authority as opposed to the traditional or charismatic authority relations. Commenting on Weber's rational model, Scott (1980) stated,

... The rational-legal form provides the basis for a more stable predictable administrative structure of both superiors and subordinates. The behavior of subordinates is rendered more reliable by the specificity of their role obligations, the clarity of hierarchial connections, and their continuing dependence on the hierarchy in the short run for income and in the longer term for career professions. And superiors are prevented from behaving arbitrarily or capriciously in their demands made on subordinates,

(Scott 1981, p. 69, 70).

Simon (1957) examined the effect of structural features of organization on individual decision makers within it, and his conceptualization was useful in explaining how individual decisions and actions can be integrated in the achievement of multi-dimensional goals. According to Simon each level is

... considered as an end relative to the levels below it and as a means relative to the levels above it. Through the hierarchial structure of ends, behavior attains integration and consistency, for each member of a set of behavior alternatives is then weighted in terms of a comprehensive scale of values -- the 'ultimate ends' (Simon 1957: 63).

The rational system perspective of organization, while useful in calling the attention of the administrator to the rational components of the organization neglected the behavioral component.

The Natural Systems Perspective

Whereas the rational system theorists maintain that only selected behaviors, that is task-related behaviors are at issue, the natural system theorists argue that organizationally relevant behavior includes more
and more aspects of participant's other activities and attitudes, because personal behavior has an impact on task behavior. The organization as a social context has an impact on the individual participant's well being. The natural system theorists include Mayo (1945), Selznick (1957) and Parsons (1951). The major thesis of these theorists is that the informal structure is a real issue. All schools within this framework presume the existence of certain needs that must be met and direct their attention to discovering the mechanisms by which these needs are satisfied.

Mayo (1945) theorized that the morale of workers would make a difference in their performance. Researchers who agreed with this view busied themselves with suggestions of ways that supervisory training could incorporate social psychological components that relate to the issue of worker morale.

Selznick (1957) explicitly encouraged directing attention away from the formal structures and procedures insofar as they are functioning smoothly, and emphasizing those organizational features created to deal in irregular ways with unmet needs. Such mechanisms include informal structures, ideologies and cooptation. Selznick's proposition points to the need to deal with pathological conditions in the organization such as friction, grievances, and conflict in order for the organization to perform effectively.

Parsons (1951, 1966) identified four basic system problems -- adaptation, goal attainment, interpretation and latency or pattern maintenance common to all social systems. Every organization must develop arrangements for adapting to its environment for continued existence, find
ways to set and implement its goals, find ways to solve its integration problems, motivating their effort and coordinating the operations of its various sectors.

The natural and the rational system perspectives while dealing with divergent viewpoints, have some form of commonality -- they both assume that organizations are closed systems.

**The Open System's Perspective**

The open systems theorists maintain a process view of organization where the arrangement of roles and relationships vary over time because of the need to remain stable and self-sustained through development and elaboration of structure. Scott (1981) summarized the characteristic of the open systems perspective when he said:

> The open systems view of organizational structure stresses complexity and variability of the individual participants and sub-groups -- as well as the looseness of connections among them. Parts are viewed as capable of semi-autonomous action; many parts are viewed as, at best, loosely coupled to other parts. Further in human organizations, the system is multicaphelous: many heads are present to receive information, make decisions, direct performance. Individuals and subgroups form and leave coalitions. Coordination and control become problematic. Also system boundaries are seen as amorphous. The assignment of actors or actions to either the organization or the environment often seems arbitrary and varies depending on what aspect of systems functioning is under consideration,(Scott 1981, p. 119).

Many theorists contribute to the open systems perspective but two broad groups will be discussed here -- theorists from environmentalist schools exemplified by Galbraith (1973), Lawrence and Lorsch (1967) and those from social psychology schools such as Weick (1969).

Lawrence and Lorch (1967) maintain that different environments place differing demands on organizations. Specifically turbulent
environments marked by uncertainty and accelerated rate in market conditions or technologies will present more constraints and opportunities than do more stable ones. Galbraith (1973) presented a version complementary to the ideas of Lawrence and Lorch. They maintained that:

"the greater the task uncertainty the greater the amount of information that must be processed among decision makers during task execution in order to achieve a given level of performance," (Galbraith 1977: 3, 6).

These environmentalists imply that organizations need to develop manipulative and adaptive strategies to overcome the constraints, and maximize opportunities presented by the uncertain environment. The information processing capacity of the organization is crucial in carrying out these strategies successfully. The information processing capacity of a system must be appropriate for the tasks to be performed.

Weick (1969) noted that behavior in open systems occurs first, then is given meaning, although conventional or rational wisdom would assert that goals precede activities. Weick (1976) and Meyer and Rowan (1975) argue that parts of educational organizations are heavily rationalized but many parts prove intractable to analysis through rational assumptions. Rules governing students admission, progression and graduation are rationalized but when it comes to evaluation of subordinate evaluation -- that is teacher performance, educators resort to a logic of confidence where higher levels of the system assume that what is going on at the lower level makes sense and conforms the rule, but avoid inspecting it to discover and assume responsibilities.

Educational organizations operate in environment in which goals are ambiguous, and technologies are unclear and participation is fluid (Cohen
and March 1976). Under these conditions there is often little connection between individual action and choices, and between organizational choices and environmental responses.

**A Critique of Techniques Used in Studying Managerial Positions**

A number of techniques have been employed in the study of managers depending on the aim of the researcher in question. Shartle (1949) and Stogdill, Goode and Day (1963) employed survey techniques (questionnaire) to examine the leadership dimensions of the executive role. The perceptual nature of the study and the fact that a limited aspect of the executive function was studied make the survey technique inappropriate for the current study.

Flanagan (1951) used the critical incidents methodology to study executive function. He reported actual examples of effective and ineffective role behavior of managers. The incidents were classified and critical requirements of the role under study was developed. This technique was useful in that it yielded a number of behavioral descriptions of executive functions but it failed to capture the routine or mundane tasks characteristics of administrative behavior. Also the critical requirements that emerged were so generalized that they could not account for the variability due to managerial styles and other factors. These two limitations eliminated the use of this technique in this study.

The diary method initiated by Carlson (1951) and adopted by Burns (1957) and Stewart (1965) was used to examine executive behavior. The executives kept the record of their activities. The diary studies have reliability limitations due to lack of objectivity.
Sociological and anthropological field methods have been employed in studying managerial positions. (Sayles, 1964; Dalton, 1949; and Kelly; 1964). These researchers used direct observation based on ethnographical approach -- participant observation and interviewing to study the culture of the various managerial incumbents they studied. Participant observation especially that proposed by Spradley (1979) represent one of the best methods to study every nuance of the manager's behavior. This technique was chosen and will be discussed more fully in the methodological chapter.

Mintzberg (1973) developed a structured observation technique which involved collection of data by direct observation. He applied his own structure after the observation has occurred. He then formulated a description of the content of the executive role.

A combination of relevant features of ethnographic passive participant observation and interview (Spradley 1978) and a modified version of Mintzberg's structured observation technique seemed most appropriate in studying the academic deanship.
Previous studies and reports have failed to reflect an adequate picture of the content and structure associated with the academic deanship position. In order to describe the content and structure of this position salient features of Mintzberg's (1973) structured observation technique and Spradley's (1979) ethnographic research scheme were used to collect the data. A brief discussion of each technique is presented and the aspect of it used is stated.

Mintzberg's structured technique calls for the collection of data by direct observation and the application of structure after the observation has occurred. Mintzberg observed his subjects for one week each, recorded every activity in which they engaged, and then used these observations to develop a chronological record of their activities. Secondly, he analyzed his observation to reveal the pattern of contacts his subjects had (the contact record). Finally, he examined their mail and developed the correspondence record.

The chronological record noted the times and basic activity the subjects engaged in. The record showed at a glance the distribution of scheduled and unscheduled meetings, desk work, phone calls and tours. The terms, scheduled and unscheduled meetings, are self-explanatory. Desk work referred to the time the manager spent at his desk, either processing mail or writing memos. The duration of each activity was noted in the chronological record.
The correspondence record categorized the nature of the input and output mail received by form, sender, attention and purpose. The purpose category was a brief description of the content of the mail.

The contact record reported details of telephone calls, scheduled and unscheduled meetings -- who initiated such calls or meetings -- the executive or other with a description of the interaction.

In this study the investigator recorded the details of the academic deans' activities -- meetings, calls, correspondence for a period of five days each like Mintzberg did. The observational record was not transcribed into Mintzberg's three records because the direction of this investigation was to identify and describe in concrete terms, the activities, strategies or relations of the academic deans. Mintzberg's records emphasized the number and duration of the tasks his subjects performed, that is the quantitative measures, but the emphasis in this study was on the qualitative. A vivid description of an activity, even if it occurred only once during the entire period of observation and lasted over a short or long time period, was of interest.

A research methodology consistent with the field study methods conventional within the discipline of anthropology (ethnography) was used in this research. Spradley (1979) suggested that generally an ethnographic researcher is guided by the need to generate data for understanding the human species or for the service of mankind. Understanding human behavior involves describing and explaining the regularities and variations in social behavior. The data could inform culture-bound theories or be used to develop theories grounded in the empirical data of
cultural description. Ethnography for the service of human kind aims at identifying a problem that requires solution based on the availability of detailed information about the cultural group. Spradley (1979) calls this later type of ethnographical study strategic research. The concept of strategic research is consistent with this study because the knowledge that there is paucity of information regarding actual performance of the academic dean led to its initiation. It was hoped that the information obtained from this study would be used to design training programs for practitioners, that are more adequate.

Spradley (1979) developed a schematic sequence of activities (see figure 2) that would guide the activity of an ethnographic researcher. The schema involves six steps -- selecting the project, asking the ethnographic questions collecting the data, making a record analyzing the data and writing the ethnography as shown in figure 2. In the research design, selecting the project and asking ethnographic questions represent the pre data collection stage. Collecting the data denotes the field studies stage. Finally making an ethnographic record and analyzing the data constitute the post data collection phase.

Spradley maintained that in going through the stages, the researcher needs to be guided by the concrete and verbatim principles in collecting the data, and condensed and expanded accounts as he makes ethnographic record. The concrete principle involves using concrete language in describing observation rather than generalities. The verbatim principle involves making a word-for-word record of what people say to avoid distorting key information through summarizing or restating it. Condensed account involves recording the field notes in phrases, simple words, and
unconnected sentences to enable the researcher to keep track of most of the events or statements made on the spot. The expanded account is the conversion of the condensed version into a more comprehensive report. The verbatim and concrete principles are incorporated in writing the expanded account.

In recording the observational data in this study, this investigator was guided by the recording and reporting principles just described. The intent of the study was to generate descriptive information based on observation of all the everyday activities of the subjects in order to arrive at complete understanding of the academic deanship.
In order to understand and describe the content and structure of the academic dean's daily routines a five day observational data collection was undertaken for each subject. The inquiry was guided by three major questions:

1. How does the higher education academic dean operate -- the techniques, devices, procedures, relations and content that distinguish this position?

2. What similarities and differences in function exist among academic deans from institutions which vary in
   a) size and complexity and
   b) subject matter area

3. Are the managerial characteristics and role set identified by Mintzeberg (1973) descriptive of the academic dean?

**Selection of Subjects**

When plans for the study were being finalized the investigator contacted two academic deans each from a public multi university, a two year public technical college and a small liberal arts college. The deans were chosen to reflect medical and business administration disciplines. The researcher did not encounter any difficulty with getting the approval of the two deans from the technical institute. The dean of the School of Nursing (the only medically related program available) in the Liberal Arts University agreed to participate, but there was much difficulty in getting a second dean in business related areas. The only individual who could have fitted in with the requirement of the study could not participate because of a serious health problem. Failure in getting a second dean from the liberal arts university led to the decision to use the dean of the school of nursing in a pilot study. Again, she agreed to
participate in this capacity. In order to maintain the participant number of six it was decided that two deans in engineering be selected, one from the two-year technical institute and the other from the multiuniversity. The two deans agreed to participate in the study so that instead of two subject matter areas there were three -- business administration, health care and engineering areas.

The investigator had another major hurdle to jump with regard to subject selection. It was decided that the closest medical related area in the multiuniversity to that in the technical institute was the School of Allied Medical Professions. The director of the school declined the request to participate because he was going to retire from the position within the next one month. The prospective director could not participate because she would be new to the position and would rather spend the first few months establishing rapport with the faculty and others she would be working with. The director of the school of nursing was contacted but she too declined because she was getting ready to resign her position. The dean of the Health and Animal Care technology in the two year institute had professional background in Veterinary Medicine, so it was decided the dean of the College of Veterinary Medicine be approached for participation. He agreed, and an observation period was scheduled. A few days prior to the time, the investigator found out that he could not participate for some legitimate reasons. Other deans in the medically related areas were contacted, but it was not feasible for any of them to participate in the study. The choice at the multiuniversity was exhausted. It was finally decided that
the dean of the School of Nursing in the Liberal Arts institution be used in the actual study, after serving in the pilot study, to allow the researcher make comparisons between the content and structure of the deanship in medical related areas.

Due to limitations of time and financial resources, the choice of participants was made from institutions located in a midwestern city and its suburb.

A conference was scheduled in the institution of each of the subjects for the investigator to make an informal presentation of the study proposal. Most of the deans who expressed a willingness to participate had a variety of questions to ask pertaining to the research procedures and objectives and some were understandably concerned about the disruption that participation might bring to their routine. The investigator assured them that such disruption would be kept to a minimum. During the conference final arrangements were made for the dates of the study. The subjects were briefed on the need to perform in a normal fashion during the observation period.

Subject Profile

Dean T was responsible for the Business and Public Service division made up of thirteen technologies -- Accounting, Banking and Finance, Business Data Processing, Business management, Fire Science/Safety, Hospitality Management, Insurance, Interpreting/Transliterating, Law Enforcement, Public Administration, Real Estate, Retail Management and Secretarial Science. T had served in an administrative capacity in a business organization (Sears Roebuck Company) for fourteen years before taking up the appointment at the two year institute. Prior to taking up
the deanship role. T worked as the Vice President for Administrative Affairs and Student Services. T was married with four children and had a Master's Degree in Business Administration.

Dean B was the youngest of the three deans at the two year institute. He gained some supervisory experience in the Army where he served for eight years. B assumed his current position as the dean of Engineering and Industrial Technologies Division about three years ago.

B had the following technologies under his jurisdiction -- Architecture, Automotive Maintenance, Aviation Maintenance, Civil Engineering, Construction Management, Graphic Communication, Heating and Air Condition, Industrial Laboratory, Mechanical Engineering and Welding.

B had a master's degree in Industrial Arts Education. He was married with two children. B preferred to spend his time with his family outside non working hours because the relationship gave him "a stable base" for performing his deanship role.

Dean M was the Dean of Health and Human Services Division in the two year public technical institute. Under his jurisdiction were nine technologies -- Animal Health, Dental Laboratory, Emergency Medical Service Medical Laboratory, Mental Health/Retardation, Nursing, Optometrist Assistant, Respiratory Therapy, and Social technologies. M had a professional degree in Veterinary Medicine. He had served in an administrative capacity for thirty years, and eleven of those years were spent at the current institution while the other years were spent in
the Army. M had four children and planned to retire in the near future. He loved playing golf.

Dean D was in charge of the Administrative Science College in the multiuniversity, with six units -- Faculties of Accounting, Finance, Labor Education and Research Service, Management and Human Resources, Management Sciences and Marketing.

D was professionally educated in accounting, business and finance and had served in top level committees in those areas. He was very much involved in consulting work and he maintained membership in national professional associations of his area of expertise.

D loved swimming and had four children and a little grandson.

Dean G was the dean of the College of Engineering in a multiuniversity. Under his jurisdiction were the following departments -- Aviation, City and Regional Planning, Engineering Graphics, Ceramic Engineering, Chemical Engineering, Welding Engineering, Computer and Information Science, National Regulatory Institute, Aeronautical and Astronautical Engineering, Metallurgical, Electrical, Landscape Architecture, Engineering Mechanics, Agricultural Engineering, and Photography and Cinema.

G had a Ph.D. in Mechanical Engineering and served as that department's for eight years. He moved from the positin of chairmanship of that department to the current position which is Dean of the College.
G loved to play golf with top officials in the city. G belonged to several task forces both at the state and federal level. G was described by one of his associate deans as being the dean with "the best reputation for fund raising."

Dean R was the "founding mother" of the School of Nursing. She had been in this position for eight years. The school was founded in 1975. R has had about twenty-five years of administrative experience.

She had a Ph.D. degree in Higher Education Administration. R was single. R had worked hard in establishing some reputation for her school as a professional school, but being a female administrator excluded her from the informal network of contact established among other male administrators.

Despite the above limitation R made the rest of the 1,800 student-population-university feel the presence of her school by organizing a "Wellness" program for the non-student employees of the institution. She initiated the establishment of a program at a nearby hospital (which provided clinical experience to her students) to encourage employees of the hospital to take courses from her university. This would have some economic value for the university in general. R is in charge of a student body between fifty and one hundred, with nine faculty members.

Data Collection

The Observational Methodology

The observational technique of data collection does not generally lend itself to studying a large number of subjects, but it has the greatest advantage of allowing for detailed information gathering on the group
or phenomenon under investigation. Wisniewski (1981) maintained that number was not critical in understanding the academic dean but rather an in-depth analysis of every nuance of his role. The choice of small number seemed to be well suited to the needs of this study.

The approximate use of the structured observation required that all of the activities of the subjects be observed, recorded and analyzed. Pitner (1979) employed the structured technique in studying three school superintendents and noted that although Mintzeberg's analysis was based on a mathematical representation that added up 100% of their on-the-job time, in managerial activities, personal tasks and non-managerial duties were part of the executives daily routines and they need to be accounted for in the representation.

Martin (1980) in his study of five principals in addition to recording the nature of the tasks that principals performed in the management of their schools, noted those tasks that the principal performed that were purely personal in nature and computed them in the tabulation of total time investment, but subjected them to no further categorical analysis. For purposes of this investigation, such personal tasks were subjected to further analysis because they did have some impact or work-related overtones in the managerial activities of the academic dean.

Another problem with Mintzberg's (1973) application of structured observation was his choice to eliminate interaction with the manager's secretary in his analysis of the latter's job because he perceived secretaries as functional extensions of the manager rather than separate organizational positions. This researcher noted that the nature of interaction between the secretary and her subjects was as important as
any other form of interaction the dean engaged in, in accomplishing his role. The dean-secretary interaction was therefore included in this study to permit a more complete picture of the deans' task performance behavior.

Martin (1980) in his analysis excluded purely social exchanges between his subjects and other organizational members because, "... the role prominence of the principal made him the object of literally hundreds of recognitional encounters and attention. The personal dimension of his leadership role required acknowledgement of each one ... To record each (social exchange) as an individual task behavior would have created a methodological nightmare." (Martin 1980, p. 79) In this study, social encounters no matter how brief they were, were useful in examining the content and structure of the deans work and so was incorporated in the analysis.

During the data collection exercise the investigator adopted the role of passive participant observer. Spradley (1979) stated that the "... the ethnographer engaged in passive participation is present at the scene of action but does not participate or interact to any great extent," (Spradley 1979, p. 59).

The investigator stayed with the subjects in their offices and went to places with them observing and taking notes, occasionally exchanging information with the participants regarding institutional conditions or administrative practice.

The Collection of Field Observations

The timing of each period of observation in the field was established at the time time of initial contact with the subject. Each
subject was observed during the school day from the time of arrival to departure. The observational periods were scheduled so that five working days could be spent with each subject.

The investigator stayed with the subjects throughout all possible situations to enable her to examine office work, conferences, meetings, calls and other activities in which the subjects engaged. The structured observation technique was employed to record time reference, location, description of tasks, a list of participants and their relationship to the subject and any media or material involved in each activity of the participant.

Two problems were encountered during the observation. One was the investigators' inability to identify what was going on in some instances. Examples are telephone discussions or the presence and purpose of a meeting with an unknown visitor. These problems were minimized by willingness of the participants to clarify what the issues were at a later point in time. However, in the case of Dean G of Engineering, the time factor greatly limited even this clarification. He seemed to schedule meetings all through the day and was in a hurry to leave for the day or attend another meeting outside the institution. The other area of difficulty to do with situations that were confidential in nature. During such occasions the researcher was asked to leave the room and rejoin the subject after the incident was concluded. However, during the initial contact with participants it was agreed that they would provide a general description of the confidential activity with emphasis upon the role played rather than the substance of the discussion.
Following each day of observation the field notes were organized into a chronological record of the day's activities. Each day's record was reviewed and sorted out to answer the three research questions above. Finally, a composite of information relevant to answering each question derived from the five days of observation was written up for each subject.
CHAPTER IV

PRESENTATION AND ANALYSIS OF FINDINGS

This chapter is organized into three major sections, a presentation of case study reports on all six subjects and the response to the three research questions that guided this study and a critique of the rational, natural and open systems concepts.

The Case Studies

Case Study 1: Dean T

T was the Dean of Business and Public Service Technology in the two year public technical college.

Interaction With Students

Dean T was observed during the last week of Spring Quarter. The investigator noted a number of instances in which academic related problems students had were reported either by the students themselves, or by an instructor or a chairperson.

A group of "concerned students" wrote T concerning the fact that they were asked to take a typing course which they did not have to take. Another student who met all the requirements for graduation but failed to take the typing course was also a case T dealt with. He refused the graduation of the student after getting information from the student's adviser and chairperson, who had warned the student earlier in the course of the quarter. There was an instance in which T denied a student graduation because he did not meet the minimum point average required in his technical area. Another instance was a situation in which
a student who had been academically dismissed from the school called to say she wanted to be allowed to graduate because she had sent out invitations to her friends.

T involved the Central Administration (students record), chairpersons, student's advisers, and checked a student transcript in the microfiche file he maintained before making any decision on a particular case.

Sometimes students stopped by T's office to request him to open a lock for them. A student called him from home to check on the examination schedule and how he did. There was also an instance in which the grade list of students "got wiped off" in the computer. It was brought to the attention of T and he arranged to get a list of names and addresses of the students so he could write to notify them in advance that their grade reports would be late.

T also had the responsibility of processing and communicating to a student applying for a "special program" designed to meet his or her specific needs (T, Day 1: #25 and 26). The final decision was taken by the academic council of the institute.

The following was a description of the kind of interaction T said he had with students, "Few of them come in and chat about their troubles, their babies' first steps. Others come to complain about their instructors or their chairpersons. Usually, I take notes on what they say, but I don't take any action ... usually, I refer them to their chairperson ... I ask if they told the chairperson ... The answer is usually yes, but
their discussion with them was not satisfactory either because they have a problem with the chairperson or they tend to be intimidated by them ... I also call their chairperson to know if the students had talked to them."

**Interaction With Faculty**

Commenting on this relationship, T said, "My door is always open, anybody who wants to come in can do so. Most faculty feel free to come in and discuss with me their curriculum, their need for, say for example, a new microcomputer course in their technical area ... I don't really solicit their thoughts. I prefer that they discuss it with their chairperson and peers. However, if they insist on seeing me, I let them do so. ... Sometimes something might happen in their department which a faculty member may not like, or they have a complaint against the chairperson, they they come to me. I really do not like their coming to me first ... Ninety-five percent of my discussion with faculty is informal - fishing trips, children and things that don't have anything to do with the school ..."

During the course of the study, the investigator observed many informal relations between T and the faculty. One faculty member whom T described as 'my daughter' stopped about four times or more to chat about birds in her garden. In one instance she pleaded with T to reverse his decision on a "good" student who was denied graduation because of his failure to take a typing course. T's action was not based on her suggestion. There was another instructor who from time to time baked cakes for the faculty and often brought T some. T pleaded with her to spare him
the calories although the "cake usually tasted good and tempting." The most regular faculty visitor that T had was an instructor in business management technology who had been an old friend of T's. At one time he was T's boss, at other times (like now) T was his boss. They often talked about his sabbatical leave plans, student progress and problems.

During an informal discussion T obtained information regarding the father of a student who had pressed for his son's graduation because he wanted the son to graduate at an auditorium in a nearby University where the institute held its Spring Quarter commencement. T obtained some insight into why the student had academic and psychological problems through this discussion. The faculty member used to be a boss of the student's father in business well.

T was involved in hiring decisions of faculty.

Interaction With Coordinators

T was in charge of off-campus programs offered by the institute to the public. These programs were managed by coordinators who reported directly to T. The kind of relationship that existed was quite similar to that described of the chairperson.

Interaction With Chairpersons

T maintained the greatest number of contacts with the group. He said that 30% of his time was spent with them. Basically, the interaction (based on observation) was designed to keep T informed on what was going on in the various technologies. They turned in reports of advisory committee meetings of their technologies.
They turned in all kinds of paperwork that required T's signature such as Class Schedule Change, Request for Budget Transfer, Request for Hiring New Personnel, endorsing transportation report forms, etc. T also passed on information from them to the Vice President of Academic Affairs and vice versa. The chairpersons did not schedule appointments because T maintained an "open office" and sometimes discussed matters with them in their office.

According to T curriculum was the single largest topic of his discussions with a certain chairperson who almost visited his office seven times a day. This particular chairperson was involved in the solution of a problem a student had brought to T's attention. However, in one instance T had to plead with him to leave his office so he would work on a project he had.

T also did a good job at informing his chairpersons when an outsider complimented them for good teaching.

**Interaction With Secretary**

T said, "My secretary is a kind of assistant to me ... I depend on her for an awful lot of things."

**Interaction With Other Deans**

T met with the other two deans formally during their weekly academic council meeting. He said that this interaction was very useful to him.

T, also, communicated with Deans of Business and Public Services in other two year colleges. In one instance, he requested their approval
to allow his unit to establish an off-campus Dental Laboratory program in a territory that belonged to the other college.

Interaction With the Vice President for Academic Affairs

Generally, T interacted formally with him on issues that the Vice President had control over such as final decisions on hiring faculty, salary level, and curriculum decisions.

The President

T and the president were personal friends, but T added, "I'm very careful not to talk to him before I talk to the VPA."

Other Personnel in Central Administration

T said, "I don't hesitate to go to any of them directly on issues regarding scheduling, admissions or personnel matters."

Calls

T preferred not to receive calls from students and parents regarding questions they might have about courses or complaints because he was, "... not in the best position to answer them." He generally referred such calls to the chairpersons.

T would welcomed calls from other deans, chairpersons, and other administrators. T did not like to talk long on the phone (not longer than five minutes) and would rather not receive social calls.

Mail

Generally, T sorted his mail into three files. Those that needed immediate attention, those that could wait until later, and those that had just arrived.

He classified his mail by the following terms:
a. Junk -- mail that had very little or no relationship to his job.

b. Informational materials -- these came from various organizations, or researchers. These were OK, but did not pertain to T's job. T said, "I get most of this every day."

c. "Nasty Memos" -- some of them were good, some were bad. Generally, T did not like memos because he would rather talk with someone rather than read memos.

Routine

Daily: T usually checked his calendar for the day with his secretary. Then he went over his "Do List." This was a record of activities of things T planned to do for the day. He crossed out tasks as they were accomplished and added new ones to the list as they came up during the course of the day.

T generally went to lunch about 11:30 a.m. and unlike most deans he preferred to spend his lunch hour alone in a park. According to T, "I read journal articles during my lunch hour generally ... at a park where I can get away from everybody ... The three journals I read are, U.S. News and World Report, Today's Office, and Modern Office Procedures. Generally, I read articles in them that are directly applicable to things we are teaching in my division, e.g., microcomputer, latest software," (T, Day 4; #25). Before leaving for the day T checked his schedule and looked through his mail to be sure there was nothing that needed his attention. On a quarterly basis T worked on statistical reports, on enrollments and turned in grade sheets. Semi-annually he reviewed budget with each department chairperson and his secretary. Annually he was involved in planning and review of planning activities.
Clothing Style

T believed that the dean should set an example in dressing. He wore suits to work. However, he explained to the investigator that he learned to do that more so because of his family background. His father was a teacher and wore ties to work all the time.

Masks

T said that he wore masks all the time regarding personnel problems. He generally kept such feelings to himself.

T also wore masks before his boss when he made decisions that he thought were wrong. For example, he cited a case where he believed that a given chairperson should be 'fired,' but he was not. T, however, said people pointed out to him that he could not hide his feelings very long.

Values Espoused In Every Interaction

According to T 'in his interaction with chairpersons and instructors, often times he was not knowledgeable about the curriculum content they were discussing, but he still maintained an interest, "to give them a chance to hear themselves ..."

Socializer

T said he was not much of a socializer. Although based on what the investigator observed there were informal relationships with different constituencies that were more of "socializing" than anything else.

General Comments About T

The investigator noted T was very meticulous about keeping track of materials for easier retrieval. He had a very organized filing system so that he could easily pull out materials that have been there for over
T took notes of almost every information that passed through his ears either face-to-face or in telephone conversations - and promptly filed such notes. The drawer where these files were kept was constantly locked.

T belonged to professional organizations. Iota Sigma Fraternity offered him opportunities to spend time on an informal basis with people in other schools and colleges that offer similar programs. Delta Pi Epsilon offered opportunities for T to get information or research findings in business education.

Case Study 2: Dean B

Dean B was the Dean of Engineering Technologies in the two year public technical institute.

Interaction With Students

The investigator did not witness interaction between the student and B. This could be explained by the fact that he was observed at a period when the students were getting ready for their involved in a financial aid meeting to review cases and pleas for money for five students (B, Day 2; #7). A case of students illegally gaining access to a laboratory was brought to his attention. He noted that the trend in the performance of students was low, and worked to reduce this issue.

Interaction With Faculty

B interacted with an instructor who drew a plan for renovating the division building. They talked about it during the course of the study (B, Day 2; #18, 19 & 15).

B also received request forms similar to those his colleagues received from chairpersons and he endorsed them.
B had a significant part to play in the recruitment of faculty. He was concerned about offering a salary scale to a prospective faculty member which would create jealousy or unhappy feelings among the current faculty if it was higher than that which they received. At the same time he did not want to offer something so low as to discourage the applicant from accepting. Incidentally, the latter was the case when an applicant declined employment because the salary was too low.

**Interaction With Chairpersons**

B maintained the same kinds of interaction with his chairpersons as the other two deans in his institution, but he formalized such interactions by scheduling to meet with each of the chairpersons once a week. According to B, "I usually have a one-on-one meeting with each of the chairpersons once a week to provide each an opportunity to say what is on his mind. I generally do not have an agenda for such meetings, but sometimes I might have something I need to talk to them about," (B, Day 1: #31). Such discussions usually centered on budgets, curriculum, and hiring a new faculty. During the period of observation, B held such meetings more regularly with the chairpersons from Drafting Technology, Mathematics and Electronics Technology.

The Chairperson from Drafting Technology had a course that would allow just ten students to enroll and he wanted to use grading system as the criterion for enrollment. B wanted him to use another criterion although he could not suggest something more appropriate than a "first come first serve" criterion. This issue involved a lot of interaction with the chairperson, the academic council and the vice president for
academic affairs. B was concerned with not just the quality of students enrolled, but the legal implications of constantly rejecting a student because he did not have an excellent grade. This issue was not resolved by the time the investigator was through with observing B.

B encouraged the Electronics Chairperson as he worked at generating "a complex mathematical model" which allowed him compute the trend in electronics technology for the past ten years.

B also held a meeting with the chairpersons to sensitize them to the need for the division to do some placement tests in English and Mathematics in order to find out deficiencies of incoming students so they could be helped (B, Day 3; #34).

The investigator also observed that prior to any meeting of the Academic Council, B made sure he talked to appropriate department chairpersons on the issues he would discuss at the council's meeting.

**Interaction With The Secretary**

B depended on his secretary like the other deans did.

**Interaction With Other Deans**

B sought the advice of Dean M concerning the placement test because the latter had done something similar in his division years ago. He also talked much with Dean T in connection with a computer literacy course that both divisions would offer. B said, "... I am concerned about ... the computer literacy program. That's why the Dean of Business Administration and Public Service ... and I have to make sure that the chairpersons in Mathematics and Business Data Processing talk together ... to make sure best minds in the organization work on the issue," (B, Day 1; #32).
The three deans engaged in a brainstorming meeting with the vice president for administrative services on emerging fields in public and private non-profit business sectors in order to make the necessary education industry linkage (B, Day 5; #25 & 26).

B also maintained links with other deans of engineering in two institutions. One was a private technical school and the other a private four year institute. During the investigator's visit, B and the two deans arranged to have lunch together where, according to B, "We will get together ... to see where we are going. Just talk and compare notes. We are competitors, but we can also help one another. We are all spending money and it is killing everybody, so we want to brush up ... Maybe there are things we could do that could help one another, otherwise we could be hurting some real good programs just because we don't have enough money ... We are kind of competitors, but we are talking to one another."

Interaction With Central Administration

B was involved in coordinating functions whenever an issue arose on which he did not have the final decision. This was particularly evident when he coordinated the actions of the Building and Grounds Director, the Comptroller and the Vice President for Administrative Services regarding bids specification for installing new equipment in the laboratory.

B maintained the same kind of formal interaction with the Vice President for Academic Affairs as the other two deans did. However, according to him, he had the practice of visiting with the vice president
early in the day because, "It is the best -- early in the day to talk to him." At such times they usually shared perceptions on issues that pertained to B's division.

Interaction With Local Education Institutions

The investigator witnessed a case where a professor of graphics from a nearby multiuniversity visited him to request the display of some of the equipment in graphics technology during a seminar. B conferred with some of his chairpersons and finally agreed to have his division participate in the seminar because it had some public relations value, (B, Day 4, #19).

Also B interceded with deans from the two institutions already referred to.

Values Espoused During Interactions

The following excerpts from discussions B held with the investigator could be indicative of values espoused by B in response to different questions.

1. "You see, it is his (a chairperson's) decision. She is in his faculty. I didn't want to make the decision for him. As far as I am concerned I think her (a faculty) taking the course at OSU is a kind of professional development opportunity ... I'm trying to encourage my chairpersons to make as many decisions as possible, especially operational ones."

2. In another instance B said, "I want them (chairpersons) to manage their budget well. If any of them overspends his budget, well he won't get more money, and that does not speak well of his management skills ... If any of them needs some money for a good course, if he approaches me, I go upstairs (meaning to the boss) to request it, but before I do that, they must convince me it is a good course ... Best defense is a good offense."
The investigator requested B to explain what he meant by the slogan "Best defense is a good offense" and he clarified it thus: "I try to get as much funding for department chairpersons as I can. Generally they need money to buy equipment or pay their part-time instructors so I act like a clearing house for them. These chairpersons are like managers. They have needs, they bring them to me to give funds to them, but if I don't have the funds in my budget (I usually do not have the kind of money they require) I weigh the issues, if they convince me of these needs, I go upstairs -- to my boss to sell the ideas ..."

3. Regarding his concern for quality academic performance for students, B said, "... The students should have certain abilities. We ought to do some screening ... not to keep students out, but to identify their needs for remedial purposes to ensure their success once they start ... Although we have need for numbers in terms of enrollment, we don't want to put up with inadequacies."

4. "I feel that this is an important position ... one that can potentially have impact on young people ... it is a calling and I don't work this hard for money."

5. Regarding the values and philosophy that influence his position as a dean, B said, "I guess I am influenced by these three things in order -- religion, family and work ... religion and family relationships give me a stable base. If I'm secure in these relationships, I'm secure in making the decisions that I make at work. ... I have to be a secure individual before I can work out anything for others."

What A Typical Professional Day Was Like For B

B commented, "It varies. Today was short for me and that is a concern to me. There are times I can sit down, shut the door, think about the planning process ... I do review where we are going. This happened last week.

I do much creative work in the morning. I leave the 'junk' (the mail) in the afternoon."
Interaction with Students

Throughout the period of observation the investigator did not witness any formal interaction between M and the students, except a few exchanges of greeting when M was in the hallway or touring the different technologies.

M, however, forewarned the investigator that she might not witness such interaction the first day she began observing him. M had said, "All student problems have eased off because it is toward the end of the quarter ..." (M, Day 1; #2) There was one instance in which two transfer students were referred to M by the Office of Admissions in connection with chemistry credits they had in their previous schools in Russia. M tried to contact the instructor before making a decision on the issue. He postponed it to the following week to enable him to get the needed information. M had instances of student complaints that were brought to him indirectly. The Vice President of Student Services called him on a case of a nursing student who was denied a make-up examination by her instructor. The parent of the student had contacted the Vice President for Academic Affairs on the issue. M informed the investigator that his decision on the issue would be based largely on what the chairperson and the nursing instructor decided.

Interaction with Faculty

No interaction with faculty occurred at the time of visit.
Interaction with Chairpersons

M on the average had the highest number of contacts with the chairpersons at the time of observation, compared with other constituencies he interacted with. Most of the chairpersons came in to have M sign contract forms, request for sabbatical, and master course inventory form for approval. (M, Day 2; #5) Most of the contacts were routine in nature.

Interaction with Secretary

M depended much on the secretary to retrieve information on projects, getting him a cup of coffee or his reading glasses. M preferred to dictate letters before it was typed.

Interaction with other Deans

M met with the other two deans once a week during the Academic Council meeting which involved the three deans. The Vice President for Academic Affairs, the Educational Resource Director and with one or more other individuals were in attendance depending on the nature of the issue to be discussed.

On one occasion when the council met in the Vice President for Academic Affairs' office, M led the meeting in the absence of the Vice President. Perhaps he assumed this leadership role because as he stated to the investigator he had been around longer than the other two.

The dean of Engineering Technologies, while proposing to establish an English placement test for his division, sought M's help because M had done something similar in the past. There was also an instance in which M's secretaries had a misunderstanding with the Chairperson of the Department of Communication Skills under the jurisdiction of the dean of
the Business and Public Service division. The latter requested M to look into it and he promised to work out a solution to the problem.

Interaction with Central Administration

M maintained both formal and informal relationships with the Vice President for Academic Affairs. Informally they called each other on the phone and chatted about the golf games they played. Formally, the Vice President directed materials for chairpersons and faculty through M. Examples were a memo on Merit System Proposal and the Chairperson Workload Proposal. Requests for sabbaticals, renewal of contracts, etc. from chairpersons passed through M to the Vice President for Academic Affairs.

Calls

At the end of the observation period the investigator requested M to discuss the kinds of calls he received and kinds he preferred or not preferred to have.

M commented, "I generally receive calls on classroom or student problems, decision making, advising." An example of a student problem related call he received was that from the parent of a nursing student who was denied a make-up examination (M, Day 5, #32). He received an 'advising call' from one of the deans concerning an English placement test.

According to M, the preferred calls were "calls that keep me informed on what is going on throughout the division ... That makes one able to answer questions from superiors." The "don't want" calls were those " ... that waste my time -- which supply insignificant information."
Mail

During the observation period, the investigator noted that M received internal mail from chairpersons, instructors, Vice President of Planning and Development, and the Vice President for Academic Affairs. Generally, correspondence from chairpersons included:

--- Master Course Inventory (M, Day 2; #4), Day 5; #20
--- Certification of Absence for approved personal day (M, Day 4; #21)
--- Request for sabbatical (M, Day 2, #19)  

Most of these simply required his brief reviewing and endorsement before they were forwarded to the Vice President for Academic Affairs office.

Materials from instructors included a "request for lunch" submitted by an instructor who would discuss curricular issues with an outside consultant over the lunch period. He approved it.

M received the draft for 84-86 planning for the institute from the Vice President of Student Services requesting his recommendation. M recommended that the freeze on admitting nursing students be removed. He also suggested expansion of physical facilities in view of the enrollment increases the institute was experiencing. He recommended that quality personnel including instruction staff be of high quality (M, Day 1, #2).

M received materials such as memo to chairperson or approved sabbatical request forms from the Vice President for Academic Affairs.

M also received on-campus newsletters such as, "What Is Happening in the College This Week." M also received a letter from a book company
asking him to buy a book and he would be provided with a list of donors that could send money to his division. M threw it away as "junk." Later in the course of the study the investigator asked M how he classified the mail he received and he came up with the following typology:

-- "School functions -- to find out action required.

-- Other Information -- that communicates what is either within the institute or within the health area.

-- Advertisement -- from people who want to sell books or want to sell their equipment.

-- Junk Mail -- these are ones that are of no interest to the health division for instance materials that are more specific to other technologies or programs. E.g. computer program information may be of relevance to the engineering technology than to the health division. Another example refers to books or literature on programs we don't offer."

**Routine Cycle**

The investigator asked M to comment on tasks or activities he was involved in on a routine basis daily or annually. He stated, regarding the daily routine, "... Dealing or responding to the daily mail. I do this the first thing in the morning. Next I establish priorities for the day ... What has to be done, correspondence, meetings, or appointments, time left to do other things. My afternoons are generally reserved for meetings, groups or individual ... Other routine things include answering phones and taking care of problems or required action from the telephone conversation. I also maintain daily visits with chairpersons.

... Annually I do some planning -- short and long range, and also budgeting. My annual time table is generally broken down by the time from, for example, specific periods of the year for hiring faculty,
ordering equipment ... On a quarterly basis I approve schedules developed by chairpersons."

Clothing Style

M, throughout the study appeared in a suit. He believed that, "Deans should look as presentable at all times as possible ... that encourages those around them to have favorable appearance." It appeared that M was particular about his appearance and those that worked for him. In one instance he instructed a clerical personnel to tuck in her top neatly (M, Day 1, #8).

The Dean's Mask

Commenting on the mask he wore sometimes, M said, "When people are wasting my time over trivial issues, I usually tell them that I have a heavy schedule and that I don't have time (although, my schedule is not necessarily heavy) because somehow you've got to curtail the time. An example is a chairperson that visits five or six times a day and each time tells of small things happening ... You need to curtail these visits or time spent on them because there might be someone that has a significant issue to talk about but cannot see you because some person is wasting your time."

The observer did not witness any such visitation during the study period. It might be that the time of the study was too busy a period for any chairperson or others to visit so frequently.

Values Espoused in Every Interaction

M said, "Diplomacy, tact, listen more than you talk, make decisions as you have sufficient information."
Strategies

When M was asked some tactics or strategies that guides his action as he functions in the role of a dean, he said, "Communication -- I like to keep people informed, seeking input for changes and letting them know what is nice to know as well as what they need to know ..." 

Keep people informed -- no surprises. You present your thoughts or problems, and allow time for consideration, so that when you ask for a decision, it is something they already know. As an illustration, if I need to hire a new faculty, I usually comment informally to the Vice President of Academic Affairs that I may need such a person, so that when the paperwork comes in, he is not surprised. I have been more successful that way ... You do not begin by forwarding paperwork and asking for an immediate decision ... You plant the seed and watch for it to grow."

The second strategy employed was narrated thus, "There is more than one way to do things. If you run into a brick wall, don't stand there and beat your head against it. You can go around it or leap over it. For example, if you go to your superior for a particular request and he says 'no', you don't quit, you go another day ... you need to be persistent and follow through."

The third strategy mentioned was, "Be pleasant. You can catch more flies with sugar than with vinegar. You can get more things done with a 'please' and a 'thank you' than anything else."

Finally, M said, "I like to uphold our policy and procedures and adhere to them. Our policy is broad enough to grant exceptions to real emergency type situations."
The Dean as a Socializer

Informally, the investigator noted that M was involved in a lot of socializing -- chatting with his secretary, chairpersons and other instructors. Perhaps the fact that he did not have much going at the time by way of work was responsible for this. The discussion at such time included the weather - grass, etc. (M, Day 2; # 35, 36 & 39).

During a tour of the various units under his jurisdiction he told a clerk who had asked him why he was visiting with the investigator. He told her, "We are just looking around -- socializing." (M, Day 1, #7).

M generally spent a lot of time in this socializing -- chatting.

During an interview, M said he did not "... socialize very much in this particular position. I attend all social functions which are expected. I seldom hold or encourage social functions ... The institute itself is not particularly commited to such functions. It is a community college -- everybody comes in specifically for what he needs and leaves. M however, was invited to a pinning ceremony of graduating nursing students (M, Day 2, #6).

Case Study 4: Dean D

Dean D was the Dean of the College of Administrative Science in a large multiuniversity. Unlike the dean at the liberal arts college and those at the two year technical college the two deans in the large university had Associate Deans and Assistant Dean(s), so the discussion on interactions would include these.
Interaction with Students

D was observed during the summer quarter and at this time the investigator did not witness any one-on-one interaction between the dean and a student. Perhaps the timing of the study was responsible for this situation. During an interview D, however, informed the investigator that he generally sees about twelve to fifteen students during the academic year. This was particularly so because the dean no longer taught. Although, he said he enjoyed it when he did. Even though there was no actual face-to-face contact observed, the investigator noted that D was involved in solving student related problems. An instance occurred (prior to the study period) when an MBA student threatened to kill a professor if he failed a course. According to D, this did not happen often. D had earlier requested a faculty chairperson to develop a proposal on psychological counseling for MBA students.

Another kind of student problem that involved D was related to cheating. D said that usually such problems were handled by the Associate Deans for Undergraduate or Graduate Programs. However, when a student needed to appeal or a parent insisted on seeing the dean on academic related issues, he met with the individual. D cited an instance in which a parent wanted to find why her son failed the MBA qualifying examination.

Informally, D held recognition dinners for leaders of the various student organizations in his college. He endeavored to attend student organization picnics. Sometimes in the past he took students to lunch. These were selected at random.
Interaction with Faculty

D had a significant part to play in the hiring, firing or tenure of faculty. There was an instance in which D was happy that his out of town trip fell at a time of a picnic for a faculty member who was leaving because D refused to grant him tenure (D, Day 1; #8).

In another instance, a faculty member stopped by to inform D of efforts a committee he was part of were making to find a replacement for a faculty chairperson who planned to leave by the end of the next academic year.

Generally, D preferred relating with faculty on a one-to-one basis. For example, in his meeting with the Director of Continuing Education, D said this when the director suggested establishing a faculty committee for a stated project, "I don't believe in faculty committees ... Committees are no damn good! I've never been on a committee that left me any wiser before I got in there. They waste a lot of time ... Don't rely on committees to get much done for you. Just provide some input and maybe you can use the faculty as a sounding board. Don't rely on them to get anything going ... They are not good at getting good ideas," (D, Day 4; #5, Day 1; #24).

Informally, every two to three weeks D took faculty members to lunch, "just to let them know I am a human being" (D, Day 2; #20). D held three to four meetings a year with faculty.

Interaction with Faculty Chairmen

The investigator did not witness much of this interaction, but it was generally the case for D to meet with faculty chairmen once a month.
Generally, they discussed issues relevant to the Chairman's Faculties. D also sent materials to faculty, for example, opportunities to compete for an award, request to publish or conduct research, through the chairpersons. Most of the meetings included faculty not doing their work well -- training for teaching assistants, student problems, staffing, promotion policy -- results and recommendations, budget. D finally said, "These issues can be grouped into issues related to money, faculty, students, curriculum, administration.

Interaction with Associate Deans/Assistant Deans/Directors

D had two Associate Deans, one was responsible for undergraduate programs and budget, the other for graduate programs, an Assistant Dean responsible for External Affairs (Development and Alumni relationship), a Director of MBA Programs (under the Associate Dean for Graduate Programs), and a Director of Continuing Education Programs (under the Associate Dean for Graduate Programs, but this individual was retiring and D would be the coordinator until a replacement was found). D had much interaction with the Associate Deans and the Assistant Dean during the study period.

The Associate Dean for MBA Programs conferred with D on issues relative to student admissions, conduct research. An example was a student (described as 'good') who wanted to enroll in the doctoral program if the stipend was high enough. (D, Day 4; #6).

In his interaction with the Associate Dean for Undergraduate Programs D often sought his input on "program issues" and in this dean reminded D that it was time for him to write an annual report for the
academic year. They also discussed changing the status of a 50% faculty member to 100%. (D, Day 4; #12).

The Assistant Dean constantly informed D about her fund-raising contacts and brought him courtesy copies of thank you letters (D, Day 2; #13, D, Day 5; #8). On one occasion D had a "working lunch" with the Assistant Dean and the President of Huntington Bank in which they both requested the latter to continue serving on the advisory committee and help in the employment of their graduates (D, Day 4, #8). They both had lunch with an individual from out of town who would help in a fund-raising campaign for D's college (D, Day 5; #3). Generally, the discussion between D and his subordinate deans centered on problems and opportunities of the college.

Prior to a meeting with the provost and the president of the university, D discussed with the Director for MBA Programs, the need for space, and personnel that the program had (D, Day 3; #30, 48).

D met with the director of Continuing Education and the Associate Dean for Graduate Programs to inform D on affairs of the program because he would be coordinating it until a new replacement for the Associate Dean for the program was found (D, Day 4; #5).

Interaction with Secretary

Concerning interaction with his secretary D said, "The only thing she doesn't know about me is my sex life ... I have great confidence in her. There are very few things that she does not know about me. She is my 'alter ego' (a reincarnation) of myself."
Interaction with Other Deans

Externally D gave help to deans of other schools of business that wanted him to help in the search for the dean of school of business, or provide some document that could help in developing some kind of planning document, or provide prospective doctoral graduates who could teach in their institution.

Commenting on his relationship with other deans in the university D said, "I have cordial feeling toward my fellow deans ... we talk informally most of the time, but very rarely do we help one another in a major way ... We do a fair amount of talking about processes and problems, for example, if I have a problem on an issue that is similar to what another dean had dealt with, I just call and say, 'I have such and such a problem, how did you deal with it in the past? ... There are deans that I call more often than others for different reasons, for instance, the Engineering and Law School Deans have some things in common in the sense that their students take classes in my college and vice versa ... There are other deans that I call simply because we get along very well personally, for example, the Deans of Mathematics and Physical Sciences, Arts ..."

Interaction with the Provost and the President

Such meetings involved D presenting the needs or problems of his College to these bosses. For example, the needs of the MBA program reported in the next section, or issues like the adverse effect of competing for donations with other deans in the institution (D, Day 4; #21).
Also materials from the president for the faculty were sent to him e.g., Memo on "Ohio Eminent Program" scholarship board.

D preferred to have face-to-face interaction with the provost on issues regarding salary raises for him. According to D, "Most provosts prefer writing letters to talking directly to the people ... Personally, I like to talk face-to-face with people on matters regarding their salary ... In the fourteen years that I have worked here, no provost has sat down to talk with me ... most of them send letters .." (D, Day 3; #17).

Professional Organizations

D belonged to several national professional organizations in his subject matter and business related ones for consultation purposes, to get ideas and information and "keep track of what's going on in the profession, applied as well as academic."

D is involved on a number of committees external to the institution -- such as boards of private companies, either as consultants or board members. He got paid for these services.

Community Groups

D belonged to the "United Way" in Franklin county, a community group that collects money and uses it to help the needy. He received a plaque from this organization during the course of this study (D, Day 4; #9). D said he was not very active in his church.

Calls

D classified his calls into three groups:

1. Routine calls that had to do with internal problems.

2. Good "blue bird" calls -- calls received from Central Administration informing him that a particular problem
or need he had had been met or a potential donor calling to say he would donate some money.

3. Bad "blue bird" calls from parents who call to inquire why her son was not allowed to graduate.

Mail

D was asked to describe generally the kinds of mail he received. He came up with about seven categories.

1. Junk mail -- These he said constituted over fifty percent of his mail even after his secretary had screened at least eighty percent of the 'junk' that came in.

   These included notices about academic programs from other institutions, requests from graduate students requesting his participation in their study.

2. Student and parent complaints -- the percentage of this type was relatively small.

3. Information from Deans outside the institution requesting help of some sort or replies to questions they discussed over the phone.

4. Correspondence connected with professional activities like deans activities, selection committees for other activities. He received a fair amount of those because he belonged to many professional organizations.

5. On a semi-routine basis D received letters from members of advisory committees regarding setting up meeting agendas, executive meetings, organizing symposia.

6. Memos to the file. Those sent to him from others for his personal information -- courtesy copies.

7. Lots of memos from Central Administration. These were technical correspondence on issues like promotion and tenure, budgets, things going on straight to his subordinates through him.

Clothing Style

Commenting on dressing mode for deans D said, "This is more important outside the walls of the university than inside, unless you wear
something totally out of place." He added that his dressing was more casual during the summer quarter that at other times.

**Masks**

Commenting on masks he wore as he functions in the deanship role, D said the following, "I do less masking with Central Administration. I do less masking than most of the other deans, I tend to be fairly outspoken. I have a reputation for being fairly open and critical when I feel I should ... Like other people, I try not to do so when it is publicly embarrassing ... I put on a good show when I am dealing with people problems ... Sometimes you know that people are no damn good, but you treat them with respect. You don't want to strip them of self respect ... When I meet with people who have problems that I don't have an immediate solution to, I tell them that I will look into the problem and get more information -- that gives me a chance to think about the issues and sometimes the individuals concerned don't ever talk about the problem again ... I do a fair amount of masking in terms of salary reviews, promotion ... You really never tell a person why you are not raising their salary ... Most people can't stand the truth so you save them the psychological and emotional problems."

**Lunch**

D generally had working lunch hours that involved interaction with an external individual over issues related to the College -- fund-raising employment of graduates, etc.
Case Study 5: Dean G

Dean G was the Dean of the College of engineering in a multiuniversity. He was observed during the Summer Quarter.

Interaction With Students

The investigator did not have the opportunity of witnessing any interaction between G and the students. This could be explained by the fact that during summer few students are around. However, G informed the investigator that he generally met with three to four students daily during the regular nine month academic year. Most of these students had grade or academic problems, received bad advising or were having problems with the faculty. G commented, "I hardly see students with good academic standing ..."

G's college offered graduate programs, but G said he saw very little of the graduate students. The few cases he saw or had information about were those who had problems continuing their schooling especially graduate assistants who had lost their funding or those who had visa problems (foreign students). (G, Day 2; #10.2).

Interaction With Faculty

G said he met formally with faculty members he appointed on committees. The investigator witnessed a case concerning the tenure of a faculty member. This individual was denied tenure so he appealed to G to review and reconsider the case. G set up a three-person faculty committee that looked into the case, met with G and gave their recommendation. The committee reiterated that the basis for denying their colleague tenure was justified, (G, Day 1; #26). G also informed the investigator
that he met regularly with faculty members on the average of four or five times daily on diverse issues other than personnel problems such as "ideas to pursue in a research project, ... or request secretarial help when they are writing a book, ... or some money to defray the cost of a trip to another country or maintain a cooperative arrangement." The investigator observed an instance in which a professor discussed with G his relationship with the General Electric Company G, Day 1; #27).

**Interaction With Chairmen**

G maintained interaction with the chairpersons through receiving information concerning their departments usually in the form of memos, face-to-face contact or telephone calls. G also served as the middleman between the chairmen, and the provost or the president.

During the period of the study, the investigator got the impression that G controlled the budget the chairman received. There was an instance in which a donor offered some money to be distributed to five departments in the college. G called the Central Administration and requested notes concerning the fund not be sent to the chairmen because, "... I don't want all the department chairmen running after me ... I want it only for one department (G, Day 2; #28, 30).

On one occasion the director of a school had a complaint against one of the chairmen under his jurisdiction concerning a "nasty letter" he wrote and forwarded to the provost and other people in the college (G, Day 4; #15). The director was upset about it and reported the case to G. G promised he would "chew him out for washing the dirty linen" of the College in public (G, Day 5; #6). He called the chairman and indeed chewed him out (G, Day 5, #9).
G involved a department chairman in meetings that related to issues in his department. For example, he met with the Chairman of Biomedical Engineering regarding funding for the project his department proposed to carry out -- developing a system whereby the blind could read. G also made contact with the head of the Blind Guild in Ohio and related the information to the BioMedical Chairman (G, Day 2; #14, 16).

Interaction With Secretary

G had worked with his secretary for the past fourteen years of his stay in this institution. The investigator observed that G depended on his secretary a lot for keeping his schedules in order -- reminding him of when to leave for meetings, retrieving information that would have been difficult to locate, and making travel arrangements. G said on one occasion when he was meeting with a group and they needed some document his office received years ago, "Dorothy can find anything" with much confidence and she did pull out the needed document.

G said he generally preferred to dictate letters or memos to his secretary using a recording instrument. His secretary would pick up the casset and transcribe the information with some editing if need be.

Interaction With Associate and Assistant Deans

G had an Associate Dean responsible for Research, an Assistant Dean for Development and Alumni Relations and an Assistant Dean for Academic Affairs working directly under him. G had the greatest number of contact with these deans. He conferred with them almost throughout the day and the contacts were generally unscheduled. Anyone of them could walk in to see him and vice versa. G forwarded materials he received to them if they were relevant to their areas of jurisdiction. For example, any
request for a research proposal or grants for the same, G directed to the Associate Dean for Research. These deans generally made decisions in their areas subject with G's approval.

**Interaction With Other Academic Deans in the University**

According to G, informally he had social interaction with other deans at lunch or dinner time with their wives in attendance. Formally, he interacted with those deans with whom he had overlap of interest because their colleges offer some courses to Engineering students or the other way around. He mentioned the deans of Mathematics and Physics, Administrative Science, and Medicine and Humanities in connection with this.

**Interaction With Other Deans External to the Institution**

G belonged to a committee of engineering deans made up of deans from the big ten universities, The University of California at Berkley, Stanford and MIT. They met to discuss common problems, how to solve them and to introduce legislation beneficial to their course.

G also related with engineering deans that belong to the Engineering Education Council of Deans in the state. The activities of this council were similar to that of the other except that its operation was limited to the state. G received minutes of their meetings. During the course of this study he organized a meeting of about five to eight of these deans out of a total of twelve to meet at a branch campus of the University (G, Day 4; #9).

**Interaction with Central Administration**

G interacted primarily with the office of the provost. He said he talked directly with the provost on different issues and made sure he was
"not sided" meaning he was careful to ensure that he did not discuss any matters with the president without first going through the provost. G said that although he talked with the president informally and often went shopping with him, he avoided engaging in discussions that the provost needed to hear before he did.

Another central administration personnel G related with was the Vice President for Administrative Services, "... because he had the budgets and is in control of budgets and physical facilities." G maintained that he was also careful to inform the provost of any dealings he planned to have with this vice president before actually doing it.

**Interaction With Buildings and Grounds Personnel**

G said he rarely had any direct dealing with them, "... but I do have a member of my staff who is an expert on physical needs that we might have such as needs for office space, classroom, etc. ... He works directly with the buildings and grounds personnel. He will be our window to these people."

**Interaction With Alumni**

G said that his college organized alumni associations in major cities throughout the country. He generally arranged to meet with the different groups over dinner and answer any questions that they might have concerning the college. He sent them a newsletter to keep them informed about what was going on in the parent institution (college), and 'keep them working with us.' G involved the alumni in fund raising ventures and they had been very helpful.
Interaction With Local Educational Institutions

G said he had "very little interaction" with the local education institutions because, "we are the only major league operating in the area ..." However, G interacted with twelve institutions in the state that had Engineering programs. "... we get together, exchange ideas and try to plan how we can help one another through the political arena."

Phone Calls

G preferred to receive calls that were useful in successful operation of his college especially calls regarding donations. He initiated several such calls.

G would rather not have the following calls:

"Faculty members just calling to argue about something. They know the answer yet they call and when I've gone over an issue two or three times, I get fed up."

I receive calls from Congressmen who say, "such and such a student is a son of our supporter, ... the son is having a great academic problem. Can you help us by admitting or readmitting him?"

Mail

G was asked to discuss the nature of mail he received. He made two broad classifications -- internal and external.

The internal mail consisted of materials from the provost's office or other colleges and offices usually on expenditure of funds, faculty, equipment operations, personnel problems (from chairmen, faculty and other staff) and faculty requesting financial help in their research.

The investigator observed that a considerable portion of G's mail were courtesy copies sent for his information. Others required his
redirecting them to the appropriate staff or dean to deal with. Some
required just his signature.

The external mail came from alumni, private industry, and the state
and national government.

Prospective students wrote to inquire about the curriculum, oppor­
tunities for scholarship and other forms of financial assistance avail­
able.

Private industries generally wrote to find out if G had faculty
members who might be interested in areas of research they were willing
to support. In some cases G was invited to their locations to enable
him to gain an understanding of what their needs were, so that his
college could work towards meeting such needs. G said, "We are con­
cerned about environment because the university environment is quite
different form the external."

G received mail from the government concerning scholarship or
fellowship grants, or was requested to work on some committee that would
influence passing legislation that would be beneficial to engineering
progress in the country. Examples of the different kinds of mail G
received can be seen from data collectiton reports (G, Day 1; #6, 7, 10
14; G, Day 2; #5, 10, 15, and 17).

Generally, G received huge piles of mail daily and he barely
skimmed through most of them. He told the investigator, "I couldn't
keep up if I needed all the stuff ... I could barely keep up with
skimming through these large volumes of papers and reports ... No, I
skim through most of the time." (G, Day 1, #9).
Routine

As a routine he usually spent an hour or two dictating memos to answer questions related to budget, promotion and tenure, problems of scheduling and the like.

Annually, he met about twice with the various advisory committees of the college, organized a retreat network for his chairmen, revised the policy on promotion and tenure, and had meetings with professors.

Efforts to get 'Soft Money'

G said, "Soft money is a very important topic for us ... The College of Engineering operates an annual budget of about fifty million dollars, eighteen million of this comes from state appropriations that is the 'hard money,' but the rest comes from 'soft money' through research grants, alumni donations, grants from private industries ... Without 'soft money' we would not be the same college ... we thrive on 'soft money' ... two-thirds of our operating budget is 'soft money.'"

The investigator noted that G invested a lot of energy and time in procuring "soft money" for his college. He met constantly with his Assistant Dean for Development and Funds on this issue regularly, (G, Day 3; #27, 11). In fact, it was part of his reason for belonging to the Rotary Club where he met regularly with presidents of all the banks, businesses, hotels ..." (G, Day 2; #27). G organized a committee of his Associate Dean for Research, Assistant Dean for Development and the Chairman of the Biomedical Engineering Department to write a proposal to the largest donor the institution (this individual had a sum of 200 million dollars in his will for the university) to influence him
to offer the department of Biomedical Engineering research grants for the project to design a system that would allow the blind to 'see,' (G, Day 2; #14). He was described as the dean with, "the best reputation for fund-raising."

**Values Espoused in Every Interaction**

G said he believed in fairness to all concerned. He believed that it was his responsibility to "build an environment to encourage students to learn to their maximum ability and to inspire faculty to produce scholarly work through leadership." G said that because of the nature of the coursework in his college and the fact that engineering students carry heavy credit hour work, the students tended to be under great pressure and consequently often resorted to cheating. G said in counseling such students he tried to make them realize the importance of having their grades serve as a reflection of what they learned because that was what would matter in the real world.

**Masks**

G had this to say, "I wear the same mask ... sincere and above board ... Everybody should have full information ... The annual budget is open to all faculty and staff ... I don't let people depend on rumors, I give them full information."

The investigator did observe that G did not give "all the information" in every case. For example, he chose not to inform four out of the five department chairpersons about the foundation money which was given in their name. He preferred to give it all to one chairman - mechanical engineering. It might be that in his judgement this
department had greater need for the funds, but it did show evidence that full information on budget issues was not given. In another instance the public relations officer of the College informed G that a certain researcher had called to find out what raises full professors had. G instructed him, "Don't give him numbers, just tell him 'very little' or 1% ... don't give any hard data (G, Day 3; #11).

General Comments About G

G was generally a very busy dean, always in a hurry to attend a meeting outside the college. He maintained a lot of external contact through the golf game he played, belonging to the Rotary Club, being involved in a lot of task forces such as:

1. Task force to direct the development in the state.
2. Task force for the City Power Plant appointed by the mayor.
3. Industrial and Technical Board.
(G, Day 5; #16) and other federal government committees (G, Day 5; #13).

He generally scheduled his lunch hour and sometimes breakfast to meet with some external constituencies that could serve in advisory capacity to his college, e.g., (G, Day 3, #1, Day 4; #2). In one instance G needed to talk with one of the chairmen but could not make out the time during the day, so he invited him over to dinner in his house so he could discuss the issue with him.

G belonged to a number of professional organizations to keep him current on what was going on in the field. He was involved in consulting work, too.
Case Study 6: Dean R

Interaction with Students

R was the dean of the School of Nursing in a small liberal arts university with about eighteen hundred students. R interacted more with her nursing students and faculty than with the rest of the student or faculty body. R engaged in both formal and informal encounters with her students.

Pre-nursing Students

Formally R played a very significant role in the application and admission of pre-nursing students. She reviewed application forms prior to setting up an interview. The researcher found that R was upset when an applicant did not complete a form properly. In the one case this occurred, the applicant gave her as one of the references. Commonly on this R said, "... They don't read the instructions. It clearly says 'don't give names of relations ... I'm not even going to read it ... We have a generation of illiterates." (R Day 5 #10) And she disposed of the application.

If a prospective student writes to inquire about admission into the nursing program, R scheduled an interview with him or her. This occurred four times during the observation period. On each occasion, R spent time informing the prospective student about the program, what to expect from the school and from the university. She informed the student that the school of nursing program was of high quality with an excellent opportunity for clinical experience provided at a nearby hospital. She told them that the school had been accredited by the National Nurses
Association. She talked about the good performance of the students of the program. She informed the students that there were about 1,800 students with about 150 faculty. The general faculty/student ratio for the school was 1:12, but in the nursing program it was 1:8.

R's information on the university generally included topics like dormitory life on the campus -- to enable the student to choose between on or off-campus residency.

Supportive services were available in case the student would need them, and financial assistance was available in case the student needed it. In one instance (see R, Day 5 #31) the prospective student was interested in a given financial aid plan. R gave her as much detail as she knew and added, "More detailed and accurate information could be obtained from the finance office. Let me give them a 'buzz' to see if there is anybody there now that can talk to you about it." She called the office and scheduled an appointment for the prospective student.

Generally at the end of the general information about the school or the university, R would request the students transcript (in each case the prospective student had one to present. It might be that this was requested at the time of scheduling the interview) and go over it to determine what prerequisites the student had met or would need. The last stage in this information giving was the discussion of the two application forms, one from the school of nursing and the other -- the general application form of the university. R preferred that the student completed the school of nursing application earlier with an explanation of this nature, "This does not necessarily commit you to the program, but it
does give us a chance to begin processing your application fast. We can move fast ... Now if you decide by the middle of August that you don't want to come, we are not going to bring an army against you." The student was usually given a brochure on the school regarding school uniforms. R generally stressed that no student would ever be admitted if he or she did not have insurance coverage. "We are fussy about that."

During the observation period, two opportunities occurred that enabled the investigator to gain insight about the feelings of R with regard to her meeting with prospective students. In one instance a nursing student in a nearby university wanted to be admitted because he was denied graduation. He did not mention his reason for leaving the present institution to her, but R got a clue on the issue through the "grapevine." It appeared that R became very cautious in her discussion with him. Prior to the interview, R said to the investigator, "The student, I found out, cannot graduate, but he didn't tell me that ... I have to be very cautious with him ... something is wrong somewhere ... my intuition tells me that ... I think you'd be better off leaving ... You may be involved in something (legal case) you wouldn't like to be involved in ... Just to protect you." (R, Day 2; # 5 and 9.) At the end of the interview R invited the investigator in again and reiterated her confidence in following her intuition. She said, "Do you know what? He lied to me ... Fidelia, after you have been in the business for twenty-five years, you can tell when something is wrong." (R, Day 2: #10) In another instance R felt anything but exhilaration when she found out that a prospective student who had been given admission whom she described as
"marvelous" cannot come because her "husband won't let her come to school because he wants her to stay home. He is a horrible man." (R, Day 5; #28)

The above discussion has been centered on prospective students who were not enrolled in the university. There was a case of a student in the university who wanted to transfer to the nursing program, but she was advised that as soon as her grade point average and her performance in nursing prerequisite courses improved to a certain level, she would be given admission. In fact, she would be given priority since she was a student in the institution. When she came to discuss with R her application status, R in addition to the above information counseled her on study habits and advised her to avail herself of the supportive services on study habits offered by the institution. R gave her hints for preparing for examinations. "If an instructor spends a lot of time in an area, you can be pretty much sure, it is likely to be on the examination paper." Finally R added, "Please don't get yourself so uptight about grades that you can't function." The student thanked her and left with a brighter countenance than she had prior to the interview.

Current Students

The investigator did not witness much contact between R and the students. This could be explained by the fact that the period of observation fell between the time the students were taking their final examinations and getting ready to leave for the summer, and during the summer vacation when little was going on by way of studying. R informed the investigator that a few beginning nursing students were taking an introductory research course and a psychology course.
There was a case in which two students held an unscheduled meeting with R in the hallway. The students were worried about the possible impact of the change from quarter to semester system on their nursing program. R reassured them that the change would involve a little more expansion on the number, and not content of courses they are currently taking. She told them that the only significant problem the change would bring was lack of manpower in terms of number of professors to teach. She reassured them that the accreditation status of the school would not be lowered. (R, Day 2; #17) In another instance, a student stopped by R's secretary's office and requested a chance to see R on an issue that bothered her since she had not scheduled an appointment earlier. She complained to R that there was too much noise in her dormitory and she could not study or sleep well when this happened. R asked her to survey other nursing students who might have similar problems and provide her with data she could use to argue the case before the Dean of Student Affairs. R planned to solve the problem for a group. She would suggest having a separate dormitory for nursing students if the problem was common among them. (R, Day 2; #26)

Since the investigator did not witness many student interactions with R, she obtained further information through interviewing. R stated that she "helped them solve problems they have not been able to get help with elsewhere" by providing information or advocating for them. R also said she helped students, "enroll in projects they want to develop, discuss concerns that they have and are not quite sure how to solve ..." in their student organization.
R also stated that she talked informally to students in the hallway (this was unstressed) and also around the bulletin board. She added, "... I find a lot of information that way ..."

Interaction With Faculty

Prospective faculty:

R played a middle-man role in the appointment of new faculty. The investigator observed two instances of this. Two prospective faculty who applied for the position of administrative physiology teacher were independently interviewed. One was a Ph.D. candidate in a nearby university and the other was currently teaching in another institution. In each case, R invited a current faculty member during the interview. She presented the school to the candidate in a manner similar to what she did with the prospective students, except that the emphasis was on the general performance level of the students to be taught and a general description of the course to be taught. She gave each of the candidates an opportunity to ask questions. (R, Day 1; #10, Day 2; #16) During a later telephone discussion with the Chairman, Department of Zoology (the selected candidate would be teaching Zoology students, too) the investigator got an insight as to what framework guided R in preferring one candidate to another. She said, "I just have a feeling we would go with the candidate we interviewed on Monday ... he seems to have done a little more thinking on the course he is going to teach ... he's done a little more on individual teaching ... has clearer ideas about the content of the course." She added, "I would feel very comfortable with either candidate ... The second candidate is a very close match ... very
personable, well articulated, but when you employ graduate students with divided energies ... I have a little problem with people who say they have taught in an institution (the institution was named). She concluded the discussion with, "I wish I could tell you easily one is better. It is a hard decision. However, I think he will be a real hard worker ... It is a real hard decision to make." (R, Day 2; #23)

Current Faculty

R had nine faculty on her staff with whom she related directly with. She did not have chairmen in the program. Only one of her faculty had taught in a university setting prior to current employment. R said she spent time trying to develop them by encouraging them to attend conferences on professional development (R, Day 1; #7), getting advanced degrees, and getting new experiences by teaching new courses. R said, "I am very supportive of my faculty. I try to find resources for them ... take sides with them when they are criticized or attacked ... Now this is not to say that I agree with them in every respect, but I try to protect them from being unjustly criticized ... they see me as trying to move the school forward ... new ideas to keep them stimulated." R also mentioned that she was very fussy about faculty keeping to deadlines, for example turning in things for the secretary to type.

On one occasion a faculty worked with R on developing a proposal -- "Wellness in the Work Place: A Proposed Project for Non-Student Employees" of the institution. Both she and R discussed the project during the first day the investigator was there. The faculty was very enthusiastic about it, but R warned her, "I know you are very enthusiastic about this, but don't cry when this wonderful idea does not pass."
(R, Day 1, #8) R gave her the guidelines for writing the proposal and instructed her to keep an account of the cost in time and money connected with the project.

From time to time a faculty member would stop by to show her test scores of students. This was the case when students in their senior year were given a test similar to the national standardized tests. R received such a record, and informed the investigator that the test was designed to find out the areas of strength and weaknesses the students had before they take the licensing examination.

R maintained an informal relationship with the faculty by going to lunch with them. This happened once during the investigator's visit. Commenting on the informal relationship R said, "I do some informal talking here at the university and at the hospital with the faculty. In general, I think I pretty much know what is going on in their work life."

There was an instance in which a new faculty stopped by R's office. R asked him how he was getting on. He told R that he hoped to improve on what he was currently doing. R told him that he must be working hard because the students had not complained. She complimented him on his efforts.

R met with her faculty once and they discussed the curriculum for the next academic year especially with the change from quarter to semester system. R played the role of a leader at the meeting interpreting university guidelines and policies to the faculty. R informed the investigator that she held weekly faculty meetings, "and we meet around
specific kinds of problems, projects, kinds of resources they need, e.g., audio visuals, etc."

Non-nursing Faculty

The investigator did not observe this interaction, but R said she met with them at faculty meetings and committees throughout the year. Informally, R said, "Frequently, I get information about something that is happening, not happening, or is going to happen in the university that you don't have any other way of knowing ... I also get feedback about my problems or my students. They often tell me they enjoy having my students because they are very motivated."

Chairpersons

R did not have chairpersons in her school, but she interacted with other chairpersons in the school. The investigator noted such interactions when R developed class schedule draft for the nursing students and sent it to a number of department chairpersons asking them to make comments regarding any timetable clash before she revised the draft.

When R developed the proposal for the "Wellness" program, she informally conferred with certain department chairmen who had health problems. Also as she developed the brochure for a center designed to offer employees of a nearby hospital job-related coursework in the areas of Sociology, English, Psychology she conferred with appropriate department chairmen to suggest faculty members who would write sections to be included in the brochure. On the second day of the investigators visit, R met with the Chairman of the Music Department and they talked about problems they had in common -- regarding the fact that the school does not
recognize them as professional units. They plan on influencing the prospective provost who would replace the current one, to recognize their schools/departments as professional units.

**Interaction with other Administrators**

**Formal:** R met with other administrators and the meetings were not regularly scheduled but when a problem arose she initiated it or the administrator did.

During the observation period a case arose when the academic dean of the university wanted to reassign the office space of R and the classrooms nursing students used, to another department. R was very upset about it and she said she was going to fight it out with him. R scheduled a meeting to talk with him and informed the investigator that she would not go with her.

R met with the academic dean, presented her case and told him she could reschedule the nursing classes to afternoon since the department in question would use them in the morning. The problem was solved that way.

Commenting on her relationship with the provost R said, "... I may have a problem situation where a faculty resigns and I want them to keep the position filled. The provost and I discuss why I want it so. Also, when we are to hire a faculty, my faculty and I evaluate and interview the prospective candidate. The provost also evaluates and interviews him, then the provost and I may meet and discuss whether or not he should be hired, what salary he is to be paid, and what rank ..." During the period of observation the investigator noted three instances of R's interaction with the provost. One was in connection with hiring a new
secretary for R. R gave the information on the phone as to why she would hire the prospective candidate. There was also a case when R called his office to renew a contract for about two of her faculty. Another instance of interaction involved a memo from the provost informing her that a "Mello Proposal" she wrote did not pass with explanations. A third instance was when he called her to decline his approval to allow the investigator to attend a university-wide faculty meeting because, "... it is going to be a sentimental one." (R, Day 1; #25)

Another central administrator that R interacted with was the Director of Finance. As already noted in the section on interaction with students, R scheduled an appointment for the prospective candidate who wanted to know more about available financial help. R informed the investigator that when a nursing student has problem financing her education she could intervene by discussing the issue with the Finance Director or his representative to see if something could be worked out for her.

Interaction with the Secretary

Reference to the interview session R had with a prospective secretary would summarize her expectations and the degree of significance the interaction held for her. R informed her, her idea of a secretary was, "... one who has an organizational sense, works independently ... can organize and remember details about the operations of the school ... in short my idea of a secretary is one who can manage, organize as well as type well." (R, Day 2: #20)

The prospective secretary was hired, and at a later point in time the investigator heard R say of her secretary, "... Peggy is a super
person" during a telephone conversation with a professor of sociology
R requested to write a portion of the material she would include in a
brochure. (R, Day 3; #20)

During an interview scheduled with R she said this about her inter-
action with her:

"My secretary has been here for about five weeks. The work
of my secretary is very important. She controls access to me and
that takes an awful lot of judgement. She does a lot of other
things that secretaries do like typing letters, memos and filing.

She serves as a problem solver. For example, I may want to
do some project and I don't have any money, she would get on the
phone and call the accounting office to find out what can be done
or if at all we can do it ...

her relationship with other people is crucial to my work.
She is very pleasant. She handles people who wish to get in touch
with me or find out about the school very well. The faculty report
that she is very pleasant, too. Her attitude makes people who work
for me willing to do what I ask them to do."

In addition to fulfilling her secretarial function, of receiving
calls, typing materials, there appeared to be some good personal rela-
tionship between her and R. During the 3rd day of the study, she
brought some cinnamon and pecan rolls to celebrate R's birthday. The
gesture was a pleasant surprise to R. The investigator observed
instances of R sharing with her secretary almost on a collegial level.

Interaction with Alumni

R did not maintain a formal relationship with alumni because,
"... we graduate small classes and I maintain minimal contact with them.
I do write references for them."
Interaction with Local Education Institutions/Deans/Professional Associations

According to R she did not maintain interaction with local educational institutions but rather related with deans of other schools of nursing usually through schools of nursing.

R attended the Council of Deans of Nursing -- a council of colleges of nursing in Ohio under the Ohio Board of Regents. According to R they discussed varied issues that effect nursing in the state, usually in an advisory capacity to the board.

R belonged to the professional organization, The Ohio Nurses Organization: Assembly of Deans of Nursing. "We meet regularly and discuss professional issues ... for example, the need to start Ph.D. programs in universities in Ohio ... " R belonged to other professional organizations. (R, Day 4; #8)

R explained that attending meetings of or belonging to these professional organizations helped her establish a fair amount of contacts--formal and informal. "It is a network," she said.

R mentioned that she liked attending national conferences but did not like to work in these organizations personally.

Interaction with Community Groups

R belonged to the High Blood Pressure Advisory group in Delaware which help the health department plan a program. She also did personal things in her church where she helped conduct a survey of the membership by interviewing ten families using a standardized instrument.

Interaction with Extension Units

The extension unit for R was the hospital where her institution had a nursing unit. R represented the university by proposing a center where
the personnel of the hospital could take course work in Sociology, Psychology, and Communications relevant to their job performance. (R, Day 4; #8)

Formally, R met regularly with the Vice President for Nursing at the school to discuss the progress of her students, problems or notify her of any particular units her school needed for teaching.

Informally, she met with the staff of the hospital who work with her students to find out if any problems were developing, share ideas or answer some questions that they might have.

Values Espoused

During work related interaction commenting on the issue of value R had this to say, "The big value for me is -- 'good patient care' ... The most important thing I do here is to ensure we educate or produce nurses that see this as very important."

"My participation in various organizations is based on the value that the care of sick people must be of high quality ... I am not in the business of producing people to get good jobs (I hope they do get good jobs), but nurses who could care for patients adequately ..."

Masks

R was asked to discuss any masks she wore as she interacted with people. She said that as an administrator, she developed a repertoire of behaviors which she varied depending on who she was relating with at the time. "With some people, I work best with them if I'm fairly assertive. For example, people in student personnel. When I talk to them about a problem and I find out all they do is quote rules for me, I just
tell them that does not solve any problems for me ... I insist. When I deal with timid people with good ideas ... I try to encourage them to present them ... When I deal with the faculty I usually go to the one that is capable of generating ideas because she has a good head on her shoulders and she may have something to contribute." (R, Day 1; #3)

Clothing Style

The investigator observed that R was always dressed in a suit with matching shoes and purse so she asked her if dressing had any bearing on her role as a dean. R stated, "Oh, what you wear as a dean is very important ... especially for a female administrator ... She has got to look as if she is serious about what she is doing ... not dress as though she is going for lunch with a friend or going to a party ... In the summer we dress more casually than we do in the winter, or autumn. I tend to wear suits and conservative dresses."

Also R was very particular about how she looked when expecting a visitor. For example, before talking to a prospective candidate, she put on some make-up, and brushed her teeth. (R, Day 4; #27)

Mail

R received technically related correspondence internally from her faculty, the central administration and other constituencies of the university, materials from the faculty were things that needed her signature, e.g., contracts, before they were forwarded to the provosts office or some other office external or internal. They sent her grade reports of nursing students.

R received instruction or memos of general nature and other materials that were specific to her unit.
R had the practice of sorting her mail into three categories: "Junk," "Immediate Attention," and "Projects or Can Wait." According to R, the junk mail were kept in her secretary's office and they were usually advertisements. R generally disposed of them properly after glancing through them. Examples of 'junk' mail she during the study were:

(a) A brochure sent to her by a proprietary educational organization inviting her to attend a seminar. (R, Day 1; #31)

(b) A brochure requesting her to order a medical volume from Medical Yearbook printers.

The "immediate attention" mail were materials that needed to be responded to within a few days.

The "can wait" mail were materials that R might have some months before they need immediate attention for example, she said, "Let's say the provost wants me to write or develop the next academic year's schedule and I find I have months to do that, I just put them in there. I sort my mail according to its importance to me and if it has any deadlines attached to it ..."

Generally, R would prefer writing issues that don't involve much time on her part. She commented during the discussion on the "Wellness" proposal, "I see myself writing more stuff than I have time for." (R, Day 1: #8)

Calls

During the period of observation many activities that R was engaged in were interrupted a number of times (R, Day 1; #8). Later R was asked to classify the calls she received according to her feelings toward
receiving them. She came up with two categories. The "Don't Want Calls" and the "Want Calls" each with subcategories.

1. "The Don't Want Calls" include:

   a) Trivial calls -- for example, a student calls to say her nursing uniform doesn't fit. I just tell her to call the company that makes the uniform.

   b) Calls about information that can easily be obtained from other people or publications. For example, students who do not read bulletin board notices, call to find information that is already available ...

   c) Salespersons -- people call to sell their products, computers, medical equipment -- you name it.

The "want calls" were those relevant to her objectives. She gave the following list as areas that she would prefer to receive calls because they were her forthcoming year's tasks:

"The proposal for Health Promotion Programs in the University." R spent a great deal of time making calls regarding this program during the observation period.

"... courses at the Riverside Center." R spent almost an entire day (R, Day 3) making calls to professors who would write some portions of the brochure she was trying to put together.

Other areas R indicated her interest in receiving calls were:

"Changing the curriculum from quarter to semester program ... Accreditation ... and suggestions or ways to do all these (her tasks) without exhausting all the resources in herself and her faculty.

Routine Issues

The investigator observed that on the average R's daily activities involved doing some kind of paperwork receiving and making calls so she asked R to describe routine issues she was involved in. She stated, "My daily cycle is very unpredictable. It is different in summer than
it is in other periods of the year. But generally in the morning I try to find out from Peggy (her secretary) if there are things I need to do right away, then I look through my mail. In the afternoon I try to save time to work on some project -- such activities that involve thinking, organizing and planning ... Appointments, it is difficult to schedule appointments at a specific time of the day. People can see me in the morning or day time."

Annually, R worked "... at keeping my programs staffed. I have a lot of faculty turnover. This is mostly so because they are women with husbands and when their husbands move, they move with them ... Around March I solicit applications for new students that is in the spring. During the summer, I spend time interviewing prospective students.

Early in September, I share information with the faculty development activities -- the general plans for the academic year. I identify who is going to do what. We also talk about faculty development, activities, schedules, supplies -- just the whole business of resources.

On the last day of the study R was asked to comment on any general issues about herself, and the institution in relation to her role as the dean. She said about herself, "I work at articulating the nursing standards ... I interact with as many people as I can ... I'm very fussy about upholding standards. I'm very fussy about keeping things in order and about following rules so we don't have problems," and about the institution she said, "In the institution we have a slow decision making process. This lack of decision influences negatively what I am able to do. My strategy -- I give the group, person or unit an ultimatum."
First, I write letters, memos, or call. If all these don't work, I write a memo that sounds like this, "If I don't hear from you by this date, this is what I'm going to be doing' -- this works most of the time."

Responses to the Three Research Questions

The preceding presentation of the six case studies serves as a background against which the operation -- techniques, devices, relations content and structure of the academic deanship can be further analyzed. While the case studies provide information directly related to any of the three research questions, there is still need for responding to the questions individually.

The first question concerns the nature of the operations of the academic dean. This question is best answered by highlighting the salient features of the interactions the deans had with the various constituencies they relate with; the values the deans espouse; the masks they wear as they work with people, their clothing style, the nature of their correspondence and telephone calls and how they organize or classify them including relative importance attached to them, and cycle of events -- daily, weekly, monthly, quarterly, seasonally or annually they engaged in.

Interactions With Various Constituencies

The constituencies may be classified into two major categories -- internal and external.

Internal Constituencies

Internally, the academic deans related with students, faculty, chairpersons, associate deans, central administration personnel (president, provost, other officers), their secretaries, and other deans.
Academic deans meet with students regarding diverse forms of academic problems that they have ranging from complaints about a course, against a faculty about bad advising, and teaching, to possibilities of not graduating for poor academic performance or not meeting the requirements to graduate. Sometimes such complaints are backed up by irrate parents. The dean as he deals with such problems relies heavily on getting as much information from individuals involved in the case. He looks up policy guidelines and make decisions as he has sufficient information.

Most of the academic problems that come up may require just following the basic policies to handle. A few, especially those involving student's parents, or where threats to life may occur, call for more sophisticated level of resolution power on the part of the dean. These kinds require skill, tact and diplomacy.

Academic deans of smaller institutions may serve as extensions of the various sub units of central administration of the institute. They may need to counsel the students on emotional and psychological issues, play the role of an admissions officer, and advice on supportive services such as housing, finance, etc.

The dean is expected to engage in informational relationships with students through talking to them about their programs or finding out what special problems they are having, and sometimes be willing to engage in discussions of the family of the students to encourage cordial relationship. Deans attend student organization meetings once in a while, sometimes arrange to have lunch with students or give recognition
parties for students for one reason or the other. Deans have a concern regarding the performance level of their students and engage in activities to promote that achievement level.

Academic deans have considerable influence on the hiring, promotion and tenure of faculty. They often make judgement as to what salary range for a prospective faculty would be. They work towards providing adequate environment for faculty to work by 1) encouraging them to engage in professional development activities, providing money for their scholarly activities such as projects that have internal or external value such as designing new programs, conducting research, writing a book, etc.

Although deans may not fully understand the content of the curriculum a faculty member proposes, he still provides a listening ear to "give him a chance to hear himself." Some academic deans would prefer to have their faculty go through the chairmen before talking to them, but if the faculty insists on seeing the dean he is heard.

Deans are supportive of their faculty and back them up when they are unjustly criticized. Some deans don't like faculty committees while others believe in such committees. Deans maintain informal relationships with their faculty and can go to lunch with them to make the faculty feel they (deans) are still "human beings." Deans also need to inquire about the general being - health, and family of their faculty.

Deans receive and give much information about their colleges through the chairpersons. They delegate responsibilities to the chairperson and often would rather have them make operational decisions. They also do
not tend to go against decisions chairmen make about students or faculty although they are still guided by policy.

Deans also deal with people problems experienced with faculty. Deans have certain power to make judgement as to how much budget the chairmen are allowed to control, and have the responsibility to procure money for them when the need arises.

Academic deans who have associate deans, work with them as extensions of their office and delegate much responsibility to them. They tend to meet with them more often than they do with other internal constituencies. The deans tend to confer with the associate/assistant deans in their specific jurisdictional areas before making any decisions or commitment to external individuals.

Academic deans depend a whole lot on their secretaries to keep track of events or schedules of the day, keep good filing systems, maintain good relationships with those that interact with the dean. Secretaries know as much of the professional life of the deans as the deans themselves do.

Deans have guidelines for interacting with the provost and the president. They would hesitate to talk to the president before talking to the provost. They guard against doing so when they engage in informal discussions with the president. Deans have tactics for influencing the provost (or vice president for academic affairs) over issues of concern to them. One dean prefers to talk to him in the morning because that is the time he seems to be in the best mood. Another dean likes to talk to him informally about a need he has before formally sending in formal requests or paperwork. This dean also does not press for immediate
decisions from his boss. When his request is not granted, he does not give up but he tries another strategy. Another dean prefers face-to-face meetings with the provost on personal issues like his salary or promotion.

Deans relate formally with other deans in their institution by attending meetings together. They ask help from fellow deans who have worked on something they are working on currently or plan to work on. There is also a preference for deans to associate with those they personally get along with, or have something in common with responsibility wise.

Interaction With External Constituencies

External constituencies include local education institutions, private or government agents and professional organizations.

Academic deans interact with other local education institutions to share resources -- time, expertise, advise and they usually do this through deans of equivalent positions. For example, the dean of engineering technologies would more likely contact the dean of engineering in another institution, than the dean of another unit.

Deans seek advice and help from their counterparts in other institutions.

Academic deans meet with representatives of private organizations for purposes of maintaining business/school linkage. Academic deans of large institutions may be involved in providing expert advise to government tasks forces in their discipline areas.

Deans belong to professional organizations to keep current in their disciplines and informally meet with their colleagues.
Values

The following are values claimed to be espoused by deans as they interact with people.

i. Listen to people 'to give them a chance to hear themselves" especially when the dean is not quite familiar with the content or the discussion.

ii. "Diplomacy, tact, listen more than you talk, make decisions as you have sufficient information."

iii. "Good patient care '... the most important thing I do here is to ensure we educate or produce nurses that see this as very important ... My participation in various organizations is based on the value that the care of sick people must be of high quality ..."

Clothing Style

-- Deans dress to serve as examples in encouraging others around them to maintain favorable appearance.

-- What is worn may depend on whether they will be meeting persons external or internal to the institution.

-- Dressing in a suit is a form of looking executive.

-- Party or casual dressing mode is considered inappropriate.

Lunch Hours

Deans spend their lunch hour in many ways:

-- Interact with external individuals over issues relating to their college or division such as fund-raising, sharing resources, employment of graduates.

-- Time to unwind and get away from the hectic institutional environment.

-- An opportunity to read materials related to the division or unit managed.

When it is virtually impossible to schedule a meeting, the dean can organize to do so during breakfast or dinner.
Masks

-- There may be a need to be assertive when people prove tough without solving a problem or encourage those who have good ideas, but timid in expressing them.

-- Go to people with "good heads on their shoulders" for useful ideas when confronted with problems.

-- Do less masking with central administration, but when dealing with issues on faculty, promotions or tenure, you don't tell them reasons why their salary is not raised or why they are denied promotion or tenure.

-- Develop a system for wording of staff who stop by and waste the deans time over trivial issues.

-- When dealing with people you know are no damn good, "you don't strip them of their self-respect, ... you treat them with respect."

-- You don't wear any mask, "you put everything on top of the table."

The Correspondence

The mail received varies according to their importance to the dean. There is the junk stuff that don't contribute anything to the objectives of the dean.

Another class represented -- the "good to know stuff" that isn't necessarily bad, but doesn't facilitate the function of the dean, and then the "technical" reports that provide the dean with information concerning different aspects of his unit.

The mail can be classified according to the action it receives -- the "can wait," the "immediate attention" and the third -- the junk that must be disposed of instantly.

Most deans are not greatly enthusiastic about responding to mail by personally writing. They do so by dictating to their secretaries either directly or by tape recording the message.
Telephone Calls

There are the technical calls that deal with the operations of the organization; and the "good blue bird calls" for example, from a donor making an offer, and a "bad blue bird call" that convey complaints.

Some calls are trivial or misdirected to the deans. Others just waste his time because they are too long.

Deans would prefer only those calls that give information about their organization including the "good blue bird calls."

Cycle of Events

The activities of the dean are scheduled or programmed to follow some daily, weekly, quarterly, seasonal, semi-annual or annual routine or cycles.

On a daily cycle the dean engages in attending to his mail, meetings with people, telephone call conversations. Performing the tasks does not follow any pattern, but attending to mail is usually done once or twice a day and depending on the preference of the dean, may be scheduled in the morning or in the afternoon. One dean prefers to work on projects in the morning and read his mail in the afternoon. Another reverses this sequence. There is often a tendency to schedule meetings but unscheduled meetings occur quite often.

On a weekly cycle, some deans hold meetings either with their chairpersons or their associate deans, or hold faculty meetings.

On a monthly basis, some deans have a chance to meet with their chairpersons or faculty from a given department.

Quarterly cycle includes a period of heavy administration, scheduling and turning in of grades.
Seasonally some deans program the following activities that occur at different periods of the year -- student and faculty recruitment, discussing the curriculum with faculty.

Annually, the deans worked on their budgets or some long range planning activities.

The second question refers to the differences and similarities among academic deans from institutions which vary in size and complexity and (b) subject matter areas.

**Differences Among the Academic Deans**

Notable differences were observed in the day-to-day activities of the academic deans. These differences could be discussed by viewing the volume and nature of interactions the deans had with the various groups they interacted with.

**Interaction with Students**

The academic deans from the two-year technical institute and the small liberal arts university invested a lot of time in student admission affairs. On the contrary, academic deans from the multiuniversity did not have direct involvement in student admissions.

**Interaction with Faculty**

All deans had considerable influence in the employment of faculty. However, deans at the multiuniversity had greater influence and also provided incentives for research activities. The other deans did not direct their faculty on research matters because the emphasis of their institutions was not on research.
Occasionally, deans at the multiuniversity take their faculty to lunch and defray the cost through the deans discretionary funds. The other deans did not have discretionary funds, and could not perform this function.

Interaction with Chairpersons

There was much greater interaction between the deans and the chairpersons in the two-year technical institute than was the case with the multiuniversity dean.

Interaction with other Deans

Deans in the multiuniversity tended to relate with deans in equivalent positions in other institutions.

Interaction with the Provost (Vice President for Academic Affairs)

The deans in the two-year technical institute met more frequently with the provost than those in the multiuniversity. They had weekly meetings with him.

Interaction with Buildings and Grounds Personnel

The deans in the two-year technical institute interacted directly with the buildings and grounds personnel, while the multiuniversity deans had intermediaries to perform this function.

Interaction with Alumni

Deans in the multiuniversity had much contact with the alumni of their colleges for fund-raising activities and "keeping in touch" purposes.

The deans from the two-year technical institute and the liberal arts university did not maintain such alumni relations.
Interaction with External Agents

The deans in the multiuniversity had more external contacts than those at the two-year technical institutes through belonging to government task forces, getting involved in consultation work and serving as liaison between their colleges and other organizations.

Similarities Among the Academic Deans

The study revealed a number of similarities among the academic deans observed irrespective of size and complexity of institutions. Examples of such similarities were found in the way the academic deans interacted with the different groups -- students, faculty, chairmen, secretary, and provost.

Interaction with Students

The deans all attended to students academic related problems and sometimes attended student functions such as picnics or graduation parties.

Interaction with Faculty

The deans encouraged the faculty to engage in projects for the improvement of academic programs or the general welfare of the institutional community. Examples of such endeavors include the computer literacy project at the two-year college, the psychological counseling programs for the MBA students at the multiuniversity and the "Wellness" project at the Liberal Arts University.

Interaction with Chairpersons (Chairmen)

The deans serve as a link between the chairpersons and the provost (or the vice president for academic affairs).
Interaction with Secretary

There is great dependence on secretarial help among all the subjects.

Interaction with Other Deans

All subjects interacted with other deans within and outside their institutions.

Interaction with the Provost (Vice President for Academic Affairs)

All deans avoided by-passing the provost to seek the attention of the president in official matters.

Interaction with Professional Associations

They all belong to professional associations to keep up-to-date in their professional areas.

Interaction with External Agents and Organizations

All deans had opportunities of relating directly with parents on student-related academic issues.

Similarities and Differences Due to Subject Matter Area

Three subject matter disciplines: health care, engineering and business related programs, were considered in this study.

Health

The dean from the two year college and the dean of the school of nursing from the liberal arts university are compared. These two deans spent time observing their students at the sites of clinical experience. The other four deans did not engage in such roles according to the findings of this study. The nature of their profession demanded that they perform this role.
Engineering

The two engineering deans were involved in linking themselves with top level and technical industries for the purpose of bridging the industry/school gap. The technical institute engineering dean related with advanced robotic company and the multiuniversity engineering dean with the IBM company.

Business Area

The two deans worked hard at securing sophisticated equipment for their business programs. The two deans had a more sophisticated system of keeping track or records of things -- information. Perhaps the administrative nature of their discipline provided them this edge over the others.

The third and final research question concerned the comparability of the academic deanship with the managerial characteristics and role sets developed by Mintzberg (1973).

The emphasis here is not on quantitative accounts, but on presentation of behavioral manifestations that support (or deviate) from Mintzberg's. Description of behavior based on actual observation is considered more useful and insightful to individuals who would use the findings of this research than mere computational representations of number of tasks over time spent, as some researchers did (Whyte 1953; Guest 1956; Kay and Meyer 1962; Mintzberg 1973; and Shapero 1977).
The Managerial Characteristics

Volume and Pace

Mintzberg's (1973) observation that managerial work involved much volume of tasks performed at an unrelenting or high pace was typical of the academic deans in this study. According to Mintzberg the demand of the job was so much that coffee time and luncheon were devoted to business affairs. In this study, Dean G (College of Engineering dean) spent all his lunch hours meeting with people, or groups that had some contributions to make to his college. As an example, on one occasion he scheduled a lunch hour meeting with the founder of a private company in Cincinnati "to discuss strategies for fund-raising ..." (G, Day 4; #2,3). In another instance G had a "working breakfast" with the Vice President of Business and Finance of the university, his associate dean for Research, and a professor in the Aviation department to discuss setting up an advisory committee to determine the future of an airport that belongs to the college (G, Day 3, #1). There was also an instance when G invited one of his chairmen to dinner so they could discuss work related issues that the chairman wanted to talk to him about. The chairman initiated the need to meet with G, but the latter could not make out time during the regular working hour so he called his wife and informed her of the plan to have dinner with the chairman (G, Day 3, #3).

Dean B of Engineering Technologies was observed to spend his lunch hour to discuss programatic issues with deans of engineering in a private institute and a four year private university (B, Day 5; #23). He scheduled a lunch hour with the executive of Advanced Robotics
Company to discuss what needs the company can meet for his unit and vice versa.

Dean T of Business Administration and Public Services scheduled a lunch hour with the new manager of Sears Roebuck to "let him know what we are about -- the organization of the College and how it fits into the scheme of things" (T, Day 2; #20). It was, however, the general practice of T to spend his lunch hour away from the campus at a park so he could get away from the hectic schedule of activities he had, relax and have more time to read materials related to his technologies.

Dean R of the school of nursing verbalized the hectic nature of the job when she said in reference to lunch hours, "... then after that (the interview) we will go to lunch -- and that is the best part of the day," for lunch hour was a time to get away from the cumbersome administrative work and a time, "to unwind," (R, Day 2; #14). Dean D had a working lunch hour with the president of a bank to request him to continue to serve on an advisory committee and to influence his organization to hire MBA graduates. Dean M did not report any case of "working lunch."

Lundberg (1970) noted that the volume of work in terms of number performed per hour increased in crisis situations. This was true of the three deans at the two year public college who were busy doing paperwork like turning in grade sheets, signing summer contracts and organizing their faculty with regard to the upcoming commendement. The timing of the study provided an opportunity to observe this manifestation.

Spencer (1955) maintained that the unrelenting pace involved in managerial work, often resulted in a low tolerance for working on problems on a prolonged basis. Dean D while developing a document for
faculty governance said, "I've been on this for a week. I pick it up for about thirty minutes, or an hour, then set it aside. At some later point in time, I pick it up again and do some work on it. It's one of the things that I'm not getting done fast because it is tedious," (D, Day 1, #17). While revising the curriculum for her school, R exclaimed, "Oh, I'm just thinking of how all these will fit in ... the curriculum plan," and a few minutes later she said, "I'll put it away, maybe I'll get some ideas some other day," (R, Day 5; #22).

Pitner (1979) observed that the superintendent in her study performed tasks simultaneously. The same was true of the subjects of this study. There were numerous instances in which the deans were engaged in telephone calls and at the same time attended to their paperwork of signing or proof reading letters, etc.

The subjects in this study were found to skim through most of their mail fast because the quantity to attend to was so much. Dean G said of his incoming mail, "I could barely keep up with skimming through these large volumes of papers and reports ... No, I skim through most of the time," (G, Day 1; #9).

Whyte (1954), Shapero (1977), and Martin (1980) all noted that their executive subjects in addition to regular office work, sometimes spent additional night hours on their work. The investigator noted this case with Dean T who came back later in the evening to complete certain "tasks that need to be done," (See T, Day 4; #41, 42 - 53; Day 5; #1-4).

Variety, Brevity, and Fragmentation

Mintzberg observed that managerial work consisted of a variety of tasks most of which were brief in duration and some of which were often
interrupted by other operations. This characteristic was descriptive of the academic deanship.

The fact that the academic dean occupied a middle man position between his subordinates (chairmen, faculty, etc.) and his superiors -- the provost, president and the fact that his role requires wearing many different hats resulted in his becoming involved in a variety of tasks that appear unrelated on the surface. In any single block of time, it was observed that each of the deans was involved in a number of different paperwork, answering or making calls, meeting with different people. The tasks in each area, for example, meeting with people were unrelated in the sense that the purposes were different. Such categorical variety was observed by researchers like Burns (1954, 1957) in his study of engineering managers, Dubin and Spray (1964), and Martin (1980) who stated that the "task array for the principal was very large."

Enarson (1962) noted that the dean's telephone was a major source of interruption as he functioned and this was found to be typical of all the deans in this study. As an illustration, on the 1st day of working with Dean R, one of her faculty arrived to discuss a proposal on "Wellness" program that lasted between 10:15 a.m. and 12:03 p.m.. They were interrupted seven times, mostly by telephone calls, (R, Day 1; # 7 & 9). The investigator noted that as the duration of certain tasks increased, the probability of interruption also occurred. These interruptions tended to be activities of short duration. Carlson (1951) reported that his subjects had an average timespan undisturbed by visitors of fifteen minutes, but that telephone intrusions reduced that figure to eight minutes.
Whyte (1954) reported that his subjects described their work as rat race in which interruptions were often and that new situations often arose leaving little time for immediate planning. Most of the subjects in this study were involved in situations which required abandoning their immediate tasks in order to attend to new and pressing ones and this contributed to variety and fragmentation of the tasks.

Preference for Verbal Media

Mintzberg's (1973) study revealed that of the four informational media -- telephone, conversation, face-to-face meetings, paper correspondence and the visual tour available, his subjects overwhelmingly preferred verbal contacts either in person or on the telephone. He explained that this preference was due to the informality, speed, ease of transmission and reception and immediate feedback inherent in verbal contact. Moore (1968) noted that although the telephone was a major source of interruption for the manager, it served as an important source of needed information. Preference for verbal contact was characteristic of the deans because of the need to monitor and disseminate information internal and external to their institution.

The investigator observed that the rate of utilization of verbal media was higher than its major alternative -- the written correspondence. Most of the deans generally dictated memos to their secretaries to type rather than sit down and write them. G and D from the multi-university did this almost 99% of the time. Most of Dean M's interactions occurred through the telephone and face-to-face. All the deans talked with their subordinates much more than they wrote them. They
engaged in either face-to-face contact or telephone conversations as they resolved personnel and student problems. The last pattern could be an indication of the fact that individuals with problems prefer to be heard or seen, rather than the deans preferring the use of the verbal medium.

Preference for Live Action

Mintzberg (1973) found that his subjects showed more preference for live issues or current information. An explanation for this preference for live action was the fact that managerial operation required the utilization of current function to solve most pressing organizational problems (Whyte, 1954; Spencer, 1954; and Moore 1958). All of the academic deans demonstrated a willingness to withdraw from a current task performance in favor of a more urgent demand. For example, when an instructor called T concerning a student whose name was missing from a grade sheet, he stopped what he was doing at the time and checked the student's transcript in his file, contacted the grades office in order to find out what went wrong. The same was true when a list of names and grades of students who took a communication skills course was wiped out from the computer. Dean G abandoned his paperwork when it was reported that one of the secretaries on his staff had a problem with the personnel he worked for to go and discuss the issue with her. In general, the deans adhered to their planned "do lists" only as current issues failed to materialize. They all worked toward solutions of problems as they arose although such forced other tasks into the background.

Each of the subjects demonstrated a preference not to have tasks delayed unduely or work at a task over several successive days unless it
was a major undertaking. These tendencies were related to the need for preference for live action.

Network of Contacts

Mintzberg noted that the managers occupied a strategic position in the organization which involved a contact network with subordinates, superiors, internal and organizational outsiders.

The academic deanship position was no exception to this characteristic. Internally, the deans maintained a network of contact as a major means of monitoring organizational homeostasis or operational normalcy. The deans were engaged in receiving and giving information as they related with the different constituencies under their jurisdiction as shown in the case studies presented earlier. Deans maintained links with their peers and belonged to different professional associations mainly to keep abreast with what was going on in their environment and fields, that could mar or enhance the progress of their divisions, school or colleges.

Mintzeberg also reported that contact with subordinates was higher compared to that with superiors. This was equally supported by this study. For each period a dean was observed it was noted that he had less contact with the vice president for academic affairs, or the provost than he did with the chairpersons, associate deans and faculty.

Burns (1954) stated that one out of every ten contacts each of his subjects made involved an extra organizational person. This ratio was higher for the deans in this study.

The deans, particularly those from the two year community college, did not have many extra-organizational persons. Dubin and Spray (1964)
noted that top level executives spent over fifty percent of their time with outside parties while junior managers spent almost none. Academic deans were not necessarily top managers in their institutions. Perhaps this accounted for why they were not very much involved in outside network of contact. The two deans from the multiuniversity were observed to maintain higher proportion of external contact network through the committees, task force committees professional organizations they belonged to, than to the two year college.

The Managerial Role Set

The Interpersonal Role Set

This set comprises three roles -- the figurehead, the leader and liaison.

The figurehead role as noted in the literature review involved such functions as receiving status requests, performing ceremonial functions. The academic deans in this study demonstrated this role performance in many ways. They represented their units in meetings with their superiors, for example the three deans at the two year technical institute held meetings with the vice president for academic affairs individually and as a group at the academic council each representing his division. The same was true of the meeting with the provost which Dean R from the liberal arts university held. Deans D and G from the multiuniversity both met separately with the provost when there was need and during the observation period for Dean D, both deans represented their colleges as figureheads at the Council of Deans meeting. Dean R was invited to speak about her program on a radio program at a nearby university.
Each of the deans reported holding formal meetings on a regular basis (monthly for some, others quarterly, semi-annually) with their subordinates -- associate deans, chairmen or faculty to talk to them as their unit's figurehead.

The investigator observed that some of the input correspondence the subjects received merely required their signatures before forwarding them. Their signatures, therefore operated as a form of authorization.

The leadership role of the academic deanship was also evident as was the case in Mintzberg's study. This role was manifested in two major ways, namely the deans' responsibility or effort to ensure the smooth running of their units, and to maintain organizational control.

In order to encourage smooth running of operations, the deans worked hard at their routine maintenance tasks of attending to requests for service or approval and relaying of information.

Although the deans did not have full control in all matters relating to the constituencies in the units, they exercised command of the situation that they encountered.

The liaison role involving maintaining an external network of contacts varied among the subjects, perhaps due to the differences in the size of the institutions. The deans at the two year college had little opportunity for the development or initiation of complex external liaison pattern. Most of their contacts occurred with parents as was the case with Deans T and M. Dean M had regular contact with the College of Veterinary Medicine in a nearby university. Dean T maintained verbal contact with technical colleges deans not very far away and asked favors on behalf of his unit.
On the whole, external contact was not as pronounced as was the case with the multiuniversity deans. As already noted elsewhere, deans G and D had much external contact with private industries in their discipline areas where they served as committee members, task force members or consultants. Business/Industry/University link was emphasized. They also related with national and governmental agencies.

It may be that these external contacts are crucial to their survival, especially as they "thrive on soft money." The huge operations of the colleges might explain the liaison role of the dean.

The Informational Roles

The informational role has three sub roles -- monitor, disseminator and spokesman.

The monitor role involved gathering information about the organization. The academic deans like Mintzberg's managers, invested much time in receiving information about their units. These came in the form of memos, reports of advisory committee meetings and any form of information they could possibly hear. Most of the verbal contacts the deans engaged in involved some form of monitory activity. As previously noted the deans occupied a central position in a complex network system.

The disseminator role involved sending information. All the deans were involved in disseminating information to the various constituencies they related with within the organizations. Often the role of disseminator occurred in conjunction with the monitor role. They both represented the dominant informational roles. The two roles were equally important to all the deans studied.
The third of Mintzberg's (1973) informational role was the spokesman. This role involved explaining the organization to outside agencies. Dean T acted in this role when he had a luncheon meeting with the new manager for Sears and Roebuck to tell him what his unit was all about -- Dean B met with the executive of a new robotics company to tell him about his Unit. Deans D and G were involved in alumni association meetings in which they kept the alumni up to date on what went on in the 'parent' colleges.

**Decisional Roles**

The decisional roles include the entrepreneurship, disturbance handler, resource allocator and negotiator. The entrepreneurship role according to Mintzberg (1973) involved initiation of organizational change. He noted that the monitoring, disseminating and leadership roles -- preceded such performance. Monitoring was appropriate in informing the manager of the problematic state of his organization that needed change. Dissemination and leadership would then precede performance.

According to Barnard (1938) initiation of organizational change required creative decisions. In this study some of the deans were involved in activities that could be labeled organizational change initiations although not in the more comprehensive definitional sense of the word. These activities were generally small projects or innovations within the units.

Deans T and B were concerned with the development of a computer literacy program by their chairpersons for Mathematics and Business Data Processing. Dean B was very much involved in a bid specification to
install a new piece of equipment to a drafting laboratory. He also encouraged one of his faculty to design a plan to renovate their building. He also encouraged the Electronics Chairperson to develop a complex mathematical model to determine the trends in electronics technology for the past ten years. Dean R worked on developing a "Wellness" program for the university. She also worked at designing a "Riverside Center" as part of the continuing education service offered by her institution to the host hospital to her school.

Dean G supported his biomedical department as it worked at the project designed to develop equipment for making the blind 'see.'

Dean G was planning on establishing a business/university linking to help small businesses grow. G was not highly committed to performing this entrepreneurial role. In general, this sub role was not terribly emphasized by the deans to the extent Mintzberg's (1973) subjects did.

The role of disturbance handler was manifested as the academic deans dealt with the people problems they had in their units. Dean R was requested by a student to look into the noisy dormitory life she experienced. She reported a case of a student who constantly sought her help in solving a problem she had but hardly took the advice she gave her. In fact, she was hesitant in letting the student schedule a meeting with her. Dean T spent some time trying to resolve problems related to grades, graduation requirements not met, concerned students' writing about a typing course they did not want. T resolved issues of missing grade lists by securing a fresh list from the instructor of the course and planned to notify the students concerned that their grades would be
late in getting to them. T was also indirectly involved in resolving a case where one of his chairpersons was not getting along too well with the secretarial help she received. Dean M had a case where one of his instructors sustained an on the job injury and wanted to be compensated for it. He also had an instance where one of the nursing students missed a test and the instructor would not give her a make-up test. The student's mother was upset and M was called to handle the case. Dean B was involved in handling the low performance problems of incoming students on basic communication and computational skills. He organized a meeting of chairpersons and requested that each of them determine the mathematical competencies students in their technologies were deficient in and provide the "shopping list" to the Chairperson, Mathematics Department so he could develop a remedial program.

Dean G had a case where a chairperson in the school of architecture wrote a 'nasty' letter to the director to handle. A faculty member who was denied tenure sued G's college. A secretary who was a 'gossip' had to be warned and a "good secretary" who had problems with her boss was brought to G's attention and he acted as a mediator in the case. Dean D had a case where a student threatened to kill a professor if he failed the MBA examination. D and another faculty proposed an MBA counseling program to deal with such cases.

The various incidents reported that the deans had to deal with required tact and diplomacy.

The resource allocator role involved meeting out physical and fiscal resources and expertise. Dean T spent some time trying to reallocate
library budgets of the technologies under his unit. He took money from some units and gave to others that needed it. He made concessions to the need to change the status of a part-time instructor to a full-time one.

Dean G made a decision as to who received the foundation money sent to five departments. Dean D was involved in a search for a new associate dean for his college. He influenced the decision not to hire a part-time help in the continuing education program.

Dean B was involved in hiring an instructor for the Electronics technology. Dean R ordered text books for her part-time instructor.

The last of the decisional roles -- negotiator according to Mintzberg entailed the trading of organizational resources. The investigator did not observe this role across the deans. Only Deans B and G were observed to engage in this negotiator role. Dean B arranged to find out what kinds of technical preparation the chief executive of the new advanced robotic organization would require of the engineering graduates from his division and in turn the organization would supply his division with needed equipment. Dean B also welcomed the idea of having his equipment displayed at a seminar organized in a nearby multiuniversity because it offered an opportunity for good public relations. Dean G engaged in similar activities by visiting private industries who wanted him to know what they were doing so that preparation of engineering students would incorporate the industrial life.

A Critique of the Rational, Natural, and Open Systems Concepts

According to the rational system theorist Weber (1947), organizational participants are recruited on the basis of technical expertise
only. Data in this study shows that technical expertise is not the only basis for selection. One dean, for instance had to make a choice between two prospective faculty (of equal expertise standing) on the basis that the individual she chose was more likely to give more time and energy to the teaching task than the other. She did not have empirical evidence to support this claim. The choice was made purely on the basis of 'feeling' or intuition.

In the rational views of organization, the external identities of participants play a relatively small role. The participant's other identities or roles are viewed primarily as sources of problem for the organization. A statement made by one of the deans studied seriously undermines this rational view. Responding to the issue of value or philosophy that influence his job, this dean said, "... religion and family relationships give me a stable base. If I am secure in these relations, I'm secure in making the decisions I make at work. If I get my family in order, it becomes easier to deal with the stresses in this job ..." According to rational systems view authority is vested in the office not on the incumbent. The deanship position has some authority or status associated with it. The deans authorized certain requests by their signature and received such requests by virtue of their being deans. All complaints that need to go to the Central Administration all pass through the dean's desk. Examples abound for each of the deans as they functioned in their interpersonal role sets -- figurehead, leader and liaison (Mintzberg, 1973).

The natural system's perspective of organizations introduced the human factor, -- informal relationships, and attitudes. The belief here
is that informal relationships and attitudes impact on the task performance behavior of the organizational participants. This study supported these views. The subject engaged in informal interactions with organizational insiders in the form of friendly chatting that led to giving of information crucial to solving problems especially people problems. The deans also used such informal discussions to solicit help from outsiders. The attitude of the deans influenced the energy and effort put into their job. As an example, one dean said, "They don't pay me very much in this job." This attitude might have been responsible for his tendency to "loaf" or "socialize," a lot. Another dean said, "I feel that this is an important position -- (his job) one that can potentially have an impact on young people ... It is a calling and I don't work this hard for money. I guess I can say as one manager said, 'You belong to the company twenty-four hours.'"

According to the natural systems theorist Simon (1969) organizational participants find ways to deal with role conflict that arise as a result of their job. The academic deanship is one of the positions that can generate a lot of role conflict because of the varying expectations of the different constituencies. In one case a student who had not met the requirement for graduation requested the dean to make his case an exception. The student did not take a required course. The case became a source of conflict when an instructor the dean has some personal attachment to pleaded on behalf of the student. The instructor requested that the student be allowed to graduate because, "He is a very good student." The dean's decision was, however guided by policy statements.
Another dean avoided a potential source of conflict when he advised a personnel from Central Administration not to let some department chairmen know that a foundation group had sent some foundation money to them.

The open systems theorists introduced the notion of organizations maintaining a symbiotic relationship with their environment. Organizations depend on their environment for resources, manpower, and motivation for performing their task. The speed and the direction of the organization must be congruent with what is going on in its environment (Hedberg et al. 1975, Meyer and Rowan, 1977). According to Lawrence and Lorch (1977) different environments place different demands on organizations. Turbulent environment marked by uncertainty and accelerated rate in market conditions or technologies will present more constraints and opportunities than do more stable ones.

In the two-year technical institute, the environment was stable in terms of its relatively low dependence for financial support from organizational outsiders. It is a domesticated institution under the jurisdiction of the state. The deans there did not have much work to do regarding maintaining any serious symbiotic relationship with the external environment. On the other hand, in the multiuniversity, the deans are aware of the fact that their colleges thrive on money from external sources. One dean said that two-thirds of funds for his college come from "soft money." The great dependence on "soft money" have led to these deans investing much time in fund-raising activities to ensure their institutions survive. The functions of deans in the multiuniversities have become delegated again in order to keep pace
with the environmental pace. The introduction of the positions of the associate deans for research, development and external affairs, or academic affairs is a differentiation and specialization to increase the effectiveness of dealing with specific areas.

In order to keep pace with high technology changes and the need for research in the environment, the multiuniversity deans spent time ensuring that sophisticated equipment are available for teaching, learning and research. They have great interest in the areas of research and solicit research projects from private sectors and government agencies. All these efforts are designed to reduce uncertainty for their units.

Another strategy used to reduce uncertainty for their institution was cooptation. Cooptation is a tactic for linking an organization with its environment described by Selznick (1949). It involves the incorporation of representatives of external groups into the decision making or advisory structure of an organization. One dean from the multi-university solicited the continued membership of a top executive officer of a bank in one of the advisory committees in his college. The dean of engineering in the multiuniversity was faced with the problem of loosing the airport that belonged to the Aviation Department in his College to the state government. He reacted to the situation by setting up an Adhoc Advisory Committee to look into the case. He nominated an "influential person ... very well respected" outside the institution. Later he called this individual and said, "I have heard that Don Scott (the airport) will no longer be there in ten years time ... I need an influential person like you who could look into it."
During the observation period, the dean of the School of Nursing informed the investigator that her school was not highly regarded by the rest of the university community generally. This represented a source of uncertainty for her, so she sought ways to elevate the image held for her school. One way for dealing with that was to introduce a "Wellness" project designed to help non-student employees of the university learn strategies to help them take personal responsibility for their health. She also initiated a "Riverside Center" program whereby employers of the hospital where students receive their clinical training can take courses from her university and the hospital would pay their tuition fee. It was a source of money for the university.

Uncertainty in organizations can be introduced at its technical or task performance level. The teaching-learning process represent the technical level in educational institutions. One of the deans in the two-year college was particularly worried about the poor performance of students in his unit due to deficiencies in communication (English) and computational (Mathematics) skills. He sought to reduce this problem by insisting on a placement test in English and Mathematics for the students to identify the specific areas of deficiencies, so remedial action can be taken.

Other organizational theorists have noted that professionalism presents a problem to the educational manager. One example of such problems occurred when one of the two-year college deans disagreed on the criteria for allowing students to enroll in a drafting course. The course instructor (also the chairperson) insisted on having students with a B or
better grade enroll while the dean wanted the "first come first served" system as criterion for enrollment.

Summary

In response to research question number 1, the investigator presented case studies for all the subjects and identified:

i. The different constituencies that the deans interacted with and the nature of their interaction.

ii. How they classified their mail and the importance attached to them.

iii. How they classified the calls they received.

iv. Their clothing styles, masks they wore and how they spent their lunch hour time.

The study revealed that academic deans interacted with people on three general areas -- work related issues, people-problem and socializing. They classified their mail in terms of its importance to accomplishing their job, and the action given to the important mail varied with the urgency of the issues therein. Clothing style served an exemplary function.

In response to question number 2 it was shown that the dean had basically similar functions. There were some differences that might be due to the size and complexity of the institution and the subject matter area.

The managerial characteristics and role sets identified by Mintzberg (1973) were shown to be descriptive of the academic deans studied. The emphasis on the different characteristics and roles varied in intensity or frequency.

Finally a critique of some of the rational, natural and open systems perspectives of organization concepts was made.
CHAPTER V

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

Summary

In order to investigate the structure and content of the academic deanship in higher education institutions, six academic deans, three from a two-year technical college, one from a liberal arts university, and two from a multiuniversity were observed for a period of five days each. The deans were chosen from institutions which vary in size and complexity, and from three subject matter areas -- engineering, business administration and health care. All three schools were located in a midwestern city and its suburb.

The methodology included features from Mintzberg's structured observation technique and Spradley's (1979) ethnographic sequence. Mintzberg (1973) emphasized quantitative analysis in his study of the executives, but the analysis here is qualitative, to allow for a descriptive account of every nuance of the behavior of the subjects, thus minimizing the chances of overlooking infrequently performed tasks of major importance.

The actual field study was preceded by an interview session with each subject. The interviews were designed to:

1. explain in detail what the structure of the study would be and the intent of the researcher, and
2. provide the investigator an opportunity to familiarize herself with the structure of the unit of the institution directly under the jurisdiction of the subject.
The subjects adjusted well to the presence of the observer and did not appear to consciously alter their behavior in order to influence the result. The personnel with whom the deans interacted with also reacted in a similar fashion. Therefore, after some initial situational accommodation on the part of the researcher the subjects, and other organizational personnel, the normal work routine was undertaken. The researcher therefore has every reason to believe that the content and structure of the academic deanship reported are as genuine as can be.

A key component of the observation technique was the opportunity for the investigator to observe the deans in all job situations except in those few instances in which constraints of confidentiality led to exclusion of the researcher's presence. In each case the nature of the confidential issues or a record of activities performed in the investigators absence was reported to her after the fact.

Each subject clarified some task performance situations that were not clearly understood by the researcher. This attempt was done in varying degrees depending on the time the subjects had.

At the end of the thirty days of observation, the field notes were reviewed, in order to describe case studies on the six subjects. The three research questions were responded to using the observational data.

Conclusions

The conclusions of the study are based on the three questions itemized in Chapter III.

1. How does the higher education academic dean operate -- the techniques, devices, procedures relations and content that distinguish this position?
The academic dean interacts with a diverse number of people within his organization and outside it. The way he performed is a reflection of what the particular individuals groups, and organizations expect of him within the constraints of his organizational power. He works with and through different constituencies. The key purpose of his interactions is either to receive or give information or both. The extent to which he is frank and open with his information-giving role depends on the issue in question. In issues of people problems, he is guided not only by the standard policy of his institution, but also by tact, diplomacy and when necessary puts on a mask.

He receives all kinds of calls and mail and the attention he gives them is based on his conception as to how useful they are in helping him achieve his role or organizational objective.

The academic dean organizes his activities around some kind of schedules even though such schedules are not rigidly adhered to. The daily activity is organized such that attention could be paid to mail or writing reports at specific times of the day. In fact, most of the maintenance activities he performs are organized in time frameworks. He seems to schedule activities on weekly, monthly, quarterly and annual cycles or time tables.

He sees a relationship between his clothing style and his work. The academic dean belongs to professional organizations to keep track of what's going on in his field so as to improve performance in his division or college.
Lunch hour is often arranged to accomplish some job-related activities such as engaging in a meeting with external constituencies or just staying alone to do some reading. For some deans it is a time to take the heat off of a busy schedule.

The academic dean does not spend his on the job time on managerial functions a hundred percent of the time. Some time is given to a substantial portion of informal interaction with peers and subordinates over mundane issues -- like chatting about birds, the weather -- really inconsequential issues.

2. What similarities and differences in function exist among academic deans from institutions which vary in size and complexity and subject matter areas?

Some differences and similarities in patterns of activities exist among academic deans from institutions which vary in size and complexity. 

The Differences

Academic deans in small institutions invest a lot of time on student academic matters unlike the multiuniversity deans. The multiuniversity deans have more influence in faculty employment than the two-year technical institute deans. There is greater interaction between the two-year technical institute deans and their chairpersons, than is the case with the multiuniversity dean. There is also more frequent meetings with the provost than is true of the multiuniversity deans. The deans at the technical institute interacted directly with the buildings and grounds personnel. The multiuniversity deans had much contact with their alumni and solicited financial help through fund-raising activities from them unlike the two-year technical institute deans. The multiuniversity deans
had more external contact through belonging to government task force committees, colleges and other organizations, and being involved in consulting work.

The Similarities

All deans attend to student related academic problems. They serve as a link between the chairpersons and the provosts. They avoid going directly to the president prior to talking to the provost or the vice president for academic affairs on job related issues. They all interacted with deans formally and informally. They belong to professional associations as a means to keep up-to-date in their professional areas.

Differences Due to Subject Area

Certain specific subject area differences manifested in the functions of the deans.

Deans in health programs were involved in visitation activities to other organizations that offer clinical or internship experience to their students in order to monitor what goes on.

Engineering deans were very much concerned with maintaining a close relationship between engineering industries or technical organizations and their units. Deans of business related programs seemed to be more organized in daily routines than the other two groups. It appeared they had much pleasure in talking about the sophisticated computer laboratory they have.

3. Are the managerial characteristics and role set identified by Mintzberg (1973) descriptive of the academic dean?
The Managerial Characteristics

Mintzberg (1973) noted that managerial work was marked by volume, performed at unrelenting pace and often the tasks were marked by variety, brevity and fragmentation. Examples of these characteristics were descriptive of the academic deans studied.

Mintzberg also reported preference for live actions and verbal media. Evidence of these preferences were manifested in the dean's life. Mintzberg's subjects also maintain a network of contact within and outside of their organizations. The internal network of contact was very much emphasized among all the deans regardless of their institutional size. However, the external network of contact was much lower for the deans form the two-year technical institute than it was for those from the multiuniversity and the liberal arts university.

Managerial Role Set

Mintzberg (1973) classified the executive roles into the interpersonal, informational and decisional groups. The interpersonal roles included the figurehead, the liaison and the leader. The deans performed in the figurehead capacity as they authorized certain requests or represented their units in ceremonial functions. The liaison role was more emphasized among the multiuniversity deans than the others. The leadership role was manifested in the maintenance task performance responsibility as well as organizational control.

The informational roles -- spokesman, monitor and disseminator especially the last two were found to be vital to the task performance of the academic deans.
The spokesman role was demonstrated among the two-year college deans as they conveyed their units needs to the vice president for academic affairs, and for the multiuniversity deans as they represented the interest of their colleges to the significant external constituencies.

The decisional role of entrepreneurship was not greatly emphasized but there were evidences of this role in operation among most of the deans. The negotiator role held significance for the liberal arts university and the two year college deans only as it provided public relations opportunities for them, and for the multiuniversity deans it had fund-raising overtones.

The disturbance handler and resource allocator roles were highly demonstrated among all the six subjects.

Recommendations for Future Research

1. The findings of this study merit further examination of the work-life of the academic dean in order to understand the subculture of these administrators. More descriptive data collected at different times of the academic year, and on deans from a variety of institutions and disciplines can broaden the results of this study. Knowledge of the academic deanship culture can be broadened if more female administrators and other deans (non academic deans) are studied to further delineate that which is typical of the academic dean.

2. Another line of research could examine the relationship between institutional size or subject matter area and the function of the academic dean given the nature of educational organizations.
3. A cumulative and sophisticated description of the fund-raising role, and the relationship with the college's external constituency in which the multiuniversity academic dean is involved is needed in order to understand why these roles take much of his time.

4. Since the academic dean encounters a lot of people-problem issues, an examination of his strategies for dealing with these problems especially those that have high potential as sources of role conflict needs to be made.

5. Given the fact that it was so difficult to get academic deans in medical areas to participate in this study, it may be necessary to examine those conditions that make them hesitant to participate in observation studies.

Recommendations and Implications for Practitioners and Program Designers

During the course of this study one subject made the following statement, "... you know in this country the practice has been -- in selecting administrators in colleges, to look around for the best instructor and make him the chairperson, and the best chairperson, to make him the dean. There is hardly any formal training for these administrators." This statement is not new in its pronouncement, but it is significant that it came from a role incumbent under study. Enarson (1962) and Dejznoka (1979) made similar statements.

Academic deans have problems of varying degrees -- educational organization are characterized by goal ambiguity, unclear technology and fluid participation which increase the intense and unrelenting demands upon their daily activity. These conditions in addition to a
lack of formal administrative preparation suggest the need for organizing realistic preservice and inservice training for practicing academic deans, and designing of formal programs based on well-informed knowledge of what the academic dean actually does on a day-to-day basis.

**Recommendations for the Mintzberg - Spradley Technique**

The Mintzberg-Spradley technique used in this study was an excellent method for collecting detailed information on the day-to-day activities of the subjects. It has high potential for providing the researcher with rich and highly illuminating information that may not be obtained in any other way.

The Mintzberg part of the technique was useful in recording the information chronologically (time wise) and that made for initial easy on-the-spot organization of information. The Spradley part, especially the concrete, verbatim, condensed and expanded concepts discussed in chapter three were very useful in reporting activities as they occurred as accurately and vividly as possible.

The technique was problematic in the sense that it can be quite disruptive to the work of the subjects under study. During the course of the study, the investigator felt really very uncomfortable interrupting a participant's work to ask questions about what was going on. It really took much courage to do so as often as there was need for it. It is very understandable why most prospective subjects may not want to work with an investigator using this technique. The technique requires much concentration on the part of the observer and this is not an easy task over an extended period of time, for example -- six to seven hours at a stretch.
Like all observational study techniques, the methodology has the inherent problem of subjects altering their behavior due to the presence of the observer. This limitation appeared to be minimal because the nature of the academic dean's work may not allow at least on a prolonged basis artificial alteration of regular executive behavior. The work is too voluminous and demanding.

The Mintzberg-Spradley technique is too time consuming and demanding to allow for a study of a large sample size. It is best when employed to study a few subjects. This researcher does not advise using the technique for a sample size more than ten.
APPENDIX A: DEAN T

Day 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>7:55 a.m.</td>
<td>T collects information on the number of instructors and chairpersons who have indicated they will be attending graduation. T finds out that 22 had done so, but he needs 25 to attend -- 3 more people are needed.</td>
</tr>
<tr>
<td>2.</td>
<td>8:05 a.m.</td>
<td>A student stops by T's office and requests him to open an accounting laboratory. T goes to Physical Facilities department for a new set of keys which still doesn't work. T reports back to the Physical Facilities department. They come over and open the door.</td>
</tr>
<tr>
<td>3.</td>
<td>8:15 a.m.</td>
<td>T goes over to Eibling Hall to meet with the dean of Engineering Technology. T could not meet with the dean.</td>
</tr>
<tr>
<td>4.</td>
<td>8:15 a.m.</td>
<td>A personnel from Educational Resource Center -- tries to find out from T what courses in micro-computer will be offered. He wants to take a micro-computer course.</td>
</tr>
<tr>
<td>5.</td>
<td>8:30 a.m.</td>
<td>T is back from a visit with the dean. In his office he explains to the investigator what he has done.</td>
</tr>
</tbody>
</table>
6. **8:35 a.m.** T takes the investigator on a tour to a new microcomputer laboratory where "about 36 new computers will be located in the near future." T is very proud of this computer laboratory. "It is the best in the state of Ohio in terms of the sophistication of the equipment."

7. **8:45 a.m.** T is at his desk reviewing the comments made by the chairpersons of 1) Hospitality Management, 2) Law Enforcement & Fire Science, 3) Real Estate, 4) Accounting, 5) Secretarial Science, 6) Business Management, Retailing and Banking Finance technologies regarding the Chairperson workload Memorandum sent to them from the VPA through T. The comments were made on the memo sent to them.

8. **8:47 a.m.** T records the comments on a sheet of paper to take to the upcoming Academic Counsel meeting. After taking the notes T files the memos.

9. **8:49 a.m.** T fills out a Transportation Report Form, (number of miles and cost of gas), to turn in to the business office for reimbursement. T travels a lot because of the off-campus location of some of his units. T adds up the total cost using a sophisticated small calculator-Casio Cord Printer. T signs
the form, and attaches his meal receipt. T generally does this once a month -- he keeps a monthly calendar report for this purpose -- records mileage made each time.

10. 9:07 a.m. A coordinator off-campus program comes in and submits his Mileage Report. T skims through it and signs it.

11. 9:18 a.m. T reviews a schedule change for summer quarter. He endorses a class cancellation form to make a change from a night to day section. T signs a Request for Budget Transfer form submitted by chairperson of Law Enforcement technology who is transferring some of his departmental budget to Dental Laboratory Technology.

T reviews a copy of Request for New Personnel: Hire Terminate Request form submitted by a coordinator responsible for Gabo programs for a part-time bookstore clerk.

The form had already been endorsed by a chairperson using T's official stamp who had acted for T when he was away for one week vacation. T makes the note "It is signed in my absence" on the form.

T puts all the signed stuff in a file for his secretary to pick up.
12. 9:19 a.m. T checks with investigator, the proper pronunciation of her name. He copies it out from his diary and posts it on his desk so he can easily see and remember it as he introduces the investigator to his staff and visitors.

13. 9:30 a.m. T calls a central scheduling personnel -- to find if he should send a summer class cancellation form he had reviewed and endorsed.

14. 9:34 a.m. Two instructors from Business Management technology stop by T's office for a chat, (social or friendly visit). They talk about T's one week vacation, the weather. The visit lasts about 4 minutes.

T explains the procedure for processing the application of prospective students. "The application form is sent from admissions office to a counselor, the counselor forwards it to the chairperson of the department the student is seeking admission to. The chairperson sends it to the dean, the dean takes it to the Academic Council ... When an application comes to my desk, I usually look at it before it gets to the council so I'm in a position to talk about it." T does not have to approve the application before it gets to the council. If the application is accepted, the dean endorses it, sends a copy to the applicant and files the original copy.
15.  9:37 a.m.  T reviews a Hire Request Form directed to him from the Vice President for Academic Affairs. The Request form had been submitted by a coordinator Off-Campus Programs requesting a full-time personnel. T explains to investigator that the Hire request form is generally sent by a coordinator or chairperson of a technology to the dean, for approval or other use.

16.  9:46 a.m.  T's secretary enters and gives T a note from the coordinator, Interpreting Transliterating unit who wishes to know if she would be allowed to stay with the audience rather than on stage during an upcoming graduation ceremony.

17.  9:47 a.m.  T calls the V.P.A. to ask him if the 25 faculty chairpersons from his division will be wearing caps and gowns and what the sitting arrangement will be. The V.P.A. is not available to respond to the questions.

18.  9:48 a.m.  T calls the coordinator Interpreting-Interlitterating. They chat about gardening and T's vacation. T tells the coordinator "Regarding graduation -- you can go ahead and sit with the audience, I don't have an official ok from the V.P.A."

19.  9:54 a.m.  While T is still on the phone (talking with the coordinator Interpreting Interlitterating) an
instructor from Business Management -- T's "friend of long standing" walks in, T beckons him to sit down.

When T is through with the call, he introduces the instructor and the investigator to one another. Instructor is handed a letter from a group of students concerning their grievance over the new typing course requirement. The instructor begins to read the letter. He leaves at 9:59 a.m.

While the instructor of Business Management is still reading the letter T gave him, T begins to file some materials on the desk. At that point in time T's secretary walks in and informs him that someone (a coordinator of off-campus) wants to see him. T says "Give me about 2 minutes" and increases the speed of his filing away stuff. The Business Management instructor is through with reading the letter and leaves at 9:59 a.m.

An off-campus coordinator (he's the one that the secretary said wants to see T) in charge of programs at Gabo and Waka, walks in, exchanges greetings with T. T introduces the investigator to him. The coordinator hands T a copy of the proposal regarding an article published in a newspaper, "The X may construct TIC Building" is the
title of the article shown to T. T grins and says, "I know who wrote it." Coordinator looks at a paper on T's desk and asks, "Is this the morning journal?" T replies, "No, it is another paper." Coordinator leaves.

21. 10:05 a.m. Another off-campus coordinator enters T's office and both exchange greetings warmly. Coordinator asks him about his vacation experience. T tells him that he had a wonderful time with his wife.

22. 10:06 a.m. T calls an instructor in Secretarial Science who had left a note indicating that she would like to come in and talk to him. T asks her to come over to his office so they can talk.

23. 10:08 a.m. The instructor in secretarial science walks in and talks to T about a problem between a student and another instructor. The student had taken the instructor's course and failed, and so could not graduate. The student's father is upset and talked to the instructor but receives a "cold treatment." The father is upset. As the secretarial science instructor narrates the story, T takes down the information on a piece of paper. He finally requests the telephone number of the student's father. "I will try to talk to the student's father and calm him down."
T begins to explain the problem situation to the investigator, "The student is dissatisfied with the instructor ... she had a problem with the course and apparently the instructor did not give her the help she needed. As a result she failed the course. She won't be able to graduate. Her father is upset."

The Chairperson of Real Estate Technology walks into T's office and turns in a report regarding master course schedule to cover the entire year. T files it and chairperson leaves.

T begins to go through the applications form of prospective A.T.S. student. He uses a calculator to add up all the credit the student has acquired.

T begins to explain to the investigator, "Sometimes a student may choose to take courses from 2 or more technologies to earn the ATS degree. In order to do that she has to have a total of no more than 110 hours and no less than 90 hours. The student must complete at least 45 more hours after the program is approved, but prior to the approval of the ATS degree program the applicant must have received a minimum of 38 credit hours in their major areas and 24 credit hours in their minor area. I'm just checking to make sure that this student has the credit hour minimum requirement."
... The application will go before the Academic Council, and I will sign off on it, if the council approves the program.

27. 10:30 a.m. T begins to review the agenda for the Academic Council meeting later that day. He makes notes of things to talk about -- issues that concern his division.

28. 10:31 a.m. T calls the Chairperson of Business Management to talk with him about the student whose father is upset about her not graduating. T asks the chairperson to come to his office so they could talk more about the issue. He hangs up and continues to take notes on preparation for the Academic Council meeting.

29. 10:33 a.m. An off-campus program coordinator stops by T's office to check with T the time for their meeting with the Director of Personnel Services. T looks up the information in his calendar and gives him the time. The coordinator leaves.

30. 10:34 a.m. The Chairperson, Business Management stops by T's office. T begins to narrate to him the information that the instructor who had reported to him about the students who had failed a course and will not graduate. His daughter's instructor had been responsible for his daughter's failure. T adds
"Quoting as a second person, instructor X was rude to D (the student's father)." The chairperson responds -- "That sounds more like (Y) (another instructor) rather than (X)." T concurs "Yes, I thought that way, too ... I didn't think (X) would be rude on the telephone. Please find out more about the situation, then call D's parent ... I'll let you handle it." Chairperson leaves.

31. 10:40 a.m. T picks up the letter of grievance about the new typing course required of the Business Management Department students written by "concerned students" (signed). T begins to review it.

32. 10:45 a.m. T picks up three files labeled:
   (1) Action Needed
   (2) Read, File or Discard
   (3) Add and Read Material.
   He explained to the investigator what they are for.

33. 10:49 a.m. T skims through materials in the "Action Needed" file and picks up a courtesy copy of approved letter for "Leave of Absence" sent to the chairperson, Communication skills department. He files it in the "personnel file" located in his desk drawer.

34. 10:50 a.m. T calls the Chairperson from Banking and Finance Technology regarding the review of the letter of
understanding between the Columbus Chapter of the American Institute of Banking and TIC. T is told that he will receive the necessary report.

35. 10:52 a.m. T continues to skim through his "Action Needed" file. He throws away the "Ink Blotter", a newsletter publication of the TIC office of Student Activities, into the garbage can. Next he throws away the "Blue Chip Program" the newsletter sent to him by the Blue Shield Insurance Company. T then picks up the weekly TIC publication, "What's Happening This Week at TIC." He reads through it and comments, "Nothing of interest to me or to the division here this week." He throws it into the garbage can.

36a. 11:00 a.m. The chairperson, Business Management, enters T's office to report his findings regarding the case of the student whose father is "upset" because his daughter is not graduating and the instructor of the student is said to have been rude to him. The chairperson said, "She's never talked to the instructor as she claimed." T puts on a surprised look, but does not comment. He hands the letter from the "concerned students" to the chairperson to read. The chairperson takes a seat and begins to read.
While the Chairperson, Business Management is reading through the letter from "concerned students," T picks up a memorandum, "Change in Tutoring" sent to him by the Chairperson, Development Education. T skims through it and disposes of it.

The Chairperson, Business Management is through with reading the letter and says to T "These are students who did not show up at the typing class and so failed the course." T retorts, "But the students mentioned in the letter that they did not have to take the course." Chairperson grins, and shows T a "Miscellaneous" publication. They both review, and decide to discuss it in greater detail. T files it in his "Miscellaneous File." The Chairperson leaves.

As soon as the Chairperson, Business Management left T gets back to the "Action Needed" file. He picks up a memo "Board Action" sent by the secretary to the V.P.A. and files it in the "Board of Trustees" file.

T informs the investigator that Sears Roebuck Company, "... has allowed us the use of their facilities for off-campus course offerings. T plans to get together at lunch with the manager of the company so they can talk more on the issue.
39a. 11:17 a.m. T skims through the phone call notes recorded while away and picks out the ones he plans to return. T calls a prospective instructor who had called to find out her chance of being selected to the new instructor position. There is no response.

39b. 11:17 a.m. T returns a call to a personnel in Central Administration to get information about employee participation in employee development activities. There is no response.

39c. 11:17 a.m. T returns a call to a personnel at Doctor's Hospital regarding the reciprocal agreement between the Hospitality Services Technology under T's division and the hospital. The personnel is not available. T requests the receiver at the other end to leave a note for him to call T back.

40. 11:25 a.m. The chairperson BDP who acted for T when he was on vacation enters and briefs T on some of the things that happened while T was away. T writes the information as he listens. T tells the chairperson that the microcomputer order will not arrive before July 29th. The chairperson tells T about the health problem he has with his back. T suggests that he uses a waterbed although he would not use it himself because, "My wife and I had a terrible time with that stuff (waterbed) when it
was loaned to us at a friend's house." The chairperson informs T of his meeting with chairperson, Math Department (in another division) on the computer literacy concept. T suggests he write a course description for the course and shared it with the Math chairperson and if it is OK, they could teach the same course. The chairperson says to T, "I don't think it will be OK." T replies, "I don't think so either." He thanks the chairperson for "filling in for me while I was away." The chairperson leaves.

41. 12:03 p.m. The Chairperson, Business Management, walks in and tells T the student whose father had allegedly received rude reponse from the instructor failed so badly she cannot graduate. The student, according to the chairperson's findings scored 44% out of 100% points. The chairperson tells T that upon relaying the score of the student to the father, the latter said, "I guess I can't beat the system." Both T and chairperson laughed. T nods his head, grins and says, "That takes care of the problem." Chairperson leaves.

42a. 12:07 p.m. The secretary for off-campus Business and Industry Programs walks in and asks T about the venue and date for an upcoming campus staff meeting. T gives her the information. She leaves.
42b. 12:07 p.m. The investigator asks T who the "new" secretary is. T replies, "She is the Off-campus Business and Industry secretary. She reports directly to me."

43a. 12:10 p.m. A coordinator comes in to check the time for an upcoming meeting with T and the Director of Personnel. T informs him that the original time and day of the meeting are cancelled because of a conflict in time. T informs him of the new time schedule.

43b. 12:10 p.m. T informs the investigator of the purpose of the meeting, "We have a new program at the Women's Reformatory in Marysville. We have a part-time campus and off-campus instructor -- we want to hire her as a full-time instructor -- so that's what we will be talking about at this proposed meeting."

The coordinator leaves, and T tells the investigator that he'll be leaving for lunch. T tells the investigator that on the way back from lunch he'll stop at the VPA's office for a meeting of the Academic Council scheduled at 1:30 p.m. T and the investigator agree to meet at the lounge in the building where the VPA's office is located and then go to the meeting together. T gets up and pulls on his jacket hurriedly and says, "I've got to get out of here." He leaves for lunch at 12:15 p.m.
T is back from lunch and meets the investigator at the lounge and both walk into the VPA's office at 1:30 p.m. The following people are already in the office for the meeting. Dean M, Dean B, the Director of Educational Resources and the Administrative Assistant to the VPA. They exchange greetings with T and the investigator. T and the investigator sit down.

The VPA is not in his office at this time, so Dean M leads the meeting and asks T to present his "agenda." T talks about the prospective student for the ATS degree program. T informs the group that the student has met the 38 and 24 hour minimal requirement in major and minor areas respectively. T tells the group, "We have had an ATS program identical to this in the past." At this point (1:50 p.m.) the VPA walks in. Deans M and B each say they have nothing against allowing the student to go through the ATS program. The student's application is accepted. T signs the form indicating the Academic Council's approval. Dean M asks a question regarding policy on Disability Leave, T furnishes the information. At 2:33 p.m. the Director of the Educational Resource Center begins to give the Annual Budget Status Report of the
various departments by division. Each dean makes notes on which of the technologies needs more money or overspends. At 2:37 p.m. the VPA announces to the deans the due date for a certain memorandum they will be submitting to his office. He hands the deans, the form "TIC Justification of New Job Positions," and discusses the role of money with regard to hiring new staff, introducing a new program, or improving an existing one; Dean B says, "... I want innovation to drive the funding, not the other way around," in response to a statement by the VPA that innovations and changes be invited when funding is available to save one the trouble of writing an excellent proposal that may not be funded in the long-run. T says, "One of the things perhaps we could hope for is a windfall ... but we don't know when the windfall will come." Dean M says, "The problem is we are a curriculum committee, we support project, but some other person divides the money. The Academic Council cannot approve or disapprove any resources." Dean M moves on to another issue on the agenda. Dean M tells the VPA that he did not get anything significant from his people (chairpersons) "regarding the chairperson workload memo you sent
to us." At this point T submits the comments from his chairpersons to the VPA. He also informs the group of a call he received from the IBM company about the fact that the microcomputer order will be in by the 29th of July. Dean M directed his concern about the expectations stated in the merit system proposal chairpersons to evaluate each instructor five times in a year to the VPA and says, "I think the merit system proposal encourages a competitive spirit among the faculty. People will be fighting one another ... I'm not too sure about the risk of competitions. It may inhibit cooperation ... and may prove less innovative." T says, "I see it as individuals working towards the upper positions." B replies, "But most of my people have reached the ceiling, only the youngest are likely to improve performance for that reason." The meeting ends at 4:30 p.m. and participants leave the VPA's office.

The Administrative Assistant to the VPA walks back to his office just next to the VPA's office inviting T in for a "brief discussion." He shows T a publication, "O.S.U. Summer Sample" describing credit and non-credit courses, the Ohio State University offers the community. He asks T if the college could offer similar off-campus programs
through T's division to the community. T says, "We would like to do it, but it's too expensive."

47. 4:35 p.m.  T uses the phone of the secretary to the VPA to call an off-campus coordinator about their appointment with the personnel director, to find out if they could still meet before the end of the day. The coordinator informs him the director is gone for the day. They plan to hold the meeting on the new scheduled date, agreed on earlier. T returns to his office by 4:40 p.m.

48. 4:43 p.m.  T calls the President of the local chapter, American Records Management Association, to find out the status of new publication development that is relevant to the Business Management technology-a unit in T's division. T receives a busy signal. He hangs up.

49. 4:45 p.m.  T calls the VPA to find out if he has the information that he tried to get from the local chapter American Records Management Association. The VPA does not have all the information T needs.

50. 4:49 p.m.  T tries to call the local chapter's president back. He receives a busy signal. He hangs up with an expression of impatience on his face. After about
2 minutes, T tries again. The line is still busy. He hangs up.

51. 4:58 p.m. T holds a clarification meeting with the investigator. He tells the investigator about the new workload for chairpersons which according to T is being changed from 20 hours a week (10 hours for meeting with students and instructors, and 10 hours for office work) to 40 hours a year of teaching only, and more hours in the office per week.

52a. 5:00 p.m. T's secretary walks in and notifies him that someone is on the phone for him.

52b. 5:00 p.m. T receives the call which is from the Director of Personnel Service. The two men reschedule their on-coming meeting with an off-campus coordinator. T asks the director to hold on the line so he can verify the time with the coordinator.

52c. 5:00 p.m. T calls the 'off-campus' coordinator to check with him if the new scheduled meeting time is suitable to him. He is told the new time is OK.

52d. 5:00 p.m. T gets back to the Personnel Director and the meeting time is jointly agreed on. T makes note of this on his agenda.

53. 5:05 p.m. T makes a call to the coordinator Interpreting Interliterating and informs her of his plans to
attend another meeting which will necessitate his
not using a room he had told her not to use because
he -- T had planned to use it with another group.
The coordinator is told she could now use the room

54. 5:07 p.m. T writes a note to his secretary for his secretary
informing him of the new time schedule for his
meeting with the Director of Personnel Service and
the off-campus coordinator.

55. 5:09 p.m. T calls the local chapter President of American
Records Management back for the information he is
seeking. The president gives him basically the
information as to how T will get the necessary
materials.

56a. 5:12 p.m. T receives a call from an investigator from
Business Management Technology to go to lunch
together on an agreed day. T hangs up.

56b. 5:12 p.m. T informs the investigator that the Business
Management instructor is an old friend of his.
The instructor was T's boss once, and now T is the
boss. "We seem to exchange roles ... sometimes he
is my boss, at another time I'm his boss. Both of
us have been together at TIC for a long time ... we
get along very well. We are personal friends.
This week is his last week at TIC until June or
Fall next year, so we are planning on going to
lunch together."
Day 2

No.  Time

1.  7:55 a.m.  T arrives at his office. He pulls out the application of the prospective ATS program student, makes a call to a counselor in the student service office, and informs her that the ATS program has been approved by the Academic Council.

2a.  8:01 a.m.  T enters his secretary's office and asks her about the title that had been given the other ATS degree programs. T walks back to his office while his secretary is looking for the document for the information. She walks back to T's office and informs T of 2 appointments she scheduled for him. They both walk back to the secretary's office.

2b.  8:04 a.m.  T looks through the document containing information on ATS program titles he had asked his secretary to get in her office.

3.  8:25 a.m.  T walks back to his office and finds the coordinator of off-campus programs waiting for him in his office for their scheduled meeting with the Personnel Service Director. T says to the coordinator, "Give me just five minutes, and I'll be right
back." He picks up a copy of TIC Policy Manual and returns to his secretary's office. At 8:30 a.m. T enters his office, and leaves for the meeting with the coordinator and the investigator. T, the coordinator and the investigator arrive at the Personnel Service Director's office in another building. The meeting begins shortly. The purpose of the meeting is to discuss the change from part-time to full-time contract for an instructor who teaches at the Women's Reformatory Prison under the coordinator's unit. T expresses the desire to have this instructor given a full-time contract. The instructor, T maintains, "... has the work-related experiences to fill the full-time at the Marysville Prison." The director tells T the salary range considered for the instructor when the change of status is made. T expresses the desire to have the salary range raised. The director explains to T how he arrived at the range he presented. T puts across to him the fact that the instructor "has really done well with the women at the reformatory institution." The coordinator concurs and finally the salary range is increased in favor of the prospective full-time instructor. The director
requests T to inform the VPA of the desire to have the instructor to a full-time position, the starting salary, and the reasons for her being chosen for the position. T makes note of this in his diary (calendar) and upon reflections says to the director, "I think it will be appropriate for you to be at the meeting with Dr. Brown (the VPA) so that if he has any questions regarding the salary, you could answer." The director agrees to the suggestions and the three men agree to be at the meeting later in the afternoon. T requests the coordinator to contact VPA and see if it is possible to meet with him in the afternoon. The meeting ends at 9:30 a.m. and T returns to his office with the investigator.

5. 9:07 a.m.

The investigator asks T to explain to her what Associate Technology Service degree program means. T informs her that, "... sometimes a student may want a special program that she wants or her prospective employer wants her to have, which does not fit into any of the Associate degree programs we have, we allow her to take a specified number of courses from 2 or more technologies to meet the requirements of the degree she needs." T proceeds to explain to the investigator the nature of pro-
grams set up at TIC. "You see, within my division we offer communication skills as a non-degree program. In dean M's division they have basic science, eg. Physics, Chemistry and Behavioral Science - Psychology, Sociology as non-degree granting programs. In Engineering Technology the non-degree program is Math."

The coordinator Interpreting/Transliterating enters T's office. She asks T if there are provisions for partial contract for coordinators in summer and adds, "I couldn't find it in the policy manual ... that is why I am asking you." T assures her since she is a full-time employee, she can be hired for a certain percentage of her full-time contract. The coordinator proceeds to inform T of a misunderstanding between two clerical personnel in dean M's division, who also receive calls for the Communication Skills Department (under T's division) "that almost blew up the floor last night." The Chairperson of Communication Skill prefers, and gets along with one of the clerical personnel but has problems with the other. The coordinator wants to know if she could talk to dean M -- the dean of the division where the conflict exists, but does not know what his reaction
would be. T agrees to find from Dean M if he
would be willing to talk with her.

6b. 9:25 a.m. T calls dean M and says, "... I'm getting into
a territory that is not my business, but (L) said
the floor almost blew up last night regarding a
misunderstanding between one of your secretaries
and (R) (Communication's Department Chairperson).
She wants to know if one of my people will talk
with you ... I don't know enough about it to enter
into the discussion." The phone call ends at 9:27
a.m.

6c. 9:27 a.m. T says to the coordinator Interpreting/Inter-
literacy, "It is not my territory, if it were, I
would have tried to do something. You see, I think
dean M is not high on (L) (the one that works
well with Chairperson Communication Skill) as
opposed to X. It is not my territory but it is
part of my business in a sense because it affects
your life and some people that belong to my divi-
sion, ... so it affects my life ... Go talk to
him (dean M.). You have taken the first proper
step by talking to me, take the next proper step.

6d. 9:30 a.m. While T is still talking with the coordinator
Interpreting/Translating, an instructor in
Business Management walks in. She exchanges greetings with T, and informs T that the Vice President for Student Services had asked her to be a member of an Appeals Committee. She leaves.

Almost at the same time as the instructor from Business Management department is leaving T's office, the coordinator off-campus programs walks in and informs T, that he has scheduled the appointment for the meeting with the VPA and T, the coordinator and Personnel Director. He gives T the date and time, and T notes it, -- marks the information on his calendar. The coordinator leaves.

T continues to talk with the coordinator Interpreting/Transliterating. He tells of a fifty year old lady who wants information on names of people or organizations in the city she could write regarding her hearing impairment. The coordinator gives T the information and T makes note of it on his Do list sheet of paper.

T receives a phone call from the VPA requesting certain information on a Grant Proposal that he and T worked on together several years ago. T writes as he listens, and tells VPA, "The information is on file, I will check it out and give you a call back." He hangs up the phone. At this point
(which is about 9:57 a.m.) the coordinator Interpreting/Transliterating gets up and asks to take leave of T. She leaves.

7. 9:58 a.m.  The coordinator of the off-campus Program Gabo and Waka enters and drops a copy of a proposal for a non-credit course for T. He leaves.

7b. 9:59 a.m.  T informs the investigator that generally all non-credit course proposals offered in his division go through his desk for review and approval before it goes to the VPA's administrative assistant and finally to Scheduling where it is recorded in the registration system.

8. 10:00 a.m.  Another coordinator, off-campus program, walks in and hands T a copy of a proposal about the plans of the University of Cincinnati to do a survey of companies that need the kind of training that the institution and similar ones could offer. He informs T of an upcoming meeting with representatives of the research team and asks if T will be able to attend the meeting. T looks through the calendar and informs the coordinator that he will not be able to attend the meeting at the scheduled time. The coordinator leaves.

8b. 10:00 a.m.  T informs the investigator — "The off-campus coordinators report directly to me. They make
sure I know what is going on. He (the coordinator) wants me to be aware of the meeting regarding the survey."

9a. 10:06 a.m. T walks into his secretary's office and asks her for the typed copy of a letter to the prospective ATS student informing her that her program has been approved. T returns to the office.

9b. 10:06 a.m. T reads through the letter and signs it. He returns the letter to the secretary and asks her to post it.

10a. 10:11 a.m. T calls the Manager of Computer Information Center to find out how to report the grades students scored in a communication skills course which were wiped out of the computer and so were not recorded in the grade sheet. There is no response.

10b. T calls the personnel in charge of recording students grades in Students Registration Office. T says to her, "I have a question. We have a situation where one of the communication skills course grades for students got wiped out of the computer. What's the best way to report the grades?" T writes down the information and makes himself a cup of tea while listening to the personnel at the other end.
10c. 10:23 a.m. T calls the Chairperson Business Data Processing requesting him to forward him a list of the names and addresses of the students who took the Communications Skills course. The manager is not available.

10d. 10:25 a.m. T calls the Chairperson Communication Skills to find out if she has a list of the students that took that course. T receives no response. He hangs up the phone, picks up his copy of the minutes of the Academic Council and files it.

10e. 10:27 a.m. T receives a return call from the Chairperson of the Communication Skills department. T requests her to send him the names of these students so he can write them and forewarn them that the grades will not be on their report sheet.

10f. 10:30 a.m. T calls a personnel in Central Scheduling and informs her that she will be getting the listing of students names and grades and asks her to give the grades to Student Services. T leaves the office and comes back with an off-campus coordinator. They talk in T's office while the investigator is out of the office. The investigator gets back to T's office around 10:58 a.m.

11a. 10:59 The chairperson communication skills, enters T's office and they exchange greetings. She asks T in
a raised high-pitched voice (visibly affected),
"Is there a remote possibility of getting a new
secretary? ... Louise is fantastic, Kay ought to
leave. She (Kay) will not receive my calls.
I'm not getting the secretarial support I need from
her. T listens quietly and finally says, "I'll do
the best I can." She leaves.

11b. 11:05 a.m. As soon as the chairperson Communication Skills
leaves, T begins to fill in the investigator on
what is going on. "You see, the chairperson
Communication Skills has 6 full-time and 40 part-
time instructors. The department offers three
writing courses and a special technical writing
course. The chairperson Communication Skills is
located on the same floor as Dean M with the chair­
person of Dental laboratory. The clerical people
are under Dean M (dean of Health and Human Ser­
vices) but they work for the chairperson communica­
tion skills. She is having problems with the
clerical help ... I can't help because I am not
close enough." The investigator asks T why his
people are located in a building primarily
assigned to another division. T explains,
"People in my division are scattered all over the
place -- Hospitality in Eibling Hall which
belongs to B (the Engineering division - dean),
Communication Skills in Union Hall - Ms division
About half to two-thirds of the classrooms in
Franklin Hall belong to my people -- the Law
Enforcement. Social Service technology which
belongs to Dean M, is also in Franklin. But
over there in Franklin Hall, my clerical people do
work for Dean M, and I have Dean M's
clerical people do work for my people.

12a. 11:06 a.m.  T begins to go over his Do list, to see what things
to work on.

12b. 11:06 a.m.  T explains to the investigator that the Do List is
an informal way he has developed to keep track of
what he has to do every day "a list of things to be
done ... I review and update it during the course
of the day. I scratch off tasks completed, and add
on things to be done."

13a. 11:11 a.m.  T calls the VPA and informs him that he has found
the material he requested earlier. T promises to
send it over to him. He hangs up the phone.

13b. 11:11 a.m.  T skims through the material that he promised he
would send over to the VPA and puts it aside.

14. 11:26 a.m.  The Business Instructor who is also a personal
friend of T stops by T's office for a chat. T
informs him, "Dean M has a problem that is
affecting my people ... I am not going to get
involved." The instructor grins and both men nod their heads and finally laugh. The instructor leaves.

15. T writes a note and attaches it to the file containing materials the VPA had requested, calls the secretary and asks her to forward the material to the secretary's office.

16. 11:27 a.m. T calls his doctor to inform him about his ear that is bothering him. The doctor is not available.

17a. 11:28 a.m. T skims through the last Academic Council Agenda and other materials -- forms, etc., he had collected at the meeting, sorts them out and files them in appropriate files. He picks up a course change for Mental Health Technology, throws it away. He throws away two more papers; a brochure regarding an upcoming Training Workshop for staff in Two Year Colleges sent by the Center for Higher Education, Ohio University, and another form (not clear to the investigator). T picks up a memo entitled, "Summary of Student Education Report" and shows it to the investigator.

17b. 11:28 a.m. T says to the investigator regarding the student education report, "My division came out the best so I'd like to keep the report on file. I will give
copies of it to the chairpersons during our meet-
ing, 2nd week next quarter when I tell them about it, they'll feel very good." T also informs the investigator that the Engineering divisions' technology ranked "below average and Health Services -- way below national and CTI average."

18. 11:39 a.m.  T updates his 'Do List.'

19. 11:40 a.m.  T receives a call from the coordinator Interpreting/Literating informing him that she has talked to dean M about the clerical problem.

20. 11:54 a.m.  T leaves for lunch with one of his off-campus coordinators and the new manager of a branch of Sears Roebuck Company. The lunch is at a restaurant. During the lunch, T and the coordinator give orientation to the new manager, "... to let him know what we are about -- the organization, of the college and how it fits into the scheme of things. We also talked about On-campus and Off-campus programs and in general the history of the college." T informs the manager that he worked for Sears company for about 14 years. T says, "The new manager knows some of the people I know, ... that builds some good relationships." The lunch lasted until about 2:00 p.m. T returns to his office by 2:15 p.m.
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<th>Time</th>
<th>Event</th>
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<tr>
<td>21. 2:15 p.m.</td>
<td>T stops at the Chairperson Business Management office and they meet with the instructor of a student who did not take a typing course and may not be allowed to graduate. T needs to talk to the student's advisor before making a decision. T collects the student's advisor's file on the issue and returns to his office.</td>
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<td>22. 2:30 p.m.</td>
<td>T's secretary walks into T's office and tells him that the division has about twenty three staff including T who will have indicated they'll be at the on coming graduation. She leaves.</td>
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<td>23. 2:32 p.m.</td>
<td>T calls the Public Relations Office personnel responsible for furnishing the staff with caps and gowns for the graduation. No response. He waits for about 2 minutes and dials the personnel again. T is assured that there will be enough caps and gowns for all the faculty who will be going for the ceremony.</td>
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<td>24. 2:37 p.m.</td>
<td>T picks up a current issue of &quot;Class Status Report&quot; printed by the Computer Information Center and explains to the investigator how the form or report is organized.</td>
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<tr>
<td>25. 2:45 p.m.</td>
<td>An instructor in Business Management stops by T's office to plead the case of the student who is not allowed to graduate because he did not take a</td>
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typing course although his advisor had insisted on his taking it. The instructor adds, "Please, all said and done, he should be allowed to graduate ... He is a good student." T smiles and says, "I get your opinion on the issue."

26. 2:47 p.m.  T receives the call from the Vice President of Student Service requesting him to serve on the student Appeal Committee -- on the case of a student who is not allowed to take a make-up examination by her instructor. T notes the date, time and place of the panel meeting.

27. 3:00 p.m.  The chairperson, Business Data Processing stops by T's office and they discuss moving the new computer components to a different room. T promised to write a work order for the new locks. The chairperson leaves.

28. 3:11 p.m.  A Business Management instructor stops by T's office. He informs T about a student who is requesting a typing course to be waived as a prerequisite.

29. 3:20 p.m.  T writes a work order for new locks. He picks up a copy of the "Campus Facilities Manual" and uses it for room number references.
30a. 3:34 p.m. T returns a call to the Dean of Business/Public Service Division at Muskingum College of Technology. T is told the dean is not available.

30b. 3:34 p.m. T calls the secretary to Vice President for Academic Affairs to get the official title of a personnel at Muskingum College of Technology. The secretary is not sure and refers T to the Two-year College President Association office.

30c. 3:35 p.m. T calls the Two-year College Association's office and is given the title.

31. 3:37 p.m. T returns a call to the Director of Employee Training. T is told she is not available.

32a. 3:37 p.m. T begins to review his notes and those given to him by the chairperson of the Business Management Technology regarding the student who wants a typing course waived for him as a graduation requirement. T reviews the college's policy regarding graduation and the use of advisors. T is not satisfied with information in the Bulletin.

32b. 3:58 p.m. T calls the Supervisor of Student Records to find out if she has anything regarding information furnished to students about using advisors. T is told that the only thing she has, is written or on the graduation brochure, a student picks up during the quarter prior to graduation.
33. 4:05 p.m. T reviews and signs the following: 1) fee waiver for employee to take a TIC course, 2) two vacation requests from instructors, 3) two sick leave notices, 4) three Master Course Change Forms, and a letter prepared by T's secretary to be sent to students whose course was wiped off the computer and will not receive grades in the regular manner.

34. 4:15 p.m. T calls the Hospitality Management Chairperson to request information regarding a laboratory fee that she plans to change. T also discusses with her a note he had from one of her instructors about "reciprocal agreements" with the hospitals and the Hospital Management Program. T hangs up the phone.

35. 4:19 p.m. T receives and approves a special course proposal for an off-campus program. T reviews the Appraisal of a part-time division clerk. T picks up a local newspaper on his desk and reads an article regarding the possibility of a new building for TIC in Gabo. T walks to the xerox machine in the central office area and makes copies of the article to forward to the President, Vice president for Academic Affairs and Vice president for Administrative Services. T writes notes regarding the article to each of the above, puts the copies and the notes in the "out basket" for the secretary to forward to the individuals.
36.  4:50 p.m.  A Real Estate instructor stops by T's office and they discuss briefly meeting notes of the Advisory Committee Meeting held about two weeks ago. The instructor leaves.

37.  4:56 p.m.  A coordinator for off-campus programs stops by T's office for information of a complaint regarding a refund of fees for a Private Secretary Course last quarter.

38.  5:00 p.m.  T receives memos prepared by a Business Management Instructor regarding the proposed requirements for Typing Courses for Business Management students.

39.  5:12 p.m.  An instructor walks into T's office and tells T about problems he had with security officers wanting to turn out his classroom lights before it was time for the class to dismiss. He leaves.

40.  5:18 p.m.  T returns a call to the student who wanted typing waived as a graduation requirement and establishes an appointment with him for Wednesday morning. T leaves for home at 5:20 p.m.
Day 3

No.   Time                                                                

1.  7:51 a.m.   T reads a letter from Hocking Technical College regarding an upcoming conference sponsored by the college, which T plans to attend. He makes notes from the letter in his calendar book. Files the letter.

2.  7:52 a.m.   A student enters T's office and requests him to open a computer laboratory for her. T walks over and unlocks the door.

3a.  7:57 a.m.   T receives a call from a night instructor reporting that a student's name is missing form a grade sheet.

3b.   T checks the computer terminal in the Central Office and the students microfiche file, and finds the student is not registered in the course. He makes a note to himself to call Student Service. T updates his "Do List."

4.  8:05 a.m.   T calls Student Services regarding the student whose grade is missing, and learns the student has not paid his fee and has been wiped off the schedule.

5.  8:06 a.m.   T opens an office for an instructor.
6. 8:10 a.m. T reviews his notes from the last Academic Council meeting and makes a note to the secretary requesting her to make several copies of "Justification for New Position.

T receives notes from a report submitted by the Chairperson, Business Management Technology on the case of a student who failed microeconomics course and complained about it. T files the report in the "Miscellaneous File."

T puts together materials for meeting with the VPA, itemizing issues he wants to discuss with him during their scheduled mid-morning meeting.

7. 8:35 a.m. T receives a call from the VPA's secretary inquiring of any technologies in T's division that have to be accredited before their graduates are employed.

8. 8:37 a.m. T picks the draft copies of Job Description for 1) Chairperson, off-campus Business and Industry Department, 2) Coordinator, off-campus Business - Industry Programs, 3) Director, Business, Industry and Community Service, 4) Chairperson, General Education (Business). He reviews each one of these briefly and puts them in the file for the VPA meeting.
He leaves his office and stops by the bulletin board, and removes "old stuff," returns to his office, picks up a copy of a proposal from an off-campus coordinator and makes xerox copies of it. He plans to give a copy to the VPA.

T resumes writing the checklist of what to discuss with the VPA. He makes a note on his calendar to remind himself of the date the VPA will be away from the institute.

9. 8:50 a.m. T goes to the bulletin board, reads through notes posted on it, and removed outdated ones.

10. 9:03 a.m. An off-campus coordinator stops by T's office and hands him a copy of a memo he sent to the Vice President for Administrative Affairs regarding new building that the city of Gabo plans to build for TIC.

11. 9:15 a.m. The Chairperson, Communication Skill enters T's office and hands him a list of the names and addresses of students whose grades had been wiped off the computer.

12. 9:20 a.m. The student who requested a typing course waived for him as a graduation requirement comes to find out what his fate is. The investigator is asked to stay out while the meeting goes on. The meeting ends at 9:48 a.m. The student leaves and the investigator reenters T's office.
13. 9:50 a.m. T informs the investigator that he refused to waive the typing course for graduating because the student deliberately chose not to take the course in spite of the fact that his adviser had warned him of the consequences.

14. 10:12 a.m. T pulls out the students transcript in microfiche, reads it, puts it back, he makes a note on his "Do List" regarding his meeting with the student and what his decision is. He files the report of the chairperson on the issue.

15. 10:31 a.m. T makes a personal call, the line is busy.

16. 10:32 a.m. T calls the dean, Business and Public Service division, Muskingum Technical College. T is told he is not available. T promises to call him back.

17. 10:33 a.m. T calls the Assistant to the President, Hocking College about the possibility of offering a Dental laboratory Technology in a reformatory for men in an area officially belonging to Hocking College territory. The assistant is not available. T promises to call again.

18. 10:35 a.m. T calls a clerical typist to check on a typewriter that one of the instructors in Law Enforcement Technology needs. T promises to replace the old typewriter "whenever it becomes possible, even if it takes five years to achieve this." He laughs and says, "I'll do my best."
19. 10:39 a.m. T calls the chairperson of Real Estate Technology to remind him to submit the minutes of an advisory committee meeting both of them attended before he goes on vacation. T asks, "You need some notes? ...Mine are limited, but I have enough to get your mind jogging." T pulls out his notes (on a sheet of paper) and leaves it on the table.

20. 10:45 a.m. T returns a call to the VPA (which came while he is on the phone). The VPA informs T that he is ready for their appointment at his office. T and the investigator leave for the VPA's office.

21. 10:50 a.m. The investigator and T arrive at the VPA's office, and after a brief exchange of greetings, the one-on-one meeting begins. T submits the four job descriptions of four personnel positions that the VPA had requested him to submit. T also hands him a copy of the proposal prepared by an off-campus coordinator regarding the TIC building set-up in Gahanna. The VPA thanks T for the materials and proceeds to tell him of a prospective applicant to a new position in T's division. The meeting ends at 11:12 a.m. T returns to his office (with the investigator) with a copy of an off-campus Dental Laboratory Program budget report given to him by the VPA.
T reads through the report the VPA gave him, checking the bill-figures to ensure they are properly added up.

T calls the off-campus coordinator responsible for the Dental Program over an issue in the report that is not clear to him.

T begins to refile the materials he had taken over with him for the meeting with the VPA. He makes notes of all the things he talked with the VPA.

T informs the investigator, "I like to keep all my meeting notes with the VPA in the same file of notes for Academic Council meetings so I can retrieve information when I need it.

T picks up a copy of Class Status Report, skims through it and files it. He reviews a full-time faculty contract form for summer quarter submitted by the Secretarial Science Chairperson.

T calls the Director for Employees Training, and is informed she is not available.

T reads through a note from the Hospitality Management instructor who wants to know the procedure for writing a reciprocal agreement between the Hospitality technology and Doctors Hospital.

T calls the coordinator Interpreting/Transliterating to find how reciprocal agreement is made
because she has been involved in such agreement. The coordinator is not available.

30. 11:37 a.m. T calls the chairperson of Hospitality Management Technology to check back with the coordinator Interpreting/Transliterating.

31. 11:42 a.m. T receives a call from the Director of Training. she wants to know the number of faculty members in T's division who have attended workshop within the last 2 years. T does not have the information, but promises to ask his secretary to send the information.

32a. 11:47 a.m. T calls his secretary and asks her to send a list of faculty who have been involved in faculty training workshops to the Director of Employer Training.

32b. 11:48 a.m. T makes a note to himself to plan a status report regarding the faculty training workshop.

33. 11:50 a.m. T makes a personal call to BancOhio.

34. 11:53 a.m. The chairperson of Business Management stops by T's office and requests T to grant him and two instructors under him three hours release time. T denies the chairperson the release time. The chairperson reminds T of an advisory committee meeting schedule the next day.

35. 11:53 a.m. T is out for lunch and is back in his office by 1:39 p.m.
36. 1:46 p.m.  T calls the chairperson, Hospitality Management Technology regarding adjustment to his library budget the next academic year. T is informed that the technology needs about $800 but T has only $300 currently. T will find ways to meet the needs.

37. 1:50 p.m.  T receives a call from the supervisor of Student Records inquiring about a missing grade of a student who should be graduating. She could not locate the instructor for this information because he had left, so she asks T for the grade or locate the instructor. T agrees to have his secretary call the instructor at home.

38a. 1:55 p.m.  T and the investigator leave the office (T plans to go to a nearby post office and to his bank). On the way T exchanges greetings with a "super instructor" in Business Data Processing and confirms that the instructor would be at the upcoming graduation ceremony.

38b. 1:55 p.m.  The investigator asks T the status of the person whose presence at the graduation ceremony he is trying to solicit. T informs the investigator that he is a "super instructor" -- because "... the students like him ... he makes them work very hard, and in the end, the students feel satisfied at what they learned, ... he is a hard working instructor."
T and the investigator return to his office by 2:45 p.m. T moves out again and comes back to his seat by 2:53 p.m.

39. 2:55 p.m. An instructor (also a personal friend of T) enters to inform T that the parents of a student who is denied graduation will be coming to talk to T at a set time the next day. The student, T is told, did not take a required typing course.

40. 2:57 p.m. T calls the secretary to find out if she got hold of the instructor who needs to report the grade of a student to the Student Records Office. T is told the problem is taken care of.

41. 3:00 p.m. T pulls out a microfiche copy of the student whose instructor just reported the reason for denying her graduation and begins to review it. While reading the transcripts, a counselor calls him on the same issue. T informs her that the student will not be allowed to graduate because, "... according to what her adviser said, she has to take it (the typing course), she started it and stopped on the way. Moreover," T adds, "the student did not meet the technology requirement of 2.00 as I see in his transcript."

42. 3:14 p.m. The Chairperson, Business Management Technology reports the cases of three students who have been
told to take a typing course because they need it, but are not responding. T makes a note of their names.

43. 3:33 p.m. T receives a call from the Supervisor of Student Records calling to find out if T has made the necessary contact for an instructor to turn in the grade of a student who should be graduating. T assures her that she will be receiving the grade-, "My secretary got hold of the instructor," he said "he will turn it in."

44. 3:33 p.m. T reviews his "Do List" cancels out some tasks done and updates it.

45. 3:34 p.m. T receives a call intended for another division. He tells the caller, "This is the wrong division. If you hang on a second, I'll transfer your call." T transfers the call and hangs up his phone.

46. 3:36 p.m. T's secretary enters and leaves some materials for him to endorse. T asks her, "Did you receive any note from the Accounting Technology Chairperson regarding library budget? She responds to the question and leaves.

47. 3:38 p.m. T leaves his office to meet with the Chairperson, Real Estate Technology, concerning the library budget. He agrees to give T $200 from his budget. T returns to his office.
48. 3:44 p.m.  T makes note on who (Chairperson) wants some more and who is going to give away money.

49a. 3:46 p.m.  The Chairperson, Real Estate brings T a copy of his PRIDE REPORT form. T files it and he leaves.

49b. 3:46 p.m.  T informs the investigator that the report form contains the chairpersons objectives for the following year. "At the end of the year, the chairperson and I go over it and see how he has met the objectives."

50. 3:56 p.m.  T calls the Chairperson, Business Management Technology to talk about library budget. He is not available.

51. 3:57 p.m.  T calls the Chairperson, Law Enforcement and Fire Science Department to discuss his library budget. He is told he is gone for the day.

52. 4:00 p.m.  The Chairperson, Real Estate enters T's office and requests T's key so he could unlock his door. The chairperson locked himself out. T hands him the key. He leaves.

53. 4:01 p.m.  T calls the Director of Educational Resources in connection with the budget. T is told she has gone. T hangs up and comments, "Everybody has gone home."

54. 4:05 p.m.  T reviews a "Schedule Change for Autumn Quarter" from the Chairperson, Secretarial Science. He puts
it aside with the comment, "I don't understand this--I'm going to talk to her about it."

55. 4:08 p.m.  
T receives a call from the Supervisor of Student Records in connection with the visit of the parents of the student who is not allowed to graduate because 1) she did not take a typing course and 2) his point average is low in the major area. She wants to know what T's decision will be. T tells her that the student will not graduate and adds later during the conversation, "He's got more problems than I'm willing to tell his father because of rights."

56. 4:10 p.m.  
T skims through a contract form from the Business Management Chairperson, signs it and puts it in the in-basket. T begins to go through his ACTION FILE, he picks up a memo submitted by a two-man committee (2 instructors) recommending waiving the typing course requirement for Business Management students. He files it. He picks up the most recent copy of Budget Status of his division, reads it and discovers a discrepancy.

57a. 4:19 p.m.  
T calls the Business office and asks for the assistant to the Vice President for Business to clarify issues on the budget report. The assistant is not available.
T says to the investigator, "I am short of $400. I don't know what happened." He brings out an older copy of the budget report and checks and comments, "You see this problem did not show up here ... I don't like to come up short on my budget."

An off-campus coordinator who wants a part-time instructor under him being considered for a full-time position enters and tries to persuade T on the need to influence the VPA on the agreed salary range for her by explaining how the "billing" was arrived at. T listens, smiles without commenting. The coordinator leaves.

T reviews his ACTION NEEDED file. He skims through a copy of What is Happening in 'TIC' This Week and disposes of it with the comment, "There is nothing in it that pertains to us." He reviews a memo from an organization, Common-Cause Ohio. T says, "I'm not familiar with this organization. They are asking to have some of our students serve as interns in some political work. I think it is more appropriate for a four year college." He throws it away.

T reads through a "Letter of Understanding" between the Columbus Chapter of the American Institute and TIC and writes a note to the Director informing him that the agreement is OK by him.
T reviews a draft copy of Merit Compensation Plan Proposal, writes his recommendation on it to be forwarded to the Vice President, Administrative Services, then files the proposal.

T picks up a copy of the Ink Blotter and throws it away.

T signs a memo from the Chairperson of Secretarial Science regarding the number of hours she will be teaching during the coming quarter and writes a note to the secretary to forward to her.

60. 4:48 p.m. T receives a call from a lady who applied for a teaching position in Secretarial Science at the Women's Reformatory. She is told she may not be offered the position because "one of our part-time instructors who is already familiar with the group may be filling the position."
Day 4

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T and the investigator attend a meeting in VPA's office in connection with hiring a part-time instructor to a full-time position. The following people are there: in addition to the VPA, T, the Director of Personnel to "pass on information on qualifications of the applicant, and the salary range, the Chairperson, Secretarial Science - to establish that the prospective instructor can or cannot maintain academic excellence, the off-campus coordinator - has right to the functional aspects of the decision, the instructor is under his jurisdiction."

T presents to the VPA basis for recommending the acceptance of the application of the part-time instructor to a full-time position. T talks about her background both at Sears Roebuck Company and her current part-time division. The VPA asks the coordinator and the chairperson if they have anything to say. Coordinator - "She is a competent person," the Chairperson, Secretarial Science says, "She's alright with me." The director of personnel service explains to the VPA the salary
range. There is a unanimous agreement that the candidate be hired for the full-time position.

The meeting ends at 8:54 a.m. and the Chairperson and the Coordinator leave. The director and T stay back for another meeting.

2. 8:57 a.m. T, the VPA and the Director of Personnel stay back for a meeting to discuss a new position to be established in T's division. T hands the VPA a copy of the Job Description for the new position he developed. The personnel director already has the copy and he suggests that the title of the new position be changed from "Chairperson" to "Manager" of Business and Industry Relations, since the salary scale won't be quite the same as a Chairperson's and the new position is somewhere between the positions of a chairperson and a coordinator.

T accepts the change and the VPA concurs. T makes note of the discussion. The VPA asks T to post an advertisement for the new position. The meeting ends at 9:15 a.m. and the Director of Personnel Services leaves. T gets himself a cup of coffee and walks back to the VPA's office for another scheduled meeting.

3. 9:25 a.m. Two coordinators, one for Insurance and Public Service Technology, and the other for off-campus programs in Gabo join T and the VPA at the latters'
office. The coordinator, Insurance and Public Service presents a verbal report of a follow-up from an advisory committee meeting. T makes note of his discussion, the VPA and the other coordinator listen. T relates his impression about the follow-up meeting to the group. The discussion ends at 9:38 a.m. and the coordinator leaves. T tells the coordinator, off-campus program that he would like to get together with him and the Coordinator of Insurance and Public Service Technology. The off-campus reports to T and the VPA the outcome of the meeting on the proposed new building for TIC by the city of Gabo. The meeting ends at 9:54 a.m. T and the investigator return to T's office.

4. 10:07 a.m. T calls the coordinator, Insurance and Public Service Technology to arrange for a meeting with the off-campus coordinator (Gabo and Waka). He is not at his seat.

5. 10:09 a.m. T's secretary walks in to inform T she has lost a Summer Contract Supplement submitted to her. T reassures her that it is not lost but had been taken by the chairperson who submitted it.

6. 10:10 a.m. T reads a transcript of a student regarding graduation requirement he has to meet.
7. 10:11 a.m. An instructor of Business Management stops by T's office and bids him a good summer break. T asks her if she will be attending the graduation ceremony. She informs T that she has "two finals to give on that day" and so will not attend. T wishes her a good holiday and she leaves.

8. 10:14 a.m. T calls the chairperson, Law Enforcement Technology about a student who is being denied graduation. He is not available.

9. 10:15 a.m. An instructor in Secretarial Science brings T some cake and gives the investigator some, too. T thanks her and they chat about the cake. T tells the investigator, "That is my daughter -- she always brings us cake even though I ask her not to because it makes me put on pounds. Her cakes taste so good." The investigator, T and the instructor laugh and the instructor leaves.

10. 10:32 a.m. A Business Management instructor walks in and requests T to endorse a temporary parking permit. "I came to school with a different car today and I don't want them to give me a ticket." T signs the permit and she leaves.

11. 10:16 a.m. The Chairperson, Business Management enters T's office, and they chat about the cake, then about general family and social issues. Finally T says
to the chairperson jokingly, "Get out of here, I've got a lot of things to do." They both laugh and he leaves at 10:31 a.m.

12a. 10:34 a.m. T makes a note about a student who called regarding her graduation. T checks her transcript in the microfiche file and finds that she is academically dismissed.

12b. 10:34 a.m. T says to the investigator, "I like to get as much information before I talk to a person."

13. 10:37 am. T calls the Coordinator, Insurance and Public Service Technology. He is not available. T asks the secretary to have him return his call.

14. 10:45 a.m. T calls the student who had called regarding her graduation. T does not receive any response.

15. 10:46 a.m. T receives a call from the Director of Personnel Services to schedule a meeting to put together an advert for the new staff position discussed earlier in the day.

16. 10:47 a.m. The student whom T had previously denied graduation because he did not take a required typing course enters to verify if three other students who are allowed to graduate had more legitimate reasons. T explains to him about his findings on the issue. The students had legitimate reasons for having the course waived for them. The student leaves.
17  10:59 a.m. T gets himself a cup of coffee, stops at his secretary's office to get a copy of the form Request for New Personnel. He files it.

18.  11:00 a.m. T calls the Personnel Director, to get some information about the Request for New Personnel Form. The director is not available but his assistant gives T the information and he notes it on his calendar pad on his desk.

19.  11:04 a.m. T receives a call from the father of a student who did not make the technical point average and did not take a required typing course.

20.  11:22 a.m. As soon as T is through with the phone, he writes notes on the conversation. Then he pulls out the student's transcript (on a microfiche) and reads. He writes the information he needs in connection with the case down.

21.  11:27 a.m. A part-time secretary in T's division enters and gives T a note of confirmation on a 2:00 p.m. meeting T will hold with the Vice President of Student Services.

22.  11:28 a.m. T informs the investigator of the discussion with the student's father. According to the father, the student has speech and motor problems, and these were responsible for his having a low cumulative point average in his technical area. The student's
father also wants him to graduate at Mershon Center, SOU. T says that the student would not be allowed to graduate even if he took the typing course.

23. 11:31 a.m. The coordinator, off-campus Program at Gabo arrives at T's office for a meeting. T tells him of the selection procedure for a new personnel position. The personnel is interested in this position and T tells him the title will be "Manager" not "Chairperson." While the two men are still talking, the coordinator, Insurance and Public Service Technology joins them. They begin to discuss where the new office space for the new personnel -- the new "manager" will be located. The coordinator, Insurance and Public Service suggests "a workroom in Franklin Hall." T agrees to look into the possibility of securing it. The meeting ends and the two coordinators leave.

24. 11:45 a.m. The adviser to the student who is being denied graduation because of low technical point average and the fact that he did not take the typing course enters T's office. T informs him of his conversation with the student's father. The instructors confirms the student's speech, but not the motor problem. He informs T that the student is pressing
to graduate because of some marriage plans. The prospective father-in-law will not let the student marry his daughter during the summer without graduation. While the two men are still talking, an instructor to the student happens to stop by at T's office. T asks him to relate any problem the student has that he is aware of, after informing him that he thinks the student's father wants his son to graduate at Mershon Center, SOU, ("So he can tell his neighbors I'm going to SOU because my son is graduating."). The instructor gives T and the student's adviser some background information about the student's father. "I'm sorry for the little kid (X) ... His father has a violent temper and the poor kid is very afraid of him ... Once he was down mentally because of a financial problem ... he does not know how to deal with defeat." T adds, "I see, so the father is the problem, not the student, poor kid, I feel sorry for him." The discussion ends and the two men leave at 12:05 p.m. T and the investigator leave for lunch.

25. 12:10 p.m.

T and the investigator are at lunch together. T narrates the following information to her. "I read journal articles during my lunch hour generally, which usually takes place at a park where I can get
away from everybody ... The three journals I read are; U.S. News And World Report, Today's Office, and Modern Office Procedures. Generally, I read articles in them that are directly applicable to things we are teaching in my division, e.g. microcomputer, latest software.

The U.S. News And World Report, I use to update myself on what's going on in the world, Today's Office applies directly to what we teach."
The lunch hour ends at 1:15 p.m. T and the investigator return to the campus in time for an appointment T has with the Director, Personnel Services and the Coordinator Full-time Employment.

26. 1:25 p.m. T and the investigator enter the Personnel Director's office for a "meeting to work out the details for advertising the position - Manager, Business and Industry discussed earlier at the VPA's office." The director gives T the salary range for the personnel positions. The coordinator asks T what he would want to emphasize in the advert that she will be drafting. T gives the following suggestions: - "Actual experience as a manager of people - not running a machine shop, experience in a service industry, e.g., service, retail, wholesale, marketing organization. Hiring
evaluating public contact ... I don't want somebody who has been in education all his life, I don't want a machine operator type personnel manager."
The coordinator takes note of T's "emphasis" and finally gave him the Request for a New Personnel Form. T signs it. T and the director chat about the game of golf. T admits that he is not very "keen or turned on by golf." The meeting ends at 1:57 p.m. T and the investigator hurry over to the Appeal Panel Meeting scheduled at 2:00 p.m.

27. 2:10 p.m.

The Appeals Panel meeting begins with the following people present: the Vice President for Student Services; the student, and her mother on one side; the instructor and her supporter (another instructor) on the other side. The hearing panel is made up of T, an instructor and a student from T's division. The student whose case is being appealed is from a different division. The Vice President for Students Service opens the meeting by introducing the members of the panel, the two parties in question, and the investigator. He gives the rule of the game - the procedure and tells the parties that the "panel will hear the case and decide on the merits of the case." The hearing will be tape recorded so the panel can replay it if need be.
The student who had been denied a make-up examination presents her case, followed by the instructor who refused giving the make-up. T and the other members of the panel ask clarifying questions, the parties are asked to leave. The decision of the panel will be communicated to them later. The members of the panel confer with one another on the merits of the case. They unanimously vote in favor of the student, recommending that the student be allowed to take the make-up examination.

T dictates the Recommendation letter to the instructor. The meeting ends at 3:15 p.m. T and the investigator return to his office.

28. 3:20 p.m.  T waters the plant in his office.

29. 3:35 p.m.  T calls a student who failed a Business Communication Course but wants to be allowed to graduate because she has sent out invitations.

30. 3:45 p.m.  The instructor who served on the Appeal Panel meeting with T brings him a copy of their recommendation note to the Vice President Student Services. T skims through it, signs and returns it to her.

31. 3:48 p.m.  The Chairperson, Real Estate Technology walks in and hands T a draft copy of Minutes of Advisory Committee meeting that took place in May. T reads
it and makes corrections adding, "Please feel free
to ignore the corrections if you don't agree with
them." The chairperson tells T that he appreciates
and welcomes the corrections he is making.

32. 4:01 p.m. T receives a call from the Assistant to the Presi­
dent, Hocking Technical. T is exploring the
possibility of establishing a Dental Laboratory
Program at Pickway which is in the other college's
territory. T is assured that it will be OK. T is
permitted to offer a dental laboratory program
there at the prison.

33. 4:08 p.m. The Coordinator, Full-time Employment brings T a
draft copy of the advert for the new position. T
reviews it and says it's OK. The coordinator asks
T for a list of names of prospective applicants he
would like to notify about the advert. T gives
her a list of names and addresses. The coordinator
leaves and T files the draft copy of the advert.

34. 4:12 p.m. The Chairperson, Communication Skills stops by to
get a key to a laboratory. T tells her about a guy
who recommended her for excellent teaching. She
laughs and says, "I hope this will count towards
my promotion." She leaves.

35. 4:25 p.m. An off-campus coordinator stops by to inform T
that the Department of Correction has started to do
some proposal work for approval of a full-time program next year.

36. 4:27 p.m. T receives a call from Chairperson, Accounting Technology in connection with a library budget that T is trying to get adjusted. The chairperson promises to release some money to T.

37. 4:30 p.m. T returns a call to the Dean of Business and Public Service at Muskingum Technical College. The dean is not available.

38. T returns a call to the Dean of Business and Public Service at Muskingum Technical College. The dean is not available.

39. 4:37 p.m. T receives a call from the Chairperson, Law Enforcement Technology. T is given some information about a student who wants to graduate even though she failed a course.

40. 4:55 p.m. T receives a call from one of the applicants to the Secretarial Science Business Management full-time positions. The applicant is told, the position has been filled. T thanks her for her interest.

41. 5:00 p.m. T informs the investigator that he will be leaving shortly, to come back later in the evening to
"complete certain tasks that need to be done."
The investigator requests T to keep a chronological record of what he does from the time he gets in.

42. 7:45 p.m. T is back in his office. The Business Management instructor stops by T's office and they discuss sabbatical arrangements for the instructor. The instructor requests T to call the President to help speed up the decision.

43. 7:55 p.m. T reviews the Directory of Members for the Ohio Technical Community College Associations to seek the titles of personnel at other technical colleges. Next, he reviews a copy of a letter received from the Supervisor of Student Records regarding a student that would be unable to graduate.

44. 8:06 p.m. T calls the President and learns that he would not be in before noon the next day.

45. 8:08 p.m. T calls the Purchasing Officer to inquire about a transfer of funds which did not appear in the current budget print out. The personnel agrees to check it out and call T back.

46. 8:18 p.m. T receives a call from a night instructor regarding a student who was missing from his list. T passes on the information that the student had not paid fees according to Student Service Records gives to
him. T uses the computer terminal and the micro-
ulaire for the information to confirm the Student
Service Record.

47. 9:15 p.m.  T reads an issue paper entitled, "Industry/Academic
Relations" published by the Ohio Academy of
Science.

48. 9:38 p.m.  T calls a non-graduating student, but the student
is not available.

49. A student calls T inquiring about a final examina-
tion schedule. T promises the student he will call
back when he finds the schedule.

50. 10:11 p.m.  T finds the final examination schedule, calls the
student back and gives him the information.

51. 10:14 p.m.  T writes a note to an instructor to call the
student regarding the final. T begins to complete
the "Justification for New Job Position" forms for
seven new positions for the division.

52. 10:32 p.m.  T receives an emergency call for an instructor. T
locates the instructor and comes back to continue
work on the Justification Forms.

53. 10:45 p.m.  An instructor stops by T's office to "visit." He
finally leaves at 11:12 p.m. and T returns to the
work on the Justification Forms.
Day 5

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1.</td>
<td>12:12 a.m.</td>
<td>T receives a call from his wife. He continues to work on the Justification Forms for new positions.</td>
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<tr>
<td>2.</td>
<td>12:30 a.m.</td>
<td>T visits briefly with the Maintenance lady.</td>
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<tr>
<td>3.</td>
<td></td>
<td>T visits briefly with a trash collector.</td>
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<tr>
<td>4.</td>
<td>12:59 a.m.</td>
<td>T completes work on Justification Forms. He writes a note to his secretary to type up the position requests, and to call the Vice President for Academic Affairs secretary regarding a council agenda item.</td>
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<tr>
<td>5a.</td>
<td>1:08 a.m.</td>
<td>T calls the secretary's office to tell them he is leaving. He leaves.</td>
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<tr>
<td>5b.</td>
<td></td>
<td>(T will not be in his office in the morning hours. He plans to attend the Commencement at Mershon Center at 9:00 a.m.)</td>
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</tbody>
</table>
| 6.  | 1:12 p.m.    | T informs the investigator on his activities at the graduation ceremony of Spring quarter 1983 CTI graduates. T "visited" with instructors, chairpersons, other personnel and friends prior to the beginning of the ceremony. T and one of the chairpersons discussed the possibilities of "devising some ways or system by which students who are not able to participate in the graduation practice
ceremony for valid reasons can still be allowed to take part in the actual graduation. The ceremony ends around 12 to 12:30 p.m. and T returns to his office.

7. 1:15 p.m. T stops at the chairperson, Business Management's office and they discuss a contract one of the instructors turned in for next year. He returns to his office.

8. 1:20 p.m. T receives a call from someone who needs information about Automotive/Aviation Program. T informs him that he would find the information from the division where the program is offered. He transfers the caller to Engineering Technologies Division, hangs up the phone and comments, "When they don't know anybody, they call me."

9. 1:26 p.m. T calls the Maintenance office to request them to adjust the temperature. The building is too hot.

10. 1:27 p.m. T stops at his secretary's office and they chat about the graduation ceremony. T's secretary comments that she was surprised at the dressing and noise level of some of the visitors and graduates. T concurs and says, "Yes, it is a shame."

11. 1:44 p.m. An off-campus coordinator enters T's office to find out the procedures to follow to get Summer Contract
for two full-time instructors under his jurisdiction. T refers him to the Personnel office - "You can get that information from Personnel Office."

The chairperson, Business Management walks in and hands T a packet of sixteen Instructor Schedule cards for part and full time instructors and authorizes T to sign for him if T approves the schedule. He also hands T Summer Class Cancellation course forms in his technology. He requests T to inform the students who signed for the courses, of the cancellation, and give them other options they have. T asks the chairperson to give him his phone number, "... in case I need to call you." He gives T the information, bids him a good break and leaves.

T informs the investigator that he is in charge of off-campus enrollment and programs even though some of these programs may belong in principle to another division, for example the Dental program. T also tells her that he took 7 short courses on microcomputer at SOU -- "Those courses were really good," he added.

T receives a call from the personnel in Student Records "who was helping with graduation arrangement." T asked her about the sitting arrangement,
she made a joke about the question and T thought she meant what she said, so T and another person sat at the wrong place. The personnel calls to apologize to T. T replies, "That is OK, it didn't matter to me. (X) and I were able to talk about some important issues at the corner where we were sitting without attracting attention."

15. T takes a copy of the Class Cancellation print-out and uses the computer terminal to adjust the course number to zero so further registration would not be made in them.

16. 2:25 p.m. T's secretary enters to notify T that an ex-employee who has a scheduled appointment with T is waiting for him. T instructs the secretary to ask her in.

17. 2:27 p.m. The ex-employee enters and requests T to contact an instructor of a Public Administration Course she took while serving as an employee of the institution to make the necessary grade change before her transcript is forwarded to SOU. T makes note of what she is saying and promises to contact the instructor.

18. 2:45 p.m. T receives a call from the Chairperson, Hospitality Technology requesting information for completing a form.
19. 2:47 p.m.  An instructor, Business Management (T's personal friend) walks in for a visit. They talk about how they could not locate each other for the lunch they had scheduled earlier.

20. 2:57 p.m.  T receives a phone call from the chairperson wishing T "a good vacation."

21. 3:05 p.m.  T receives a phone call from one of the prospective applicants to the new "manager" position. He thanks T for a letter he received informing him that the position will soon be advertised and he would apply for it.

22. 3:23 p.m.  T begins to review xeroxed copies of the new position requests typed by his secretary.

23.  T calls the Chairperson, Business Data Processing for some information on job title for one of the position requests. The chairperson is not available.

24. 3:33 p.m.  T calls the Supervisor of Personnel Records for information on the job title. T is given "part of the information I need, but not all."

25. 3:35 p.m.  T returns to his desk work. He approves a half-day personnel leave for his secretary, reviews and approves the Summer Contract list for Secretarial Science.
26. 3:46 p.m. T receives a call from the Director of Personnel Service. T receives the "exact wording of the job title and exact pay grade for the position."

27. 3:53 p.m. T calls his secretary and gives her the information from the Director of Services.

28. T calls the Maintenance office to tell them that the temperature is OK and hanging up the phone comments - "I feel obligated to call them to say, 'it's OK' since I called them when it was not."

29. 4:01 p.m. T receives a call from the Administrative Assistant to the VPA to find out if T needs to cancel certain classes. T informs him that the courses may not be cancelled because they are requirement although the numbers of students registered in them are below the regular number.

30. 4:03 p.m. T approves a full-time Summer Contract from Insurance and Public Service coordinator. He reviews and made notes on some Autumn quarter schedules from two technologies.

31. 4:05 p.m. T calls the Central Schedule office to verify procedure in filling out the Autumn Schedule Change. He puts all the signed materials in his out-basket for the secretary to forward to the appropriate quarters.
32. 4:10 p.m.  T calls the Purchasing Agent in the Business office to find out if they could accept a second request for more money for Fire Science Technology although they are not supposed to have it after the first order is in. He receives a busy signal.

33. 4:11 p.m.  T calls the Dean of Health Services to find out if he is doing something about a clerk-typist position they had talked about earlier. The dean is not available and T requests a return call from him.

34. 4:12 p.m.  T goes out for a cup of coffee "to keep awake."

35. 4:15 p.m.  T receives a call from the Business Office. T is told the second request for money will not be granted to the Fire Science Technology.

36. 4:18 p.m.  T receives a call from the Dean of Health Services. T is told that the dean is doing something about the clerk-typist position.

37.  T calls the Chairperson, Fire Science Technology to inform him that the Business Office may not grant their second request for money. T advises him, "You can go over and sell the idea to the VPA."

38. 4:30 p.m.  T writes a note and attaches it to a file containing the seven Job Justification forms and gives the file to the secretary asking her to forward them to the VPA's office.
39. 4:35 p.m. T's "personal friend," an instructor in Business Management stops by and they talk about what could be done to change the rule regarding student participation at commencement on the basis of attendance at the practice commencement. T plans to talk to the Vice President for Student Services about the matter. The instructor leaves.

40. 4:52 p.m. The Chairperson, Business Data Processing stops by to inquire the progress T has made with regard to the change of lock and electrical wiring in the new computer laboratory. T assures him that he has done all the necessary paper work. The instructor leaves and T leaves shortly.
Appendix B: Dean B

Day 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>7:45 a.m.</td>
<td>B arrives at the campus but prior to getting to his office he stops by the VPA's office to &quot;visit&quot; with him. &quot;It is the best time in the day to talk to him. B discusses the outcome of a Mathematics meeting held earlier. They talked about &quot;Unified technical concepts&quot; and shared their perceptions on the issues.</td>
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<td>2.</td>
<td>8:30 a.m.</td>
<td>B arrives at his office, exchanges greetings with his secretary and the investigator, hangs his coat and says to the investigator, &quot;I'll be right with you.&quot;</td>
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<td>3.</td>
<td>8:33 a.m.</td>
<td>An instructor in B's division meets B at the door to B's secretary's office and says jokingly to him, &quot;Be warned, double check everything with (X). They have raised the price of everything.&quot; The instructor is alerting B that the item prices for menu served in the institution's cafeteria have been increased. B laughs about the report, agrees to &quot;double check everything,&quot; leaves his office for about five minutes, and returns to his desk.</td>
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4. 8:39 a.m. B reviews his calendar for the day, walks back to his secretary's office to talk to her, but she is on the phone. He walks back to his desk.

5. 8:42 a.m. B informs the investigator of an "all male luncheon meeting" he will be attending later in the day. The luncheon is organized by a Community Service Organization called Worthington Optimist Club every Monday. B is a member of this club because he is interested in Community leadership. Also it is of political interest in relation to his employment at TIC. "There is an advantage in getting out and putting my name in such an organization ... I don't go to all of them (the meetings), but I try to go to as many of them as possible."

6. 8:43 a.m. (a) B's secretary walks in and hands two documents—a Class Change Report and a Bid Specification form. She leaves.

(b) B explains to the investigator what the documents are about. B needs to review the class change report to "make sure it is OK before it gets over to be processed" by the data processing unit of the institute. The Bid Specification details the kind and cost of equipment that will be needed for a computer-aided program under B's division.
7.  8:47 a.m. The secretary walks in, informs B that she'll be going over to another office to discuss the HEMI module with another personnel. She asks B if the Bid Specification bill will come out of a special account. B says he'll find out at the Academic Council meeting to be held later in the afternoon. B signs a Full-time Faculty Contract List that the secretary brought and hands it back to her. She returns to her desk.

8.  8:56 a.m. B reads the Bids Specification.

9.  8:59 a.m. The secretary walks in, to pick up some forms B endorsed earlier, and reminds B of an 11:00 a.m. appointment he has with somebody.

10. 9:00 a.m. B gets himself a cup of coffee.

11. 9:02 a.m. B calls the controller in connection with the Bids Specification. The controller is not available. B requests a return call.

12. 9:04 a.m. B calls the Superintendent of Buildings and Grounds "to double check and to ensure that when the work begins it will go smoothly." B does not receive any response. He hangs up the phone.

13. 9:07 a.m. B informs the investigator of the Academic Council meeting he will be attending in the afternoon. "The Academic Council is the most powerful decision making council in the institution ... it is made up
of the three deans, the Vice President for Academic Affairs, the Administrative Assistant to the VPA, and the Director of Educational Resources."

14. 9:08 a.m. B comments "Since I'm waiting for Don I'll go ahead and sign this junk." He signs a Full-time Faculty Contract lists submitted earlier by the Chairperson, Manufacturing Technologies.

15. 9:09 a.m. B calls the Superintendent of Buildings and Grounds and informs him that he'd like to ask him some questions about the Bid Specification. B requests him to "walk over so we can sit down and talk." While B is still on the phone, the Chairperson, Manufacturing Technologies walks in and waits for him. The call ends at 9:10 a.m.

16. 9:11 a.m. B brings up a topic on the agenda of the Academic Council afternoon meeting which concerns a drafting course and discusses it with the Chairperson, Manufacturing Technologies. B is worried about the criterion for enrolling students in the course. The course has a laboratory component with 10 stations for practical exercises. The chairperson wants to use grade (B or above) and being a student in the Engineering Technologies as the criteria for getting enrolled. The chairperson does not want to subscribe to the "First come,
first serve" basis for selecting enrollees suggested by B. He says, "I only use grading system. I don't want first come first serve basis."

The chairperson informs B of an instructor of his technology who is requesting a release time so she can take some courses at SOU. B says to him, "Well, that's up to you. I don't have any problem with that ... if she wants to." B informs the chairperson of the problems he sees with regard to the Bid Specification and plans to discuss these issues at the upcoming Academic Council Meeting. The meeting ends at 9:25 a.m. and the chairperson leaves.

17. 9:26 a.m. The investigator asks B why he told the Chairperson to make decisions regarding the release time for an instructor. B replies, "It is his decision not mine ... these are his faculty. I try to make my chairpersons make as many decisions especially operational ones. I would rather deal with global issues such as integrating departments, planning."

The investigator asks B the purpose of the meeting with the chairperson. B explains, "You see, Don (the Chairperson) is responsible for the program in which we are trying to decide ... I needed to get his perspective, why he wants to use grades,
before the issue is discussed at the Academic Council Meeting. It is on the agenda.

18. 9:28 a.m. B calls Penny, a sales representative of the company which will be selling the required equipment for the Computer-aided drafting course. The sales representative is not available. B requests a return call.

19. 9:30 a.m. The Superintendent, Buildings and Grounds arrives for a discussion with B on the Bids Specification. He is asked to wait in the secretary's room. B meets him at the secretary's office shortly and they discuss the issues.

20. 9:38 a.m. B and the Superintendent of Buildings and Grounds leave the secretary's room. B returns to his desk by 9:44 a.m.

21. B explains the purpose of his meeting with the Superintendent to the investigator, "Jack and I went over to see Don (the chairperson) regarding a conflict situation. The kids will be using the laboratory while the work is going on. We want to find out how we can minimize the problem."

22. 9:47 a.m. B calls the Controller to inform him of his meeting with J. He is not on seat. B requests a return call.

23. 9:48 a.m. B leaves the office for a cup of coffee.
24. 9:49 a.m. The Controller returns B's call and B informs him that he shared his views and concerns with the Superintendent for Buildings and Grounds. Phone call ends at 9:54 a.m.

25. 9:56 a.m. B calls the Vice-President in charge of Administrative Services to give him information on his meeting with the Superintendent. "I gave the Bids Specification back to Jack ... I talked to him about my perceptions ... As far as I am concerned I am willing to go on the cheapest of the three .." The call ends at 10:04 a.m.

26. 10:04 a.m. B tells the investigator what is going on. "The Bids Specification involves coordination on my part because it involves other people and factors. It is not a decision that I can make alone, so I had to set up a meeting with everybody involved."

27. 10:05 a.m. B leaves the office and meets with the instructor for the Computer-aided drafting laboratory. She tells B that the class will be out of the laboratory about the time work is planned on it. B returns to his desk.

28. 10:06 a.m. B calls the Superintendent for Buildings and Grounds to inform him about the "good news" that students will be out of the laboratory at the time work is scheduled there. He adds, "After talking
with everybody, it is still a concern to me ... the difference in cost is much."

29. 10:10 a.m. B walks out of his office and returns 3 minutes later.

30a. 10:15 a.m. B calls a personnel in charge of Handicapped Student Services to inform her of his brief encounter with a Director of Information Services of some industry that provides services for handicapped persons. The personnel is not on seat.

30b. B explains to the investigator that he is trying to give the personnel information "that may be useful in terms of Business and Industry Linkage."

31. 10:20 a.m. B holds a one-on-one meeting with the Chairperson, Mathematics Department. Prior to the discussion B fills the investigator in on what is going on, "I usually have a one-on-one meeting with each of the Chairpersons once a week to provide each one an opportunity to say what is on his mind. I generally do not have an agenda for such meetings, but sometimes I might have something I might need to talk to them about." The Mathematics Chairperson informs B about the reaction of another chairperson to the proposal to have a Math placement test for incoming students to the different technologies in B's division. The chairperson feels threatened in
terms of losing prospective students (to his technology) who may not do well at the program and so is reported to be resistant to the proposal.

The Math chairperson informs B the extend of his contact with the Chairperson, Business Data Processing in another division to discuss the computer literacy concept which both divisions may be offering as a single course with minor variations. The chairperson hands B a memo regarding speech training from the Vice President for Academic Affairs. B comments, "Faculty training is not linked to anything ... it is a concern to me." They talk about strategies to get more money for the proposed computer literacy course. B says "Best defense is a good offense." The meeting ends and the chairperson leaves at 11:05 a.m.

B talks with the investigator. "The institute is going from an informal organization to a formal one, so we are trying to formalize what we are doing ... I am concerned about the training of our faculty, money for the computer literacy program. That's why the dean of Business Administration and Public Service Division and the boss to Business Data Processing Technology Chairperson and I have to make sure that they (Chairpersons Math
Department and Business Data Processing talk together ... to make sure best minds in the organization work on the issue." B says regarding the need for the two chairpersons involved in the computer literacy, "... I guess I believe in building on our strength people-wise, and equipment-wise ... ensuring our resources are used in the most efficient way. Since both men will be offering the same course, it will be necessary for them to arrange to use the same equipment, and also to pull their resources together."

The investigator requests B to give her some more details regarding the proposed Mathematics placement test that he discussed with the chairperson. B informs the investigator that he is trying to develop some consensus among the chairpersons to support placement tests in English and Mathematics, "because we are finding that the students don't have these skills prior to their enrolling in our programs, particularly Mathematics. The students should have certain ability or skill level, but they don't, so we need to do some kind of screening -- not to keep them off, but identify their needs for later remedial purposes, to ensure their success once they start. Some students may
be here 3 years instead of 2 -- 1 year for funda-
mental skills. Some chairpersons resist this pro-
posal ... For a lot of numbers, they want to put up
with inadequacies in skill preparation." B says
the issue will be discussed at an upcoming meeting
with the Chairpersons, "We may not reach a con-
sensus on the issue. If this happens, I may have
to say, 'OK, folks, although we don't agree, we
will still be involved in placement test." Each
technology will be requested to identify Mathemat-
cal competencies needed to function well in their
areas."

B informs the investigator that the institute
is involved in program evaluation currently because
of the "Impact of technology and timing ... Our
programs are changing to meet the changes in the
society, also we are growing bigger -- just the
natural consequences of our growth."

B explains to the investigator what he means
by the slogan "Best Defense is Good Offense." The
Chairpersons try to get as much funding for their
different technologies. "They have needs, they
bring them to me to get funding. I usually do not
have the kind of money they require in my budget.
I go 'upstairs' to sell the ideas. I usually
weigh things to decide whether to go or not, so
they need to do some convincing work to get me to
go 'upstairs' ... They always appeal for more
money."

33a. 11:30 a.m. B's secretary enters and drops a form that requires
B's signature and a telephone call on his desk.

33b. 11:33 a.m. B calls the Sales Representative of the Company
supplying equipment for the Computer-Aided drafting
laboratory. B and the representative engage in
some negotiation. B wants the cheapest deal. The
call ends at 11:37 a.m.

34. 11:38 a.m. B's secretary brings in a Request for Personal Day
Form from the Chairperson, Manufacturing Techno-
logy to B. B skims through it and walks to the
chairperson's office to "verify something." He
returns to his desk and signs it.

35. 11:40 a.m. B leaves for the Optimist Club luncheon/meeting
and is back by 1:35 p.m.

36. 1:35 p.m. B and the investigator hurry to the building for
the meeting of the Academic Council. On the way B
informs the investigator about the luncheon/meeting
he attended. "This luncheon, I attended broadens
my perspective ... You get to meet people with dif-
ferent backgrounds - backgrounds other than educa-
tion."
37.  1:39 p.m. B and the investigator arrive at the venue for the academic council meeting. The investigator is introduced to the members and the meeting starts with the 3 deans, the Administrative Assistant to the Vice President, the Chairpersons for Mathematics, Business Data Processing, and Manufacturing Technologies, and the Director of the Educational Resource Center present. The chairperson, Mathematics Department presents his memo on the computer literacy concept, followed by the chairperson BDP. B addresses the group stating that he will like the two chairpersons to learn from each other's strengths and weaknesses. While developing the concept, I'd like them to keep things similar for saving purposes. B presses the issue that the integrative approach in developing the computer literacy program is very essential. "Since it is a single course offered in different places." At 2:25 p.m. the Chairpersons (Math and BDP) leave.

The Chairperson, Manufacturing Technology presents his case about using grade as a criterion for enrollment in a computer drafting course. B asks him if there are other possible alternative ways of screening the students without grades and adds, "Personally, I'm opposed to grades. You have 10
stations, yes, but ..." The Manufacturing Chairperson argues that industries need people with good background in the course, B cuts in and says, "some students with a lower grade than 2.00 may have ability to benefit from the course." The Administrative Assistant to the VPA comments, "Well, I see that both of you are still apart on this issue." B sums it up with this, "We agree on the need for screening. We don't agree on the fact that we will limit enrollment to high ability students only. If we have more students with B or better grades seeking enrollment to the course, how do we resolve it? ... I don't know any other way." The chairperson leaves after agreeing to meet further on the issue with B.

The group begins to discuss how to solve the problem of keeping track of "criminal" instructor who would say, "they'll be in for classes, but never show up." The suggested solutions include "Docked" pay. The meeting finally ends at 3:35 p.m. B and the investigator return to his office. The new chairperson for Electronics Department arrives for a "one-on-one" meeting with B. He needs B to give him procedure (and background information for developing an off-campus course.) The
chairperson intends to develop strategic plans to organize short electronic courses to Business and Industry. B provides the information and encourages him to continue with his proposal. The chairperson leaves at 4:00 p.m.

38b. 4:01 p.m. B comments to the investigator, "The electronic chairperson has such an extensive and complex plan. He has got more project than he has the time."

39. 4:15 p.m. B picks up the class change schedule from Math Department and skims through it and signs it.

40a. 4:20 p.m. B's secretary walks in and picks up the endorsed class change schedule.

40b. B comments to the investigator, "This is just a formality (signing the class schedule). I did not spend time reading through it because it is their (chairpersons) responsibility ... I know he's (chairperson) going to do it well because he has got to live with it if something goes wrong with it."

41. 4:27 p.m. B goes out to get a cup of coffee.

42. B's secretary walks in to inform him that 'some one' - an instructor - stopped by to see if he is free to talk with him.
43. 4:27 p.m. B asks the instructor in, the instructor asks B if he has had a chance to review the Renovation Proposal (drawings), for the building he submitted to B. B reassures him, he will definitely do so "by tomorrow." The instructor leaves.

44. 4:30 p.m. B informs the investigator about efforts to improve management capabilities of people in any form of management position in the institution, "We are trying to rank up Management expertise at TIC." We attend management meeting or seminars organized by American Management Association for all Managers.

45. 4:45 p.m. B begins to file his notes on FY 1983 plans. The notes are written on index cards. B explains to the investigator that he makes his notes on these cards and gives to his secretary to type or he may put the information on a tape (a type of disc) so she can type. "I am not quite comfortable with the disc." B carries the index cards around to put down notes.

46. 4:50 p.m. B goes through large number of short notes he had written to himself and picks out two that he already attended to and pitches them. He leaves the other eighteen notes singly laid on a side table to his main desk.
The investigator asks B to describe what a typical professional day is like for him. B says that it varies. "Today was short for me and that is a concern to me. There are times I can sit down, shut the door, think about the planning process ... I do review where we are going. This happened last week. I do such creative work in the morning. I leave the "junk" (mail) for the afternoon."

The investigator asks B if he takes his work home and he replies, "I take my work home because I am thinking about it at home. I make conscientious effort not to take it home. I usually take some work home when I haven't delegated properly. Usually what I do is just stay a little longer in the office. As a chairperson I took my work home, but at this level, I'll burn out. I can't handle the stress ... I have been going from about 7:45 a.m. until 5:00 p.m. -- I have 9 hours because I work through my lunch hour ... I prefer to go home and play with the kids.

I feel pretty good about what went on today. I would have loved to get a lot done, but I couldn't ... Usually if I am working under a time limit. I stay home or stay away 2 days to do it. I like the way things went today ... people are
talking to one another, projects are getting on
time. Sometimes it isn't that way, I like to start
a project, end it, start another, but it doesn't
happen that way because there are interruptions ...
signing of papers, etc."
The investigator asks B if he has personal time for
reading and he responds, I do some reading at home
... generally on theory of Management. Such read­
ing are generally very relaxing.

5:01 p.m. B and the investigator leave B's office and outside
B informs her of the values and philosophy that
influence his positions as a dean. "I guess I am
influenced by these three things in order --
religion, family and work ... religion and family
relationships give me a stable base. If I am
secure in these relationships, I'm secure in making
the decision that I make at work. If I get my
family in order, it becomes easier to deal with the
stresses of this job. There is a lot of conflict--
resolution in this job ... Some periods when a lot
is going on, I try to get away by going to a quiet
place, playing with my kids, relaxing or taking a
walk with my wife.

I feel that this is an important position ...
one that can potentially have impact on young
people ... It is a calling, and I don't work this hard for the money. I guess I can say as one manager said, "You belong to the company 24 hours."

... I have to be a secure individual before I can work out anything for others. You can't afford to be wrong few times."

Before B finally leaves for home, he comments to the investigator, "I really wanted to get to the planning, but I couldn't so I don't worry about it, but if this goes on for 2 or 3 days, I get concerned and I just take off for 2 or 3 hours, go hide somewhere and do the job."
Day 2

No.   Time                                               Event

1. 8:10 a.m.   The investigator arrives at B's office and meets    
               him working on the planning review project.

2. 8:15 a.m.   B receives a call from the Sales Representative    
               inquiring about the average temperature of the room  
               for the Computer-Aided Laboratory where the new    
               equipment to be supplied will be. B promises to    
               check out the information and inform her duly.

3. 8:17 a.m.   B calls the Superintendent of Building and Grounds    
               and informs him of his discussion with the sales    
               representative. B requests the information, the    
               representative needs from him, and is given.

4. 8:22 a.m.   B informs the investigator of what is going on.   
               The representative wants to know the average temp-    
               erature of the room where the processor will be    
               located. B wants the processor installed in a       
               room 50 feet away so it costs less. The representa-    
               tive says that she cannot guarantee what will       
               happen if the equipment installation is done        
               according to B's suggestions. The call ends.

5. 8:23 a.m.   B resumes work on the Program Review project.

6. 8:27 a.m.   The Chairperson, Manufacturing Technology enters   
               and informs B of the death of a 73 year-old man who
worked in B's division. B finds out the funeral plans from the chairperson and plans to attend later in the day.

7. 8:30 a.m. B attends a financial aid meeting to review cases and pleas for money for eight students (only five students appeared). Three other personnel - the head of Financial Aid, and two counselors are in attendance. The meeting is held in the conference room adjacent to B's office. The investigator is not allowed to attend the meeting because, "it is confidential." The meeting ends at 10:25 a.m.

8. 10:27 a.m. B returns to his desk and resumes work on the Program Review.

9. 10:30 a.m. The Chairperson, Electronics Department stops by B's office for a scheduled appointment. He discusses his plan to lower faculty - student contact from 60/30 to 30/15. B does not have any objection.

10. 10:32 a.m. The Sales Representative calls B and expresses her wish not to put the fifty foot cable in another room because the company cannot guarantee the equipment if this happens.

11. 10:40 a.m. The secretary walks in and drops a telephone message note from the Director of Handicapped Students Services.
12. 11:05 a.m. B calls the Vice President for Administrative Services and informs him of the conflicting opinions he and the sales representative have. B tells him he would rather go with a lower cost and maybe improve on it later rather than pay an additional $3,000 to keep the laboratory and the equipment as suggested by the sales representative.

13. 11:07 a.m. B calls the superintendent but receives no response.

14. 11:10 a.m. B returns the call of the Director of Handicapped Students Services and informs her of his meeting with the Public Relations officer of an organization that employs handicapped persons. "He is interested in talking with you ... I told him about you ... Maybe he is a guy you need to talk with." B promises the director that he will forward the business card of this individual to her. The phone call ends and B gives the business card to his secretary with the instruction to forward the card to her.

15. 11:15 a.m. B leaves for lunch and is back at 1:15 p.m. B informs the investigator on what he did during his lunch period. "I had lunch with the coordinator for the Business and Industry who works full-time
at General Electric as a Mechanical Engineer ... We talked about the unified technical concepts--what industries' needs are, what we should be doing as an organization to meet these needs."

16a. 1:23 p.m. B calls the Superintendent for Grounds and Buildings again and requests the one who answered the call to have him (the superintendent) call him back.

16b. B starts putting together the material that he'll need for an Evaluation Review Committee meeting to be held later in the day.

17. 2:00 p.m. B informs the investigator that he is expecting an individual on a "personal business." The investigator will not be allowed to participate in this meeting.

18. 1:27 p.m. The instructor who had submitted some drawings regarding some proposed building renovation enters B's office and asks B if he had a chance to look at it. B grins and says, "I said I would look at these drawings this morning, and I got wound up with something else." The instructor laughs and jokingly threatens to 'can' B if he does not review it by the next day. B promises to do so. The instructor leaves.
19.  1:30 p.m. B picks up the drawings and on second thought drops it with the comments, "I've got to take them home because I have got to look through the Program Review data before the meeting."

20.  1:32 p.m. B walks up to his secretary to inform her of a change in his schedule. Both B and his secretary walk back to B's office and they review their schedule. The secretary corrects her version of the schedule for B and returns to her desk.

21.  1:33 p.m. B continues reviewing the Program Evaluation Review data in preparation for the committee meeting.

22.  1:40 p.m. B's secretary walks in and shows him a book memory components handbook sent by Inter Corporation California and asks him if he ordered the book. B confirms that he ordered the book during the conference on "Robotics Show" he attended. The secretary returns to her desk.

23.  1:42 p.m. B's secretary walks back to B's office and shows him a letter that is overdue for reply, she says to B, "You remember this? It should have been done last week." B replies, "It should have been done last week ... I thought you were going to do or wrap up this." She replies, "Well, I wanted to,
but you said you'd do it." B instructs the secretary to respond to the letter -- make a draft of it and he'll look at it. She leaves.

24. 1:43 p.m. B continues with his program review work. He picks up the Memory Components Handbook and skims through it. B says to the investigator, "I'm going to discuss it with Tom (the Electronics Department, Chairperson) -- the new chairperson and I want to know what his feelings are, about it, where we are going, whether he'll pursue it ... I want him to look over the material and see what it does mean to us -- our program."

25. 1:45 p.m. B puts aside the Program Review data notes he made, and picks up the drawings submitted by an instructor. He reviews it.

26. 1:50 p.m. A part-time clerical help to B's secretary enters B's office to show him a bunch of papers she picked up from the conference room attached to B's office. B takes the papers from her and proceeds to check up on who they belong to. She leaves and B continues to review the drawings.

27. 1:58 p.m. The outside visitor scheduled to discuss some "personal matters" with B arrives. The investigator is asked to wait for B in the secretary's office during the meeting. The meeting ends at 2:21 p.m.
The investigator and B leave for the Program Evaluation Review meeting at 2:35 p.m.

B and other members of the evaluation committee and the instructor of the course with poor evaluation are in a conference room waiting for the Chairperson of the technology and the faculty teaching the problematic course. It is a three people committee made up of a Chairperson and an instructor (from a division different from that in which there is a curricular problem) and the dean (B in this case).

The chairperson with evaluation problems does not arrive at the scheduled time. So the committee members engage in an informal discussion while waiting for them. The instructor does not understand what the discussion is all about.

At 3:06 p.m. the expected chairperson arrives and apologizes for his lateness.

The meeting begins at 3:10 p.m.

The evaluation committee chairperson officially informs the presentees, the purpose of the meeting and asks the instructor and the chairperson in turn, reasons for the program receiving poor evaluation. They respond accordingly. Meanwhile B is busy recording (writing) the discussion, for
later reference by the committee. When the question and the answer session is over, the instructor and the chairperson leave and members of the committee commune with one another regarding the response. Commenting on a statement made by the chairperson about most of his faculty running private business and using the opportunity to make contacts for students, in addition to updating their skills, B says, "The fact that his instructors are working outside bothers me. I wonder how many hours they are putting in outside, that says something, and when the leader (chairperson) is doing the same thing you can't say anything about it ... It is a gray area. I'd have a problem even going for the Ph.D. program. It is a sticky issue." The meeting finally ends at 4:25 p.m. and the investigator and B leave for his office.

28. 4:30 p.m. On the way back to the office, B meets the instructor who submitted the drawings for B waiting by the elevator. They both crack jokes about B not being forgiven if he does not review the drawings by tomorrow. B assures the instructor that he has already begun reviewing the work. B and the investigator arrive at B's office at 4:33 p.m.
The Chairperson, Electronics Technology arrives for a one-on-one meeting with B. He discusses with B the trend data he developed for his department for the last 10 years using a "complex mathematical model" to be used as part of strategies for influencing the request for the academic council to hire additional faculty, and purchase more equipment for the department. B tells the Chairperson that he appreciates his efforts and hopes that the plans materializes favorably.

The Chairperson requests B to advance his proposal for his department to have 2 part-time instructors so the current faculty are not overloaded and have opportunity for professional development activities. The chairperson hands B a Class change Form and a Master Course Inventory form for him to sign. B endorses them and hands them back to the chairperson. They both reaffirm their 9 a.m. appointment with the coordinator full-time personnel employment the next day. The chairperson gets up to leave and B adds, "Thanks (X), that's a neat data" referring to the trend data.

B talks to the investigator about what his general professional day is like. "This is a very heavy
administrative period. It is not really representative of what I do with my time during the year.

Last week, for example, I basically stayed in the office alone and worked without interruptions.

This period or week is a heavy time of the quarter, I try to stay even -- a lot of administrative work, committee meeting, housekeeping chores that need to be done this time of the quarter. People collect a lot of things -- paperwork and rush them to my desk.

31. 5:15 p.m. B and the investigator leave for the day.
Day 3

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>8:03 a.m.</td>
<td>B calls the Superintendent of Buildings and Grounds. He is not available. B requests a return call from him through the individual who answered the call.</td>
</tr>
<tr>
<td>2.</td>
<td>8:07 a.m.</td>
<td>The Superintendent returns B's call. He suggests to the superintendent that they use 50 feet cable as the digitizer and adds, &quot;Let's go ahead and put it in the room (Laboratory) and if it becomes a problem in terms of air conditioning, I'd do something about it.&quot; They agree to meet later.</td>
</tr>
</tbody>
</table>
| 3.  | 8:10 a.m.  | (a) B informs the investigator, "He (the superintendent) will come down later and we can make a final decision."  
(b) B begins to review the drawing for the proposed renovation to his building. The investigator asks B what field of Engineering he had his degree in. B informs her that his training is in Industrial Arts, but he took some courses in architecture and so he can interpret the drawings. B adds, "My supervisory ability came from the military ... I served eight years in the Army."  
B is interested in the proposed plan (drawings) for |
renovating the building because, "we need to generate some office space, classrooms for the next six years before we think of another building.

4. 8:17 a.m. (a) B leaves his desk with the drawings to see the Chairperson, Graphics Department and exchanged greetings with his secretary on the way. (b) B comes back from his visit to the Graphics Department chairperson and stops at his secretary's office to inform her of a change in his schedule. B walks back to his desk and informs the investigator that he discussed the drawing with the chairperson. B plans to visit the funeral home with him.

5. 8:34 a.m. B calls the instructor who had prepared the drawing, but he is not available. B asks his secretary to inform the instructor that they could get together and discuss the drawings.

6. 8:35 a.m. B stops by his secretary's desk and they talk about a change in schedule of a meeting B will be holding later.

7. 8:36 a.m. B is back at his desk, and he writes himself notes of things he needs to do namely: (a) Getting together with Don regarding the screening process into Computer graphics course.
(b) Computer purchases that the Mathematics Department will use to offer short courses.

8.  8:40 a.m.  B walks to the coffee pot to get himself a cup of coffee. He returns to his desk.

9a.  8:41 a.m.  B makes a note to himself regarding the placement test issue which he intends to discuss at a meeting with his chairpersons.

9b.  8:41 a.m.  B informs the investigator the trend he has observed among incoming student population. "They come here ... very poorly prepared. It is getting worse and worse."

10.  8:53 p.m.  B calls the Dean, Health and Human Services Division to find out information regarding placement test. "he has got some background in placement test, so I want to find out what he is doing, so I can share my perspectives with him." The dean is not available.

11.  8:54 a.m.  B gets back to his preparation for the chairperson meeting. He looks for the notes he had on student scores in english and mathematics, but does not seem to locate the material. His secretary joins in the search. The material is not found.

12.  9:04 a.m.  The Chairperson, Electronics Technology and Graphic Department, and the Coordinator, Full-time
Personnel employment walk in. The Chairperson, Graphic Technology informs B of the time to visit the funeral home and leaves. The coordinator is there for a discussion of the salary possibility for a prospective faculty in Electronics with B and the Chairperson. While the meeting is about to begin, B's secretary walks in and informs him that the Dean of Health and Human Services is on the line for a him. B asks her to inform the dean that he would be returning his call shortly after his current meeting.

B proceeds to inform the electronics chairperson and the coordinator of his plans to facilitate the possibility of hiring the new personnel by "making sure it gets in the agenda of the Board of Trustee's meeting. The chairperson and the coordinator are asked to "go ahead with advertising plans for the position without formal commitment to anybody yet." They proceed to discuss the salary possibility for the prospective faculty. B suggests that it would be useful to involve the Vice-President for Personnel Services at this time. He calls him requesting him to come over to his
office to join in the discussion. The vice president agrees to come over and the group waits for him. He joins them at 9:24 a.m. and B says, "Thanks, sir, for coming over." The meeting continues. The coordinator informs them of the salary range. B comments, "The issue is, what salary do we pay him which will not make our current faculty jealous and unhappy, or discourage him from accepting the offer." The discussion continues, but at 9:25 a.m. the investigator is asked to wait in another room since salary is a personal matter. She leaves. The meeting finally ends at 10:11 a.m. The investigator reenters the room.

13a. 10:15 a.m. B calls the Graphic Department Chairperson for "one-on-one" meeting.

13b. B informs the investigator, "Sometimes I bring some concerns on my mind at such a meeting (one-on-one with chairpersons) but generally it is the chairperson who steers the meeting ... This is an informal thing. We have them all scheduled to meet with me at least once every week, but the chairperson can cancel the schedule if he does not have any need to see me."
14. 10:20 a.m. The Chairperson, Graphic Technology arrives for the "one-on-one" meeting. He wants to know how many hours a part-time instructor is allowed to teach. B makes note of his question and promises to find out the information later. The chairperson asks B if he received his memorandum about possible summer release time for his faculty. B has not received it. The meeting ends and the chairperson leaves.

15. 10:25 a.m. B informs the investigator of his 2:00 p.m. meeting with his chairperson and plans for visiting the funeral home after that.

16. 10:26 a.m. B steps out of his office.

17. 10:43 a.m. B returns and stops by his secretary's desk. She gives him "an agenda for an upcoming meeting." Both B and the secretary walk back to his desk. The secretary gives B her schedule for the next day. The secretary says to B, "Today, all the stuff is supposed to be turned in, but they are not quite ready, would you give me until tomorrow." B replies, "I wouldn't worry about it, just do it tomorrow."

18. 10:46 a.m. B calls the Sales Representative of the company he is trying to buy equipment from. She is not available. B requests a return call.
19. 10:51 a.m.  B's secretary gets him an application form requesting his membership to the American Managers Association (AMA). The school is already a part of the membership of AMA, so B does not see the need to apply personally.

20. 10:52 a.m.  B asks his secretary if she maintains a folder for "Supply Forms." She brings him one and puts a memorandum for Jim in it.

21a. 10:53 a.m.  B continues with his preparation for the Chairperson meeting (placement test).

21b. 10:54 a.m.  B calls the Dean of Health and Human Service Division and says, "I need some education, I don't want this to get out. I'm trying to have the entire division to do placement test. Can you give me a little information as to how you do that ... Math and English ... The coming people (students) have lousy math skills, we can no longer slot them in, so we are looking for a screening system." B begins to write down what the dean says as he listens. The call ends at 11:00 a.m.

22. 11:00 a.m.  B calls the Vice President for Administrative Services "for the same information. I'd like to know what his perceptions of this is because he has been talking about placement test as mandatory for admission." B receives no response. B continues
informing the investigator, "If he is pursuing it - if he is doing it, then there is no point in talking about whether we ought to do it or not.

23a. 11:05 a.m. B resumes his preparation for the placement-test meeting.

23b. B informs the investigator that in addition to the chairpersons, the coordinator for Industry and Business will be in attendance at the meeting. "He is our liaison person."

24. 11:08 a.m. B receives a call from the secretary to the VPA informing him of a time change of the 8:00 a.m. to 8:15 a.m. meeting with the VPA.

25. 11:10 a.m. B and his secretary chat about her experiences while helping at the HEMI meeting. She leaves for the HEMI planning meeting.

26. 11:15 a.m. B looks for the material on student scores in Mathematics and English again. He does not find it. He resumes his preparations.

At 11:25 a.m. B tells the investigator that he'll be leaving for lunch shortly. He leaves at 11:30 a.m.

27. 1:00 p.m. B is back from lunch. He informs the investigator that he had lunch with a coordinator in the business area who informed him about an automotive course to be offered at Eastland."
28a. 1:05 p.m. B reviews "A Research Institute Personal Report for the Executive," a newspaper article sent to him by the Vice President for Academic Affairs.

28b. 1:05 p.m. He reviews his preparatory notes for the placement test meeting.

28c. 1:05 p.m. He informs the investigator, "We want to ensure qualified student body for the technologies. We have got to do something about the trend of poor students (Math and English) we have."

29. 1:30 p.m. B calls the Vice President for the Student Service to request the placement test results of incoming students. There is no response. B explained to the investigator why he needs the involvement of the vice president for student affairs. "Because of his background I'd like to have his input ... in fact, I don't think it will be a bad idea to have him over here to talk to us. We need to know what he is doing, what he sees -- in short what will help us make a decision as to whether we should do it or not."

30. 1:35 p.m. B calls and invites the vice president for student affairs to the meeting.

31. 1:37 p.m. B receives a call from the Superintendent of Building and Grounds requesting B to meet with him in room 105 where the major processor will be put. The investigator and B leave his office for 105.
32. 1:47 p.m.  B, Jack and another personnel meet in room 105 and they discuss the arrangement of the room -- where the processor will be installed and the general way the equipment in the laboratory will be re-arranged. The meeting ends at 1:48 p.m.

33. 1:49 p.m.  B and the investigator return to B's office and on the way are joined by the Chairperson, Aviation Technology and they talk about "carrier flow" in aviation. The discussion continues in B's office. At 1:55 p.m., the discussion is interrupted by a phone call from a professor of Graphics who wants to come in and talk to B about a Program/Seminar. B resumes discussion with the chairperson. B writes some of the information down. The discussion ends at 2:01 p.m. and both men and the investigator move into the adjoining conference room for the Placement Test meeting with the chairperson in B's division.

34. 2:06 p.m.  The chairpersons for the following technologies are in attendance -- Aviation, Graphics, Automotive, Mathematics, Manufacturing, Construction and Electronics. also present are the Vice President for Student Services and the Coordinator, Business and Industry. B introduces the investigator to members of the group who have not met with her. He hands a
signed faculty contract to Aviation, Automotive and Manufacturing technologies chairpersons.
B proceeds to introduce the topic for the meeting - the placement test. He asks the chairpersons to respond to the the level of performance of their students in Mathematics and English.
The Chairperson, Construction Technology says, "The Math skills of the students are just terrible ... the students cannot read so they are not able to understand what the problems call for." The Graphics and Automotive Chairpersons agree with the statement he made. Most of the other chairpersons agree that there is a problem in the skills of students in the area. B says, "What I hear you people say is that there is a problem. What can we do to overcome it? The problem is impacting on our technology ... we need placement tests to tell us where people are." The deliberation on how to go about this starts with various suggestions and their pros and cons. B says, "I'll tell you what goes on in the Health division, english, communication skills and math skills are required of each student. When students meet the criteria which vary with the departments then they go ahead on a first come
first served basis ... it is a lock system." B adds that he is not suggesting "a blanket require-
ment but a blanket placement test" with emphasis on mathematics skill. There is a unanimous agreement
that the problem exists and there seems to be an agreement that a solution is necessary. Some
Chairpersons seem more pushful than others in favor of the placement test. B asks the chairpersons to
come up with a shopping list of what competencies they need in their technologies and make the list
available to him or the Mathematics chairperson. The meeting is tape recorded. B asks the Vice
President for Student Services if the placement test can start in effect during Fall of 1984. He agrees. The meeting ends at 3:05 p.m.

35. 3:10 p.m. B and the Graphics Chairperson leave for the
funeral home where one of his workers -- a 75 year-
old man laid-in-state.

36. 4:00 p.m. B is back from the funeral home.

37. 4:01 p.m. B returns a call to the Chief Executive Officer of
Advanced Robotics Company. He is not available.

38. 4:03 p.m. B receives a return call from the Sales Represen-
tative of the Engineering Computer firm. B informs
her of the decision "to put all the stuff in one
room instead of two" as she had suggested.
39. 4:06 p.m. B receives a memorandum -- Request for Full-time faculty contract list from the Electronics Chairperson. He writes a note on the 'memo' adding that it saves him time and paper.

40a. 4:10 p.m. B receives a call from the Chief Executive Officer of Advanced Robotics asking B what supplies his division needs that his firm may supply. They set up a lunch meeting appointment. The call ends.

40b. 4:10 p.m. B informs the investigator "They (the Robotic firm) have done some design work -- actual construction of own robots ... We are getting into that as a way of upgrading our faculty, down the road. We are getting into microprocessing in terms of equipment needs, we have needs in graphics, type setting. Aviation is in good shape, electronics -- we could use more digital volt meters. Machine shop area -- a lot of old equipment -- we want to change it to new ones." B finally says he will discuss with the executive officer how his division / his students might meet the needs of the firm.

41. 4:35 p.m. B and his secretary look through their respective calendars for the next day to be sure they match.

42. 4:37 p.m. B begins to look through his mail.
43. 4:38 p.m. The instructor who developed the Renovation Proposal plan drawings walks in to discuss it with B. B shows him a few areas he had some questions. The instructor clarifies the concerns. B thanks him, requesting that he makes a copy of it for him. The instructor leaves.

44. 4:45 p.m. B goes through the pile of papers which he calls "a stack of junk." He appears to be looking for a particular item. Finally by 4:55 p.m. B informs the investigator that he is ready to go for the day. The investigator leaves.
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<th>No.</th>
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<tr>
<td>1.</td>
<td>8:30 a.m.</td>
<td>B, the Chairperson, Electronic Technology, the Coordinator, Full-time Employment Personnel, and Vice President for Administrative Affairs are in a meeting in B's office -- a continuation of the meeting to discuss the salary range for the prospective electronic faculty. The investigator is not allowed in this meeting because it is confidential. A salary range is agreed upon. The prospective instructor will be informed. He will make the decision either to or not accept. The meeting ends at 9:30 a.m.</td>
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<td>2.</td>
<td>9:33 a.m.</td>
<td>The Chairperson, Automotive Technology enters for a &quot;one-on-one&quot; meeting with B. The investigator is not feeling well, and so could not concentrate on what is going on. At 10:03 B's secretary walks in and informs him that the Chairperson, Construction Technology has arrived for a &quot;one-on-one&quot; meeting with B. The Chairperson, Automotive Technology and B round up their discussion and the former leaves shortly (10:07 a.m.).</td>
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3. 10:08 a.m. The Chairperson, Construction Technology enters B's office for a discussion regarding the arrangement of computer aided laboratory. B takes note on what the Chairperson is saying. At 10:12 a.m., B and the Chairperson leave the office and B returns finally to his desk at 10:15 a.m.

4. 10:18 a.m. B makes a note to himself to write a memorandum to Chairperson regarding, the Merit Pay System Proposal.

5. 10:19 a.m. B calls the Chairperson, Mathematics Department. There is no response. He hangs up the phone.

6. 10:20 a.m. B compares his schedule with his secretary. He informs the investigator that he'll be working on Planning Evaluative Process. B will review the plan and make recommendations as he deems appropriate.

7. 10:30 a.m. B works on the planning program making notes as he reviews the document. B continues on the process until about 11:20 a.m.

8. 11:21 a.m. B leaves his office and comes back about ten minutes later. He informs the investigator that he is leaving for lunch. He leaves at 11:33 a.m.

9. 11:33 a.m. B is at lunch. He returns to his office at 1:05 p.m. B informs the investigator that he had lunch.
with the Chairperson, Electronics Technology and the Superintendent, Building and Grounds. The lunch meeting is not prearranged, but they talked about "issues" related to their job.


11. 1:37 p.m. B's secretary enters and discusses Airplane reservations for a business trip B will be making. She returns to her desk at 1:45 p.m.

12. 1:46 p.m. B calls the secretary to the VPA and while waiting for the response he continues reviewing and writing notes on the planning process. He hangs up the phone because there is no response.

13. 1:56 p.m. B's secretary walks in and informs him that a Chairperson has arrived for a "one-on'one" meeting. B asks him in.

14. 1:57 p.m. The Chairperson enters B's office and informs B of plans to order some materials for his unit. B suggests the order be made when the quantity is substantial to increase the chances of getting the materials at maybe half the price.

15. The Chairperson reminds B of a new course number that he needs to discuss at the next academic council meeting.

16. 2:15 p.m. B informs the investigator that he needs to go to the bookstore before the 2:30 p.m. appointment he
has with the VPA and the Chairperson, Manufacturing Technology. B and the investigator leave for the bookstore. B buys peppermint and leaves the store at 2:25 p.m. for the meeting.

17. 2:31 p.m. B, the investigator, and the Manufacturing Technology Chairperson arrive at the VPA's office for a meeting with him regarding the criteria for allowing students to register in a drafting course with a limited number of stations. The Chairperson presents his argument for preferring students with a cumulative grade point average of 'B' or better to register in the course. First, there are only ten stations for laboratory exercise, and secondly only the very good students will gain the most from the course and use the knowledge gained in their places of employment. The Chairperson maintains that in the past some students had passed through the course, but "they could not function effectively in industries ... Someone can score a C which is a passing grade, but still not make it on the job." The VPA presents his concerns on the possibility that the criterion suggested by the Chairperson can still be problematic. There may be more students with a 'B' and above cumulative point average wanting to register for the course.
than the number required. The VPA wants to know how such an issue could be resolved. He says, "I don't have the answer, but I want you to see the problem we may be running into. If a kid meets all the requirements and is ready to register but finds he cannot, what does that say of our program ... it has some legal implications." B summarizes the concerns that the Chairperson made earlier and thanks the VPA for his perspective on the matter. B says this is a counseling problem. He informs the VPA that he and the Chairperson will talk further on the issue to try to reach a decision as to how it could be resolved. the meeting ends at 3:10 p.m. The investigator and B return to his office.

18. 3:15 p.m. B and the investigator arrive at his office. B's secretary informs him of a report made by an instructor that two students are using a laboratory without permission.

19. 3:20 p.m. A professor of Computer Graphics from a nearby university arrives for his appointment with B. Both men exchange greetings and B introduces the investigator and asks him if he would mind her staying during their discussion. The professor
does not mind. He proceeds to inform B of an upcoming Computer Workshop at his university. He hands a copy of the report/proposal and requests B to allow a display of some of the equipment in his division during the workshop. B tells him that he'd review the proposal on the workshop and get back to him regarding the decision to get or not get involved. The professor thanks him and leaves.

20. 3:25 p.m. B calls the controller on the phone. He is not available.

21. 3:26 p.m. B receives a call from one of the personnel who informs him of the complaint from a company they had "a motor deal" with, about payment for the purchase. B promises to straighten out the issue. He thought the issue had been settled.

22. 3:30 p.m. B calls the Chairperson, Electronics Technology and requests him to find the details regarding the equipment purchase "so we can pay the company."

23. 3:35 p.m. B reviews the Workshop Proposal report from the SOU Computer Graphics Professor. He writes notes to the Manufacturing and Construction Chairpersons to review the material and suggest whether it will be appropriate for his division to participate.

24. 3:45 p.m. B reads a letter inviting him to a conference. B requests his secretary to respond to it with the instruction "I'd like to go to it."
25. 3:46 p.m.  B signs a request for class change from Electronics Chairperson. He gives it to his secretary. B reviews a memorandum on the upcoming commencement. He gives it to his secretary. He skims through a note written by a Chairperson regarding a memorandum on "Chairperson workload" sent to the Chairperson from the VPA through B. B reviews an article on new developments in electronics sent to him by the Vice President for Academic Affairs. He puts it aside. He picks up and reads and skims through an article titled, "Business" forwarded to him for his attention by the controller. He gives it to his secretary to file.

26. 4:00 p.m.  B calls his wife. The line is busy. He tidies up his desk.

27a. 4:07 p.m.  The instructor who prepared the Rennovation plans (drawings) walks in and exchanges greetings with B and the investigator. He informs B of the changes he made in the drawing and hands him a copy of the plan for his file. B thanks him, and proceeds to inform him of the request made by the SOU Computer Graphics professor regarding their participation at the workshop. B hands him the Workshop proposal to review briefly and make judgement as to whether
the division should participate or not. B adds, "That (participation) looks like a little PR (public relations) for us." The instructor agrees on the need for the division to participate. He leaves.

28. 4:21 p.m.  B hands the renovation drawings to his secretary to file.

29. 4:30 p.m.  B proof-reads a letter requesting a book from a company which his secretary typed. He endorses it and gives it back to the secretary to mail.

30. 4:31 p.m.  B calls the Electronics Technology Chairperson to find out if he'll be at the meeting of the Board of Trustees scheduled at 7:00 p.m.

31. 4:33 p.m.  He calls his wife to inform her that he will be staying back for the trustee's meeting.

32. 4:39 p.m.  B picks up the article relevant to the Electronic Department sent to him by the Vice President for Academic Affairs.

33. 4:42 p.m.  The investigator asks if he will have dinner (paid by the institution) on account of his having to stay back for the trustees meeting. B replies, "Oh no, the members of the Board of Trustees will have dinner prior to the meeting. They don't let us (deans) in at such a dinner ... we are small people."
B receives a call from a personnel in the placement division informing him of the time and place of an arranged lunch with the dean (of equivalent position/division) at DeVrie (formerly called the Ohio Institute of Technology).

B informs the investigator on the purpose of the luncheon meeting, "We will get together over lunch to see where we are going. Just talk and compare notes. We (B's institute and DeVrie Institute) are competitors but we can also help one another. We are all spending money and it is killing everybody, so we want to burse up ... maybe there are things we could do that could help one another. There's not enough going around in terms of equipment so we can share ... take the heat off one another, otherwise we could be hurting some real good programs just because we don't have enough money ... we are kind of competitors, but we are talking to one another."
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<tr>
<td>1.</td>
<td>8:15 a.m.</td>
<td>B arrives at his office. He settles down at his desk and skims through a request for a release time from a chairperson. He signs it and puts it away.</td>
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<td>2.</td>
<td>8:20 a.m.</td>
<td>B meets with the coordinator for Business and Industry who had promised he would return a motor to the company.</td>
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<tr>
<td>3.</td>
<td>8:23 a.m.</td>
<td>B calls the chairperson who submitted the Request for Release time and informs him that his release time has been handled.</td>
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<td>4.</td>
<td>8:25 a.m.</td>
<td>B begins to read through and work on the materials for a program review evaluation committee.</td>
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<td>5.</td>
<td>8:35 a.m.</td>
<td>B receives a phone call from the Chairperson, Aviation Department informing him that about four of his faculty will be attending the commencement.</td>
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<td>6.</td>
<td>8:42 a.m.</td>
<td>B begins to read the Merit System proposal draft sent to him by the VPA.</td>
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<td>7.</td>
<td>8:45 a.m.</td>
<td>The Vice President, Personnel Services enters B's office and gives him a check towards a party in honor of the retiring Electronics Technology Chairperson.</td>
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<td>8.</td>
<td>8:46 a.m.</td>
<td>The Chairperson, Mathematics Department calls to find if B's conference room is free at a specified time for his use.</td>
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9. 8:47 a.m. B reads through a 'thank you' letter written by an instructor to an outside organization who donated some equipment or money. B endorses the letter.

10. 8:53 a.m. B assembles his file for a program review meeting.

11. 9:03 a.m. B and the investigator leave for the program meeting.

12. 9:12 a.m. The Program Review meeting begins with the following present: members of the Review Committee - B, Chairperson, Nursing program, and an instructor in Nursing; the Chairperson, Accounting Technology Chairperson and the Accounting instructor whose course received poor evaluations.

The Chairperson, Nursing program chaired the committee meeting. She asked the accounting instructor to explain why his course was low in evaluation. The investigator does not quite follow the discussion at this point on but at the end of his presentation it appears his explanations are acceptable. B does little or no talking during the meeting, but he recorded in writing the information for later reference by the committee. The meeting ends at 10:25 a.m. B returns to his office with the investigator.
13. 10:25 a.m. B calls the Chairperson, Electronics technology and they set up a meeting with a 'bray' leader in Columbus Industries.

14. 10:31 a.m. B returns a phone call to his neighbor who had called during B's absence and requested a return call.

15. 10:33 a.m. B takes the note taken at the Program Review meeting and asks his secretary to file it.

16. 10:35 a.m. B calls the Vice President for Academic Affairs. He receives no response.

17. 10:36 a.m. The Chairperson, Mathematics Department enters B's office. He informs B that he met with the Chairperson, Business Data Processing (BDP) in connection with the computer literacy course they are trying to develop. The Math and BDP Chairpersons request that B (the dean of Engineering Technology) and M (the dean of health and Human Service division) get together on the same issue. B advises the Math Chairperson to involve other people who are knowledgeable on the computer literacy program in the discussion.

18. 10:42 a.m. B receives a call from a neighbor again. The neighbor's car broke down. He requests B to find someone who could help him fix it. B links him with the automotive department for the needed help.
19. 10:49 a.m. B calls the Executive representative of Advanced Robotics to set up a luncheon with him. He is told he is at a meeting. B requests a return call from him.

20. 10:56 a.m. B calls the Coordinator, Robotic Program at the Open Community College, Michigan to set up a tour. He is not available.

21. 10:57 a.m. B reads a personal letter from an ex-employee of his.

22a. 10:59 a.m. B reads the Merit Proposal plan.

22b. B informs the investigator that he'll be talking to the department chairperson about it, and so he wants to be sure he is well informed on it.

23. 11:20 a.m. The Dean of Engineering, Franklin University calls to remind B of their scheduled luncheon meeting.

24. 11:25 a.m. B leaves for lunch. He returns from lunch by 1:30 p.m.

25. 1:34 p.m. B and the investigator arrive at the office of the Vice-President for Student Services for a meeting. The three academic deans B (Engineering Technology Division), T (Business and Public Service Technology), M (Dean of Health and Human Services), the Vice President for Student Services, and the Director of Public Relations are in attendance. They
discuss the issue of how best to use their curriculum material especially the software. B suggests a retraining program for faculty especially with the new advances in technology. B says, "If we as administrators want the improvement of our programs -- our technologies, we have to find ways to buy the needed equipment, motivate the faculty, and improve on the literacy and application of what is learned ... My biggest fear is how we can build this into our fiscal structure -- how to buy our computer." The participants discuss the ways to advertise and 'sell' the institution. B asks the Vice President questions about placement test and is told that the placement test is mandatory. They discuss ways to improve the student advising capabilities of faculty. The meeting ends at 3:30 p.m. B and the investigator return to his office by 3:40 p.m.

26. 3:45 p.m.
The investigator requests B to clarify the general purpose of the last meeting. Since she had problem keeping up with what it is all about. B says, "Oh, that was a brainstorming session. We were talking about emerging fields in public, private non-profit business sectors ... We are in a high technology
committee ... We need to make the necessary education/industry linkage ... We want to provide some awareness level in this city in terms of training resources available at our institution."

27. 4:20 p.m. B informs the investigator that he will be leaving shortly. The investigator thanks him for his cooperation throughout the observation period. The investigator leaves B's office at about 4:30 p.m.
### APPENDIX C: DEAN M

#### Day 1

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<tr>
<td>1.</td>
<td>8:04 a.m.</td>
<td>M arrives at the office and greets the investigator who is waiting for him. He unlocks his conference room, rearranges the ashtray on the table in the room.</td>
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| 2.  | 8:06 a.m.| M asks the investigator to come into his office. He explains to the investigator, "All student problems have eased off because it is toward the end of the quarter. We are on routine more or less ... We don't have much going on now ... I will be working on planning a 3-year planning project."

M explains his general daily routine to the investigator. "In the morning I go over the day's activities with S (the secretary) as soon as she comes in. Usually we do any dictation that we might have so she can work on them."

M hands the investigator a copy of a memo for the Vice President for Planning and Development for FY 85-87 Assumption Evaluation of Planning Process requesting his recommendation and input.

| 3.  |          | M walks to his secretary's office and returns with a copy of the FY 84-86 Assumptions/Evaluation. He explains to the investigator that the planning is |
done yearly for a three year period. "I kind of have the content of the planning reports over the years in my head. I think through it and if there is any need for recommendations I make them."

M asks his secretary to come in for dictation. He dictates his recommendation to the plan to her, section by section.

M recommends that an adequate number of and quality individuals be hired to support all the programs, points out the fact that the current increase in enrollment necessitates plans including physical resources. R does not anticipate changes in community needs and requests that the freeze on admission of nursing students not be extended.

R points out that he encountered some difficulty during the year for additional resources required.

M receives a call from the Vice President for Academic Affairs (VPA). They plan on leaving early during the day to play games. M asks the VPA to waive the penalty of not being allowed to attend the graduation ceremony for failure to attend the practice session for some of his graduating students who are currently entering in certain hospitals located in the city and its suburbs. M
adds, "They've got to be there ... I really don't see why one day in a seven-week program should prevent them from attending the commencement."

The VPA maintains that the policy stands.

6. 8:49 a.m. M explains to the investigator that the institute has a rule that if a student does not attend the rehearsal for graduation, he or she is not allowed to attend the commencement. M adds, "I did not want to pull our students out just for an hour rehearsal."

7. 8:59 a.m. M informs the investigator that he is going on a tour of the various technologies in his division. He informs the secretary that he is going for a tour and leaves with the investigator to the third floor where most of the technologies are located. M's office is located on the second floor with most of the people working for Dean T located there.

M introduces the investigator to the clerical people located in the unit and they chat for a while about the nature of report the investigator will make about him.

M and the investigator stop by the office of the Department Chairperson, Mental Health and Retardation. The investigator is introduced.
They next stop over at the director of nursing program to say hello to her. He talks with her in low tones that sounds more like gossip.

M and the investigator stop over at the Office of the Chairperson, Optometric, Respiratory and Medical Laboratory Technology. He explains, "We are just looking around -- socializing."

M and the investigator stop over at the Medical laboratory and find about twenty or more students involved in laboratory exercises with an instructor in attendance. M greets the instructor and introduces the investigator to him. At 9:09 a.m. M and the investigator return to the office. They get back at 9:15 a.m.

8. 9:15 a.m.

M exchanges greetings with another clerk who is visiting with his secretary and asks her to tuck in her top neatly.

9. 9:18 a.m.

M begins to inform the investigator of his administrative experience. "I have been in administration for about forty years. The first thirty years was in the Army ... I retired from the Army in 1972 January and was employed here for this position ... I have been here for about eleven years so I've kind of stabilized ... You may notice there is a difference in activities among the three of us you
are observing here ... (Dean T) ... served in the position for about ten years although he has served in other capacities ... (Dean B) has been here for about three years ... he is trying to build up his division ... he is very much involved in planning operations, fighting for equipment ... He is trying to make a name ... (Dean T) is kind of in the middle. I am not struggling so much now. I have been around long enough so I have been through all those stages. I'm kind of stable now."

M chats about the weather and asks the investigator to compare her country's and the U.S. weather. M says after the investigator has given her the information, "You must have the kind of weather that Japan has."

10. 9:23 a.m. M browses through old mail for about a minute. He gets up with the comment, "I do need to look at Summer registration to see what it looks like." He goes to his secretary's office and returns with a computer print-out, "Class Status Report Schedule for Summer Quarter."

11. 9:25 a.m. An instructor in Animal Health Technology stops by and gives M an Equipment Requisition form to endorse. M signs it and he leaves with the signed form.
M informs the investigator that generally other money for equipment requisition does not exceed the sum of $500, he endorses it but if it does, it is sent to a higher authority to approve.

12.  9:25 a.m. M's secretary walks in with another requisition form she received from the School of Nursing. She leaves.

13.  9:27 a.m. M reads through the form, signs it and asks his secretary to pick up and forward it to the nursing unit.

14.  9:28 a.m. M begins to look through the Class Status Report for Summer Quarter. He explains to the investigator that he looks through the Class Schedule to see the number of students enrolled in the courses offered in his division to make a decision as to whether a class is to be cancelled for inadequate enrollment number or open up new classes where the number enrolled is in excess of the maximum that is required for a class. "We usually cancel classes with about 8 to 10 or less enrollment, but if by any chance such a course is a prerequisite to another course or someone has to take it in order to graduate, we still go ahead and offer it even though the number may be much less than what is acceptable." M checks this print-out every day.
15. 9:37 a.m. M calls his secretary and asks her to get him a draft copy of a memo he dictated to her early in the day. She drops the draft on M's desk.

16. 9:38 a.m. M opens a piece of mail from a Public Management institute requesting him to buy a book from them in turn they will provide him a list of people and companies who could send M's division money if he requests them. M laughs and says, "... You know what I'm going to do? -- Throw it away as 'junk' mail." He does that.

17. 9:40 a.m. M proof reads the memo his secretary dropped on the desk for him, making corrections. He returns the corrected version to his secretary and asks to produce a final copy.

18. 9:43 a.m. M leaves his office and informs the investigator that he'll be back in ten minutes. He returns to his office by 9:53 a.m. and walks out again with a cup of coffee.

19. 10:00 a.m. M returns to his desk and informs the investigator, "I've finished my activities for the morning. I'll just be waiting for mail or phone calls ... Maybe something will come up or maybe nothing -- hopefully nothing."

M begins to inform the investigator, "In this country we usually select the best instructor for
the position of chairperson, and the best chairperson for the position of the dean ... Over the last four years we have developed two programs for administrators from two groups -- Higher Education Management Institute and American Management Association ... If you attend conferences held by the latter you get some materials from them -- everybody from chairpersons up attend those meetings."

M asks the secretary to get some of the HEMI (Higher Education Management Institute) materials received in past years to show the investigator. She brings about two to three copies of the HEMI package.

M explains to the investigator that HEMI training can last for two to three days or condensed in one day. "Usually before the HEMI meeting, -- training is conducted, the institute (the College) does a mini survey to find out people who would want to attend the meeting ... We have been doing this for some time now ..."

"The modules are upgraded and it is a continuous project -- campus-wide." M informs the investigator that he will be attending one of such sessions during her period of investigation and would like to take her along. He adds, "When they
surveyed to find out who is interested in attending the sessions, they didn't have enough number of people, so they called me and asked me to say, "Are you willing to go? ... I signed up for it."

20. 10:25 a.m. M re-reads a copy of the memorandum from the Coordinator Employee Development concerning the upcoming HEMI Module meeting. He calls his secretary and asks her to get him a cup of coffee.

21. 10:27 a.m. M receives a call from the Chairperson, Basic Sciences to inform him about a course.

22. 10:30 a.m. M returns the copy of the memo from coordinator Employee Development to his secretary.

    He informs the investigator, "I am done for the day and I am ready to go home." He leaves.
### Day 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>9:45 a.m.</td>
<td>M arrives at his office. He informs the investigator that he had been at a nearby university to discuss &quot;Our Animal Health Technology program ... to observe our thirty interns who work in the Veterinary Medicine Clinical areas ... I just went to make sure things are OK ... I observed a few students and talked with the technicians.</td>
</tr>
<tr>
<td>2</td>
<td>9:57 a.m.</td>
<td>M reviews a contract letter between the Emergency Medical Technology in his division and a nearby city. He calls the coordinator of the Emergency Medical Technology and asks him to come over to his office.</td>
</tr>
<tr>
<td>3</td>
<td>10:05 a.m.</td>
<td>The coordinator arrives at his office to pick up the contract. The contract is for &quot;our students to intern with the city of X ... working with the fire department of city X.</td>
</tr>
<tr>
<td>4</td>
<td>10:07 a.m.</td>
<td>M skims through two Master Course Inventory and approves them. He explains to the investigator that it takes the approval of the department chairperson, the dean and the Vice President for Academic Affairs to make the change.</td>
</tr>
</tbody>
</table>
5. 10:10 a.m. The Chairperson, Dental Laboratory Technology stops by M's office in connection with the amount of laboratory fees he filled in the Master Course Class Inventory. M states, "I think the students are overcharged ... I just want to make sure that that does not happen because if it does there will be a lot of complaints from the students." The Chairperson explains why the fee is higher. M signs the two inventory forms. The Chairperson leaves.

6. 10:12 a.m. M's secretary walks in with an invitation card for T to attend an upcoming pinning ceremony for nursing students who will soon graduate and a copy of "Apopproof For Chairperson to Travel Form" sent in by the Chairperson, Respiratory Therapy. She gives it to M. M asks her to get him a copy of the memo he sent to department chairpersons on the subject of Full-time Faculty Supplement.

7. 10:15 a.m. The secretary brings M the memo. M signs a "Request for Approval of Education Programs: Tuition Reimbursement" form submitted by a Behavioral Science and Humanities instructor who wants to pursue a Ph.D. program in a nearby university.

8. 10:18 a.m. M skims through a copy of a memo on "New Work Load for Chairpersons" from the Vice President for
Academic Affairs (VPA). He asks his secretary, "Did we send a memo out on the Work Load for Chairpersons?" He asks the secretary to look for it. She gets him a copy and M skims through it and says, "Oh the response from the Chairpersons is due by June 3."

9. **10:22 a.m.**

M walks into the secretary's office and returns with a draft copy of "Accreditation Procedure Manual for the Animal Health Program" sent from the head, committee on Animal Technical Activity and Training, American Veterinary Medical Association requesting some recommendations. M reads through skipping some pages of the draft. He puts it aside by 10:31 a.m.

M picks up a copy of a memo on the subject, "Merit Compensation Proposal" sent by the Vice President for Administrative Services and browses through it.

10. **10:33 a.m.**

M's secretary walks in to check with him about the HEMI meeting. M asks the secretary to get him a cup of coffee.

M asks the investigator when she plans to interview the other participants in the study, and who the investigator's advisor is. He is given the information.
M's secretary walks in and gives him the cup of coffee, picks up some materials M signed and returns to her desk.

11. 10:37 a.m. M calls the Coordinator, Full-time Employment to inquire about hiring a nursing instructor. She is not available. M requests a return call.

12. 10:41 a.m. M leaves his office and returns at 10:43 a.m. He stops by his secretary's desk and informs her that he is going to review the "AVA draft: Accreditation Manual."

He returns to his desk and begins the review.

13. 10:50 a.m. M receives a call from the personnel officer concerning "a small complaint on one of our clinical personnel." M will not give further information on the topic.

14. 10:55 a.m. M resumes his review of the draft copy of the Accreditation Manual.

15. 10:57 a.m. M's secretary walks in to inform him that a clerk in his division would like to talk to him. M walks to his secretary's office and talks with the clerk. He returns and informs the investigator that the clerk received an on-duty injury and is trying to get the institution to pay the bills for the medical help she received.
16. 11:10 a.m.  M picks up the "Merit Compensation Proposal" report and skims through sections of it.

17. 11:20 a.m.  M informs the investigator that he is going to lunch and leaves.

18.  He returns from lunch by 12:30 p.m.  M informs the investigator that he talked with the VPA about the salary for the prospective new nursing instructor, and about faculty attendance at graduation between 12:30 and 1:15 p.m.

19. 1:25 p.m.  M stops at his secretary's desk and picks up a "Request for Sabatical" form from one of the nursing instructors who wants to engage in some professional development activity, and a copy of New Equipment Purchase list.

20. 1:27 p.m.  M reviews the two forms.

21. 1:35 p.m.  M calls the secretary for nursing programs in connection with the employment of a new instructor.

The secretary promises to return his call when she gets the information he is requesting.

22. 1:37 p.m.  M continues with the review of the new equipment list.

23. 1:43 p.m.  M calls the Director of Admissions to inquire about a student who applied to the nursing program but is not accepted.  He is not available.  M requests a return call.
24. 1:47 p.m. M picks up a piece of mail -- a brochure on "Training for Individual's High Technology, Learning Style, etc." to be sponsored by hocking Technology. M skims through it and says, "This is junk, I'm not attending the seminar." He disposes of it.

25. 1:50 p.m. M tidies up his desk and disposes of some materials which he says are "junk."

26. 1:54 p.m. M receives a call from the Chairperson, Dental Laboratory Technology about an individual who wants to donate a piece of medical equipment to the institution. M advises him not to accept the "gift because it it too difficult."

27. 1:58 p.m. M receives a call from the secretary in the nursing program supplying information regarding an interview schedule for a prospective nursing faculty.

28. 2:02 p.m. M asks his secretary to look up the title of a personnel in the personnel services office.

29. 2:05 p.m. M calls his secretary for dictation. M dictates a note concerning the Sabatical request for an instructor. He instructs his secretary to attach it to the Request for Sabatical form which he has approved and send it to the VPA.

30. 2:07 p.m. M receives a "social" call from the VPA and they talk about golf games in general.
31. 2:17 p.m. M informs the investigator that he is going to take a fifteen minute break. His secretary informs him that the director of admissions is on the line for him.

32. 2:18 p.m. M receives the call from the director. M wants additional information regarding a student who applied for a transfer to the nursing program. At the end of the call his secretary informs him that the Coordinator, Full-time Employment, called.

33. 2:19 p.m. M calls the Coordinator concerning the application of a prospective nursing instructor.

34. 2:25 p.m. M takes a break.

35. 2:50 p.m. M returns to his office, goes to chat with his secretary briefly and returns to his desk. He says to the investigator, "I'm through for today, Fidelia. They don't pay me very much." He laughs.

36. 2:52 p.m. M walks to his secretary's office and they talk about his yard, the weather, grass mowing. M returns to his desk and tells the investigator, "I'm just socializing."

37. 3:07 p.m. His secretary walks in and informs him that someone wants to talk to him. M walks to his secretary's office to meet with the person. M informs the investigator upon returning to his desk that they talked about workmen's compensation.
38. 3:16 p.m. M looks out through the window for about five minutes, then informs the investigator that sometimes he does this when he is thinking about a solution to a problem.

M calls the Vice President for Student Services. He is not available. M request a return call.

39. 3:33 p.m. M walks to his secretary's office and they chat about issues that are not clear to the investigator. A clerical personnel from one of the technologies stops by and joins in the conversation. M finally comments, "Sandy, I see it is getting dark. I'm leaving."

40. 3:35 p.m. M receives a call from the Vice President for Administrative Services. They discuss workmen's compensation as to the obligation of the institute. M alerts the Vice President to handle the clerical personnel who is seeking compensation very carefully because, "This person knows a number of people high up, so you be careful how you handle him."

41. 3:43 p.m. M and the investigator visit the Animal Health Technology on "a tour." M talks with three technicians who are in the laboratory. He asks them where the students are, and is informed that the
students are taking their clinical practice at a nearby university.

The discussions drift into a dental visit one of the technicians had -- how expensive dental work is.

The discussion ends about 3:53 p.m. M and the investigator return to his office.

42. 3:58 p.m. M picks up a copy of "What Is Happening This Week at TIC" and skims through it. He explains to the investigator, that the newsletter publication comes from the President's Office to inform the College community about events for the week. It is a weekly newsletter.

43. 4:00 p.m. M leaves at 4:00 p.m.
Day 3

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>8:30 a.m.</td>
<td>The investigator and M attend the HEMI Module Training on Motivation. There are altogether about twenty-four people mostly chairpersons from the three divisions in the institute. The leader of the training session is an outsider. The session begins with an introduction of the participants. M appears to be one of the most senior men in terms of rank. Somehow the leader continues to confirm some of his presentation with supportive statements from M. The leader asks questions about reasons why workers are not motivated to perform in their job situation. About two participants responded and the leader requests M to contribute his opinion. M replies, &quot;Well, there are many factors that affect motivation ... I love what I am doing, but I'm just not doing it. I'm just plain lazy.&quot; Responding to a question about an employee/employer relations M says, &quot;When people are applying for jobs, they want to know what type of supervision and job situation to expect. Human behavior is very complex.&quot;</td>
</tr>
</tbody>
</table>
The leader examines the principles expounded by Maslow's Hierarchy of Needs Model and how the manager can employ it.

2. 12:00 noon
By 12:00 noon the group breaks for lunch.
The lunch lasted until 1:00 p.m. and the meeting reconvenes.

3. 1:05 p.m.
The second half of the all-day HEMI session is devoted to small group exercises using questionnaires and reports distributed by the leader. At the end of each exercise, the leader finds out the response from each group and shares it with the rest of the groups.

The investigator and M are in the same small group of six people. Every member of the group gives his or her response to a given question. The responses are compared briefly and a decision after much debate as to which response the group will present to the leader is made.

The investigator observes that 70% of the time, the final decision is that suggested by M.

The meeting ends about 4:10 p.m.

4. 4:15 p.m.
The investigator requests M to tell her his impressions about the training session. Both M and the investigator agree that the discussion about the meeting will be held at some convenient time in the future.

5. 4:20 p.m.
The investigator and M leave for the day.
Day 4

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Activity Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>8:07 a.m.</td>
<td>M arrives at his office and finds the telephone ringing. He quickly hangs his coat and receives the call. The Chairperson, Behavioral Science Department calls concerning a class cancellation and scheduled an appointment they have with the Administrative Assistant to the Vice President for Academic Affairs. They need to reschedule their meeting time.</td>
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<tr>
<td>2.</td>
<td>8:20 a.m.</td>
<td>M calls the Administrative Assistant to the VPA regarding the change of meeting time for their class-cancellation appointment.</td>
</tr>
<tr>
<td>3.</td>
<td>8:21 a.m.</td>
<td>M asks his secretary to come into his office for dictation. She enters and M asks to get him his reading glasses in her office and a cup of coffee.</td>
</tr>
<tr>
<td>4.</td>
<td>8:22 a.m.</td>
<td>M signs a &quot;Certification of Absence for Approved Personal Day&quot; for the Chairperson, Dental Laboratory Technology.</td>
</tr>
</tbody>
</table>

M approves a "Requisition for Lunch" submitted by the Chairperson, Animal Health who plans to discuss, "Instructional Implications and Systems" subject with an outside consultant over lunch.
M's secretary enters bringing him the reading glasses, a cup of coffee and a notice concerning the graduation pinning ceremony of students from the president of the Nursing Association. She asks M if he will be attending the ceremony. M expects the President of the nursing association to write him personally rather than send a general notice.

M asks his secretary to get him the memo sent in by the chairpersons regarding the memo on "Chairperson Workload from the VPA he sent to them." M skims through three of such memos and returns them to the secretary and adds, "I'll respond to these tomorrow." The secretary reminds him that he needs to respond to the Merit System Proposal by tomorrow.

She also informs him that the graduation grade sheet is due tomorrow, too.

5. 8:56 a.m. M receives a call from the Director of Student Services and Registration and they discuss on a private basis M's plans to retire. They also talk about how to change their current recruitment strategies especially with regard to students who apply to the nursing program. At the end of the call M informs the investigator, "... we want to change procedures for accepting applicants into
the nursing program because we have more applicants than we have space."

6. 8:58 a.m. M's secretary informs him that the clerk to the Administrative Assistant for the VPA called to confirm their appointment the next day.

M leaves his office and returns with a copy of the Class Status report to review.

7. 9:10 a.m. M receives a call from a business man and they discuss personal business affairs. The call ends at 9:30 a.m.

8. 9:31 a.m. M calls the Mental Health Chairperson regarding the registration of her students in a particular course.

9. 9:44 a.m. His secretary informs him that an instructor returned his call.

M leaves his office for personal reasons.

10. 9:54 a.m. M calls the purchasing office to order equipment. He is not available. M requests a return call.

11. 9:55 a.m. M walks into the secretary's office and picks up a copy of the equipment list. He skims through it. He gives the list to the secretary and asks her to type up a list of nursing equipment which he is going to dictate to her shortly. M reads out the items. At the end of the dictation, he asks the secretary to read the items and the prices so they can add up the prices.
While they are still working on this M receives a call. The call is for his secretary. At the end of the call, they both resume the adding up activity.

12. 10:04 a.m. M calls the purchasing agent and reads the list of equipment he wants purchased for the nursing program, including their prices. At the end of the call he files the list.

13. 10:05 a.m. M adds up the total figures (amount) for the equipment again. When he is through, he stays quiet for a while, just sipping his coffee.

14. 10:18 a.m. M's secretary enters and hands him a typed copy of the nursing equipment list. M instructs her to take the list over to the purchasing officer.

15. 10:30 a.m. M leaves at 10:30 a.m. to a nearby hospital to meet with the director of nursing in connection with, "... a clinical affiliation for our nursing students for next quarter."

M informs the investigator, "We send our students in Respiratory Therapy, Medical Laboratory, and Engineering Medical Technology to hospitals in the area as part of their training. We also send our Mental Health and Social Service students to psychiatric and Mental Centers."
M informs the investigator that his meeting with the director of nursing will last until about 11:30 a.m. and then he will go to lunch from there. He leaves.

16. 1:10 p.m. M is back from lunch. He stops at his secretary's office and chats with her on personal issues. Another clerk joins them.

17. 1:15 p.m. M enters his office and says to the investigator, "We are going to loaf around all afternoon."

He asks his secretary if the Chairperson, Basic Science called him. He is told he did not.

18. 1:16 p.m. M calls the Chairperson, Basic Science concerning a class schedule. M requests a return call.

19. 1:18 p.m. M asks his secretary to come in for dictation regarding the merit proposal. He skims through the proposal dictating as he turns through the pages. Later during the dictation, he asks the secretary to read it to him.

The phone rings and M receives a call from the Chairperson, Basic Science. M asks her to bring all the materials that are necessary for their class cancellation meeting.

M resumes his dictation. The activity ends at 1:37 p.m.
M comments to the investigator regarding the Merit Compensation Proposal, "The plan was good except it did not provide for evaluation for an instructor if a chairperson leaves."

20. 1:41 p.m. M makes a call to the Coordinator of Part-time Employment to make sure she knows the plan to hire a new nursing instructor at part-time hourly.

21. 1:43 p.m. M comments to the investigator, "I have plenty of time ... I generally do all my work here then goof off at night time ..." in response to a question about taking work home.

22. 1:57 p.m. M steps out of the office and comes back and informs the investigator, "I'm not in my office most of the time ... I want for people to come to me with problems otherwise I just stand out there and chat with them. I'm generally here about 2 hours--in the office, I'd say."

23. 2:30 p.m. M picks up a Class Status report. He asks the secretary some questions about the report. The investigator does not understand the discussion.

M helps a student staple his term paper.

He chats with another clerical personnel that works both for him and a chairperson in Dean T's division about maintaining a dog.

An instructor in Emergency Medical Technology stops by and they chat about the weather. A swimming instructor joins the group and chats briefly
with them, then proceeds to look up some information using a computer terminal. M cracks a joke about her efforts to receive some information. "I hope you know what you are doing." They both laugh.

25. 3:20 p.m. M begins to sort the mail that the office clerk has just brought in. He finds one that does not belong to his division and hands it back to the service clerk. M distributes the mail to appropriate mail boxes.

He gives his secretary a piece of mail addressed to her.

The secretary opens it and finds that it is the approved Sabbatical request for a chairperson from the VPA. M instructs her to return it to the chairperson.

26. 3:27 p.m. M receives a call from the Chairperson, Social Service concerning the chairperson's work load policy. The Chairperson is in agreement with the proposal.

27. 3:32 p.m. M says to his secretary, "Sandy, it looks like it is going to rain, my guess is six inches high ... I'm going home."

He reviews the calendar with his secretary to see what he has for the next day. He bids the investigator "good bye" and leaves for the day at 3:36 p.m.
Day 5

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Activity and Details</th>
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<tbody>
<tr>
<td>1.</td>
<td>8:00 a.m.</td>
<td>M arrives at the office, unlocks the door, walks into the conference room to make sure that it is in order. He begins to work on the grade sheet which is due at 9:00 a.m.</td>
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<tr>
<td>2.</td>
<td>8:15 a.m.</td>
<td>M calls the Chairperson, Social Service asking him to turn in his grade sheet and reminds him of their appointment later in the day. M gets himself a cup of coffee at the end of call.</td>
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<tr>
<td>3.</td>
<td>8:27 a.m.</td>
<td>An instructor of Behavioral Science submits his grade sheet to M and leaves.</td>
</tr>
<tr>
<td>4.</td>
<td>8:31 a.m.</td>
<td>M begins to check through the grade sheet.</td>
</tr>
<tr>
<td>5.</td>
<td>8:38 a.m.</td>
<td>M receives a call from a clerk that works for Animal Health and Basic Science units on another floor informing him that she won't be at work for the day. M walks up to the 5th floor to inform the chairpersons of the two units. He returns to his office with a bunch of non graduating grade sheets he just received from the mail. He returns to the 5th floor again to look for some more grade sheets and returns to his office by 8:58 a.m.</td>
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<tr>
<td>Time</td>
<td>Event</td>
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<tr>
<td>8:59 a.m.</td>
<td>M receives a call from the Chairperson of Mental Health Technology concerning an 'E' grade a student received in a course. She wants to know if an 'E' grade would reflect in student transcripts. M is not quite sure of the policy but promises to find out the information. He calls the director of Admissions and Registration. He refers M to a section in the Policy Manual of the College. M hopes to look up the information and pass it on to the instructor.</td>
<td></td>
</tr>
<tr>
<td>9:03 a.m.</td>
<td>The Chairperson, Behavioral Science arrives for a scheduled meeting with M on a confidential issue. The investigator is asked to wait in another room. The meeting ends at 9:23 a.m.</td>
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</tr>
<tr>
<td>9:25 a.m.</td>
<td>M leaves the office on a private issue and returns to his office ten minutes later.</td>
<td></td>
</tr>
<tr>
<td>9:36 a.m.</td>
<td>M receives a call from an outside agent concerning a microscope he repaired for an instructor in Basic Science. M promises to give the message to the instructor.</td>
<td></td>
</tr>
<tr>
<td>9:41 a.m.</td>
<td>M receives a call from the Director of Institutional Research of the College informing him that an investigator from a nearby university plans to</td>
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</table>
11. 9:50 a.m. M walks over to the desk of one of the clerical personnel and requests her to take the grade sheets to the data processing unit. He returns to his desk and throws away scraps of paper on his desk.

12. 9:57 a.m. M receives a phone call from the Vice President of Student Services informing him of a call he received from a parent regarding a grade her daughter received. M says he does not know what to do in the case, but will have the nursing department call him.

13. 10:00 a.m. M calls the nursing department in connection with the above case. He is given the name of the instructor involved. M calls the instructor, but she is not available.

M walks over to the nursing unit and finally locates the instructor. He asks her to call the Vice President for Student Services. M returns to his office by 10:35 a.m.
14. 10:36 a.m. M calls the director of Buildings and Grounds to inform him of the need to change a lock. The director is not available. M requests a return call.

15. M calls a Behavioral Science instructor who broke her ankle to find out how she is fairing.

16. 10:53 a.m. The Director, Grounds and Building returns M's call. M requests him to change a lock in a chairperson's office.

17. 10:55 a.m. M and the investigator leave for the Class Cancellation meeting with the Assistant to the VPA and two chairpersons from the division.

18. 11:10 a.m. The Class Cancellation meeting begins. The Chairperson, Behavioral Science has two courses with eight and nine enrollment number. The class sizes are below the normal, but the classes will hold on the account that one of them is a requirement for a technology and the second one has a sufficient number of students to pay the cost of the class.

        The Chairperson, Social Services also has two classes with under enrollment. The classes will not hold.

        The meeting ends at 11:51 a.m. M goes to meet with the Chairperson, Social Services, and gives him some information. The investigator does not understand the brief discussion.
19. 12:05 p.m. M leaves for lunch.

20. 1:25 p.m. M is back from lunch. He receives a set of seven checks for travel expenses of some of his instructors. He walks up to their office to distribute the checks.

He returns and begins to review the rest of the mail.

(1) Master Course Inventory Form -- he puts this aside after glancing through it.

(2) A list of resource materials added to the Educational Resource Center. He keeps the list on his secretary's desk.

21. 1:43 p.m. A coordinator of Interpreting/Transliterating stops by to see M. She mentions that the report of Evaluation of Objectives FY 83 is due today. M says it is due a week from today. They both check their calendars. M calls the VPA to verify. He is not available. She leaves.

22. 2:10 p.m. M leaves his office and chats with an instructor and the Chairperson, Dental Laboratory about the weather and gardens.

23. 2:45 p.m. The phone rings and M receives the call. The call is for his secretary. He takes the message and at the end he returns to the larger office area to resume his social conversation with the Chairperson and the instructor.
M returns to his desk to sign a Request for Equipment for from an instructor of nursing. The instructor leaves at 3:06 p.m.

Two Russian students who previously had college courses in their country arrive for their appointment with M. They request the transfer of Chemistry credits they had in Russia. M schedules to see them early the following week (today is Friday) because he needs to talk to the Chemistry instructor before he can make that decision. The students leave.

The Chairperson, Medical Laboratory Technology enters and gives M a Requisition For Equipment form to endorse. M signs it and he leaves.

M begins to review his mid-afternoon mail.

(1) A course change form from the Nursing Department. M signs it.

(2) A memo on "Results of Mini Needs Assessment Taken by Participants at Milt Garret High School" sent by the Coordinator, Employee Development. M skims through it and puts it aside.

(3) Equipment Security Violation notice from the institution's Security Office.
28. 3:39 p.m. M calls the Security Office to find out what the violation notice is about. He is told that a television set was left in a room that was not locked last night.

29. 3:49 p.m. M receives a call from the Director of Student Admissions and Registration informing him that he had sent two students to talk with him. M informs him that he had seen the two girls.

30. 3:52 p.m. M calls the Chairperson, Animal Health Technology and asks him to respond to the draft, American Vocational Association Accreditation Manual.

31. 4:15 p.m. M receives a phone call from the parent of a nursing student who has been denied a make-up test. The parent wants to know what M's decision is about the case.

M mentions that his recommendation will be based on what the nursing department decides to do on the issue.

The student's parent wants the daughter to appeal.

32. 4:23 p.m. M calls the Vice President for Student Services concerning the grading problem in the nursing department where a student is denied a test because she missed it. The Vice President is not on seat.

33. 4:30 p.m. At 4:30 p.m. M and the investigator leave for the day.
APPENDIX D: DEAN D

Day 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>1.</td>
<td>9:00 a.m.</td>
<td>D arrives at his office and exchanges greetings with the investigator and his secretary. He walks into his office and comes out almost immediately. He gets himself a cup of coffee and asks the investigator to come into the office.</td>
</tr>
<tr>
<td>2.</td>
<td>9:03 a.m.</td>
<td>D explains what his daily schedule is generally like. D gets to his office about 9:00 a.m. most of the time and sometimes stays until 6:00 p.m. or there about. D assigns the investigator a writing desk and chair from where she can observe him. D adds, &quot;Feel free to ask me questions if you need to ... You can do your reading or whatever.&quot; The investigator expresses her gratitude to D for his willingness to participate in the study and help in any way that he can.</td>
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<td>3.</td>
<td>9:10 a.m.</td>
<td>D picks up a telephone call slip and returns a call to the Director of a Business Associate Group which receives continuing education services from D's College twice a year. They exchange greetings. The tone of the conversations sounds like some bargaining or argument is going on. D writes some of</td>
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the information down as he listens. The investigator plans to find out from D what the conversation is about. While D is still on the phone, his secretary walks in and leaves another phone call message from his wife. The call ends at 9:25 a.m.

4. 9:25 a.m. D calls his secretary, "... you want to do a quick memo." D wants to write a memo to the Director of Continuing Education of D's college, concerning his discussion with the Director of the Business Associate Group.

5. 9:27 a.m. The secretary walks in and informs D that his wife is on the line. D answers the call and asks his wife to bring him his coat to the lunch party in honor of an Associate Dean who wants to return to a faculty position. The secretary hands D her Request for Verification of Employment form. D skims through and signs it.

6. 9:30 a.m. D's secretary walks in for the dictation of the memo to the Director of Continuing Education. At the end of the dictation, she gives D a note concerning an individual who called him when he was on the phone. D says to his secretary, "Please don't let me forget to call him. I'll need to get back to him."
7. 9:30 a.m. The investigator requests D to explain to her the purpose of his telephone discussion with the Director of the Associate Business Group. D informs her that the Director is complaining that the price D's college is charging for the service offered his business is too high. D asks him to write the Director of Continuing Education (this unit offers the service) and send him a courtesy copy of the letter and the two parties will try to reach some agreement. D adds, "If we can't reach some agreement, we'll stop the business."

8. 9:37 a.m. D walks into the secretary's office and asks her if his schedule is open for the Finance Faculty Picnic on the 8th of July. He is told that he may not be back from the out-of-state trip by the time of the party. D laughs and says, "Good!"

D laughs and informs the investigator that the party is in honor of three faculty members in the Faculty of Finance who are leaving. D explains that he is happy he'll not be at the picnic because:

1.) one of the faculty members is a young professor whom he refused tenure, "... he will probably not be happy to see me."
2.) another is a professor who is leaving the College to go to a better job in another university. D adds, "I have already said good-bye to him informally two or three times."

3.) the third person is a visiting professor, "... I don't know him very well."

9. 9:40 a.m. D returns to his desk and talks to the investigator, "See Fidelia, I sit down now and get organized. It just does not happen that way always. One of the things I'm working on is faculty governance developing a document for governance for the faculty. The University has this document, but it has not been revised. They created the Faculty Senate ... it hasn't worked. We need to have more faculty participation so we have more faculty meetings. I'm trying to write a new constitution for the College."

10. 9:45 a.m. D gives his secretary notes taken at a board meeting of Luken's Steel Company to file. D informs the investigator that he does "outside work once a week, ... and attends two board meetings twice in the month." D holds regular meetings out of the office for other businesses.
11.  9:46 a.m.  D gives his secretary a copy of a poem he is writing to file. He informs the investigator that he enjoys writing poems.

12.  9:50 a.m.  D calls his secretary. "... You want to do a quick memo." The secretary walks in. D dictates the memo to himself regarding a letter he received from the President of Yankee Oil and Gas, Inc. promising his college a sum of $5,000 for a scholarship which he had informed the Provost about and asked the Associate Dean to set up a separate account.

At the end of the dictation, D informs the investigator, "I dictate a lot of memos just for records to make sure I have a record. Barbara (secretary) keeps a memo file. Typically, there are copies to other people to inform them of what is going on ... It is a convenient way for keeping track of things ... for example, if there is a solution to a problem, we've been working on for a year ... when the problem is solved, I remind myself that it has been solved and inform others that the problem is solved.

13.  10:00 a.m.  The secretary walks in and informs D that the Chief of Staff for the Provost is on the line for him. D receives the call.
D informs the investigator that the Chief of Staff will be leaving within the next four weeks to become Provost at Kent State University. He called D to find out if D will agree to let one of the members of his faculty serve as a temporary Director of Center for Human Resources and Research. D referred him to one of his faculty chairpersons.

14. 10:20 a.m. D informs the investigator on the academic units of his College. There are six units.

-- School of Public Administration
-- Academic Faculty of Accounting
-- Academic Faculty of Finance
-- Academic Faculty of Labor Education & Research Service
-- Academic Faculty of Management & Human Resources
-- Academic Faculty of Management Sciences

15. 10:25 a.m. D starts working on the constitution. He picks up a copy of the By-Laws of the Board of Trustees of the University and comments, "... a lot of this (the by-laws) is dust ... a lot of information, but not very exhilarating. After you read about two pages, you feel like going to sleep."

16. 10:27 a.m. D resumes work on the constitution.
17. 10:29 a.m.  D comments about the constitution's writing. "I've been working on this for a week. I pick it up for about 30 minutes, or an hour, then set it aside. At some later point, I pick it up again and do some work on it. It's one of the things that I'm not getting done fast because it is tedious."

18. 10:33 a.m.  D's secretary walks in and informs him that a Professor of Accounting from the University of Chicago is on the line for him. D receives the call.

At the end of the call, D informs the investigator that he and the Professor of Accounting from another institution are together on a committee for selecting an outstanding accounting educator for a Wildman Award. They talked about the final decision.

19. 10:55 a.m.  D asks his secretary to make a phone call to the secretary of a prospective candidate for the position of Associate Dean so D can talk with the candidate. D is told that he is not available.

20. 10:59 a.m.  D's secretary walks in and asks him the question, "Do you want to take a call from Arthur Adams?" D agrees to receive the call.

D informs the investigator who the caller is and the purpose of the call. The caller is a special
assistant to the President in charge of a research project, PARKS, established to study the possibilities of maintaining a tie between the University and industry. He called D to inform him a business personnel interested in D's College.

21. 11:20 a.m. D informs the investigator of a lunch party to be held in honor of the Associate Dean of Graduate Students who is going back to a faculty position after serving three years as an Associate Dean. The party is to be held at the house of the Assistant Dean for External Affairs (Alumni Relations and friends). D invites the investigator to go with him. The investigator and D leave for the lunch party at 11:30 a.m.

On the way to the Assistant Dean's house, the investigator engages D in a discussion. She asks D what he thinks may be the reason for the step down from the Associate Deanship role to a faculty position. D replies, "Well, he is going back to better days." The investigator asks D to explain what he means by "better days." D explains that the faculty has more control over his role than the dean.

"The professor has his schedule under his control. He can decide when to research (at his own time).
...The teaching load is pretty much determined and scheduled. He has things under his control. He can opt to take the phone off the hook. He is not bothered by too many problems ... this is not the case with the Dean. The Dean deals with people-oriented problems, and they come in all forms and shapes ... you never know when unusual cases will come, and yet you've got to deal with them. For example, I had a situation in which a student threatened to kill a professor. Now, this type does not occur frequently, but when it comes up, you've got to do something ... The Dean does not control his schedule pretty much as a professor does. In fact, you can hardly do anything without a lot of interruptions."

The investigator and D arrive at the Assistant Dean's house and meet with other faculty and personnel from the College. People help themselves to relishes and about thirty minutes later, the hostess announces that food is ready. Participants filed in and helped themselves. D is about the last person to serve himself. At about 12:45 p.m., the hostess announces that it is time to honor the "guest" -- the "retiring" Associate Dean. D leads by expressing gratitude to the Dean for his
services and good relationship on behalf of the College. He hands the Associate Dean a card. Other gifts were presented to the Dean. At the end, the Associate Dean thanks the group. The lunch party ends officially around 1:10 p.m. The investigator and D return to his office by 1:20 p.m.

22. 1:30 p.m. The Associate Dean who has just been honored at the lunch party walks in and briefly discusses an issue. The investigator does not understand the discussion. The meeting ends at 1:48 p.m.

23. 1:50 p.m. D and the investigator walk over to the Old President's house used as the office for Continuing Education in D's College, for a meeting with the Director of Continuing Education and the "retiring" Associate Dean. The Director was directly responsible to the Associate Dean, but since the latter is going back to a faculty position, D needs to be informed on the details of what is going on in the unit, so he can temporarily fill the position until a new Associate Dean is appointed. D will be acting for the Associate Dean's position until a replacement for the position is found. The Director fills D in on issues that he needs to know including the program policy. At 2:50 p.m. D helps
himself to a cup of coffee. The Director requests D to set up a faculty committee for a certain project. D quickly makes his point clear regarding faculty committees, "I have no objection to your appointing a faculty committee ... but I am way down on faculty committees. I don't believe in having a committee, but if you need to get ideas from faculty you can do that on an individual basis." The meeting ends at 3:30 p.m. The investigator and D return to his office.

24. 3:40 p.m. The investigator asks D why he is opposed to faculty committees. He replies, "Faculty committees are a good idea, but it may not solve the problem. How do you find out the good ideas of faculty to start a new program? It is difficult using a committee to do that ... A way to find faculty ideas is to sit down and talk to them individually."

25a. 4:00 p.m. D begins to go through his mail for the day.

25b. He skims through the letter from the President of Yankee oil and Gas, Incorporated promising to offer the College $5,000 for scholarship. D makes a note on it signifying that it should be filed (the note = his signature).
A brochure from Nestle Coordinator Center for Nutrition, D signs his signature with the mark, "-- Faculty in Business Policy.

An application form for Kellog Foundation Fellowship. D writes a note to have the form routed among the faculty and any faculty member interested should contact D's secretary as soon as possible.

The investigator asks D what the symbols on the various mail materials mean. D explains, "When I put my signature on it, it means I know all I need to know about the issue, that is, I've read it. I don't need to see it again. When I sign it and add the arrow, with someone's name, it means I want my secretary to make a copy of it and file, and forward it to the individual. It may be a chairman, a faculty or in some cases, the library."

D picks up a 'thank you' letter written to the Yankee Oil and Gas Incorporated in connection with the proposed donation. D reads it and says, "I'll keep it until the check arrives."

D explains what he generally does with the mail to the investigator. "I usually sort my mail into:

-- things I can send to someone else

-- things that I have to do myself such as
D picks up a proposal on "Psychological Counseling for our Students" from a professor of Business and it's Environment. The professor is requesting D to set up a program for counseling MBA students service.

D writes the following information on it:

"cc faculty
Fred, let's discuss our records."

D explains to the investigator that his secretary will keep a copy of the proposal for him and send one to the faculty.

D picks up a copy of the Ph.D. and MBA Graduate Studies Committee Meeting Minutes. He reads through it, and throws it away.

D picks up the agenda for an upcoming Council of Deans meeting. D writes the note "Hold for Council of Deans Meeting" on it. He comments to the investigator, "There's nothing I need to do to prepare for this meeting."

The investigator asks D if she would be allowed to attend the meeting. D informs her that she is welcome to attend it. D had earlier on asked the President's permission on the issue.
31a. 4:57 p.m. D asks his secretary if she succeeded in setting up lunch time with some faculty members. She tells D that she did.

31b. D says to the investigator, "From time to time I set up a lunch meeting with faculty members at the Faculty Club. Sometimes they are all female or all male or both, from one faculty or a mixture ... to make them feel I'm a human being. The cost is charged to the Dean's Discretionary Account (donated, unrestricted money)."
Day 2

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<tr>
<th>No.</th>
<th>Time</th>
<th>Event Description</th>
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<tr>
<td>1.</td>
<td>8:55 a.m.</td>
<td>D arrives at the office, exchanges greetings with his secretary, sets his brief case on his desk and goes to get a cup of coffee.</td>
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<td>2.</td>
<td>9:02 a.m.</td>
<td>D reads <em>The Lantern</em> (a publication of SOU students) &quot;to see if there's any catastrophe that affects his College.&quot;</td>
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<td>3.</td>
<td>9:20 a.m.</td>
<td>D calls his wife.</td>
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<td>4.</td>
<td>9:23 a.m.</td>
<td>D goes to get a cup of coffee and returns to his desk shortly. D talks to the investigator, &quot;I usually do not have much going on just prior to any national holiday -- in this case the 4th of July ... I might as well use the time for something fruitful. This is not a busy day.&quot; D says that he rarely gets to the office before 9:00 a.m. &quot;Half of the time I usually have evening work, formal occasions (e.g. alumni raising money) that may last from 6 to 9:30 p.m., and start the next day again from 8:00 a.m. to maybe 5:00 p.m. ... Most of the administrator schedule is very erratic. You work hard enough part of the year, and the other part you don't have quite as much ... Today is one of the days that I can do somethings that I want to do.&quot;</td>
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5. 9:35 a.m. D reads a poem he had written. He makes some corrections on it and takes it to the secretary. He returns to his desk.

6. 9:37 a.m. The investigator asks D why he writes poems. He explains, "I do that partly as a way of dealing with emotions and partly because I like poetry myself. I collect books of poetry -- about 300 to 1,000 in my collection, so it is just natural to write it yourself when you read that many. I have written quite a number over the years ... they are not superior enough to have them published ... Writing poems provides a certain amount of counterbalance for a lot of other things I do which do not have much poetry about them.

7. 9:38 a.m. D picks up his "Undone-work folders" and comments, "I have a whole lot of variety of things. He goes to his secretary's office to sharpen his pencil.

8. 9:46 a.m. D begins to work on the new Constitution he is developing for the College. He comments, "Writing the Constitution is one of those tedious things you need quiet days to work on." D gives the investigator a folder containing his correspondence.

1. A memo from the Assistant Dean (for External Affairs) regarding "Faculty Development Proposal. She wants to talk with D on the issue.
2. A memo from the Assistant Dean reminding D to send a note to someone, on his being named President Emeritus CBS, Inc.

3. A memo from the Assistant Dean regarding a financial claim meeting scheduled for that day.

4. A letter from the Director of Accreditation, American Assembly of Collegiate Schools of Business who is in the midst of a job search requesting D's assistance in "placing my resume in the hands of your contacts in the business community."

5. A memo from the Chairman, Management Sciences regarding "publication of our Faculty in response to your question, "Why do the majority of our faculty not publish?"


7. A copy of a presentation written by a staff of the Data Center staff for the Placement Office (with a note requesting the dean to attend or give comments).

8. A letter of suggested recommendations for establishing an on-going policy-group reporting to the deans office who would design policy courses and coordinate policy within.
9. A telephone message from the Vice President for Student Services. A return call requested.

10. A letter from a Professor of Marketing informing the Dean of a representative of the Columbus Division of the Cincinnati Cordage Company who will be inquiring about setting up a program in paper distribution through the University.

11. A memo from the Assistant Dean about a proposal to create two new Ph.D. fellowships.

12. A memo from the Corporate Director-Community Affairs (Battelle Memorial Institute) requesting D to contact him regarding a donation to the 1983 Symphony Fund Drive.

13. & 14. Two confidential letters. The investigator is not allowed to read these.

15. A memo from the Director, Continuing Education, regarding a "Plan for an Instructional Development Program."

9. 9:57 a.m. D's secretary walks in and tells D that she is going to the bank. She asks D if he needs to have money withdrawn for him.

10a. 9:57 a.m. D calls his wife to find out how much is to be withdrawn.
10b. D calls his secretary and informs her on how much money he should withdraw.

11. 10:00 a.m. D leaves his office briefly and is back by 10:02 a.m. He resumes work on the Constitution.

12. 10:47 a.m. The Chairman, Faculty of Labor Education and Research Service enters and they engage in a conversation that the investigator does not understand. D however made comments like this, "If we can help, that will be fine ... give me a little prep time ... It is basically still good news ... I'd be glad to help" The Chairman leaves at 11:12 a.m.

13. 11:14 a.m. The Assistant Dean walks in to have D endorse a 'thank you' letter she wrote to a donor. D signs it. D shares with her the news that the College will be receiving about $5,000 from the President of Yankee Oil and Gas Incorporated.

14. 11:16 a.m. D asks his secretary who she scheduled to have lunch with him. He is given them name of a professor, plus the investigator.

15. 11:17 a.m. The Assistant Dean walks in and informs D of her contact with one of the two prospective new members to serve on the Business Advisory Council. She leaves.
16. 11:18 a.m. The investigator requests D to clarify the discussion he held with the Chairman of the Faculty of Labor Education and Research Services (LERS). D informs the investigator that they talked about the increases made by the legislature on the project LERS. The budget-approval was substantial. The Chairman also informed D of the budget on the project -- Quality Circle not being approved.

The Professor/Chairman also talked about athletics -- about the fact that officially he will be the Athletic representative of SOU among the big ten Universities technically, but in practice he is already working in that capacity.

17. 11:27 a.m. D's secretary walks into the office and gives him a new box of step racks she bought for him. D opens it and thanks her for the buy.

18. 11:30 a.m. D resumes work on the Faculty Governance Constitution.

19. 11:35 a.m. D's secretary walks in to check the address of D's son who will be wedding during the week-end. D calls his wife for the address, and gives the address to D.

20. 11:45 a.m. The Assistant Professor of Accounting arrives at D's office for the prescheduled lunch with D and the investigator. D introduces the investigator to him.
21. **11:48 a.m.** D, the Assistant Professor and the investigator leave for lunch at the Faculty Club.

22. **11:49 a.m.** The lunch lasts from 11:45 a.m. to 1:00 p.m. D chats about his son's upcoming wedding with the professor and the investigator. They talk about family issues ranging from the professor's 12 year-old son's vending activities to the family background of the investigator. The lunch hour ended at 1:00 p.m. The three participants return to the College after the professor and the investigator expressed their gratitude to D for the lunch.

23. **1:05 p.m.** D resumes work on the Constitution. He calls the Administrative Assistant for some information to "catch up on what they are actually doing up here." He reads the information in connection with the Constitution development.

24. **1:50 p.m.** A Professor in Management and Human Resources enters D's office and they talk about a new faculty who will be coming in during the Autumn Quarter. He leaves and D continues work on the paper.

25. D hands the following written materials to his secretary for appropriate action.

1. A card announcing the appointment of an individual X as the Dean, School of Business Administration, Illinois Institute of Technology.
D asks his secretary to include the name on the list of directory for deans.

2. A courtesy copy of a letter from a professor who has been recognized for his presentation for Health and Hospital Services. D writes a note of congratulations on the letter and asks the secretary to make a copy and send the copy to the professor.

26. 2:13 p.m.  D receives a call from the Provost and they discuss the date and agenda of the Administrators Development Program.

27. 2:15 p.m.  D picks up a copy of the schedule of University Events for Summer Quarter, 1983, skims through it and puts it down.

28. 2:17 p.m.  D gives some checks for the payment of bills to his secretary.

29. 2:25 p.m.  The secretary brings D part of the notes on the Constitution which she typed.

30. 2:30 p.m.  D receives a call from his son.

31. 2:31 p.m.  D informs the investigator about the functions that a sophisticated word processor his secretary uses can do. D takes the investigator to the secretary and asks the latter to explain the functions to the investigator. D listens, too, while the "lecturing" goes on.
32.  2:52 p.m.  D explains to the investigator that the Constitution will be a long document, so he writes it bit by bit and the secretary stores it on file in the word processor. The necessary corrections or adjustments are made during the course of writing the document, without necessarily typing an entire page all over.

33.  2:57 p.m.  D and the investigator return to his office. D talks some more on the word processor. The word processor is a PRIME computer which uses a software language MUSE. The equipment has a lot of instruction that permits one to do a 'lot of things.' The equipment uses a cathode ray tube. The discussion ends about 3:15 p.m. D announces his intent to go for the day. The investigator thanks him for his time and participation for the day and leaves his office.
Day 3

No.  Time

1.  8:30 a.m.  D arrives at the office. He stops by the office of the Associate Dean for Undergraduate Programs who has been on vacation to say 'Hello and welcome back.' They chat about the long week-end holidays and D's son's wedding over the week-end. The Associate Dean reminds D that it is about time for him to sit down and take a look at the budget for the College. D tells him he will do that later since the University will not deal with budget issues until the first of September.

2.  D stops over by the bookkeeper of the College that keeps track of money from Central Administration (salary, appointment, bills, etc.) and asks her about the salary a faculty received during the past academic year in case he is unhappy about it.

3.  D talked to the Assistant Dean for Alumni and External Relations about a "potential big donor to the College" she had earlier brought to the attention of D. The Assistant Dean informs him of her plans to discuss the issue with the President of the University.
4. D discusses his schedule for the week with the secretary.

5. 9:23 a.m. D is writing a personal letter.

6. 9:24 a.m. D's secretary walks in and drops a "Request for Verification of Employment" forms for herself and her husband (he is the Director of Continuing Education in D's College). D says 'thank you' and signs the forms.

7. 9:25 a.m. D's secretary brings him a copy of his schedule for the day.

8. 9:26 a.m. D continues writing the personal letter.

9. 9:30 a.m. D's secretary walks in to inform D of a call she received regarding the scheduling of a Corporate Committee meeting. D "fills-in" the investigator on the purpose of the discussion with his secretary. "I do some consulting work, ... and I am the Chairman of this Corporate Committee. We are trying to set up a date for a meeting. All members have bad schedules. The other three members are so busy -- one is a retiree, another is a personal businessman and the other is the President of a company."

10a. 9:32 a.m. D's secretary receives a call and informs D that his wife is on the phone. D receives the call.
D informs the investigator of the purpose of the call. D's son, daughter-in-law and little grandson will be "visiting" D for a "showing-off" of the grandson.

The investigator asks D why he wants to postpone work on the budget when the Associate Dean reminded him to do so. D replies, "Working on the budget, Fidelia, is like working on the Constitution. You need two to three days to concentrate on it. It is not one of those issues you can work on with a lot of interruptions." D goes on to explain how budgetary matters are handled in the College. "The bookkeeper does the details or routine work. X (the Associate Dean for Undergraduate Programs) makes budgetary decisions. I rarely get involved in these decisions unless they are big ones that involve a lot of money, then I get involved. He makes the day to day small decisions ... We rarely talk about money unless it's ten thousand. Occasionally we talk about something small for example spending 10,000 dollars for a party will be unreasonable -- so we talk about it."

D reviews the letter he had written, picks up a copy of the SOU Faculty and Staff Directory and looks up an address. He copies the address on an envelope.
D's secretary walks in to clarify the title and name of an individual in a letter she is typing.

D and the secretary both walk to the latter's desk and the secretary updates him on the times of subscription/donation to an organization that D is a member but plans to resign his membership.

D informs the investigator of the reasons for his resigning membership, "I don't agree with what they are doing any more. This organization X is supposed to be a political organization for good government. There's no such thing as a political organization."

D folds the letter he had written in the addressed envelope and seals it.

D picks up some materials, articles and brochures and puts them in his briefcase and comments to the investigator, "Sometimes I spend a lot of time sorting out stuff to take home -- personal papers, etc."

D takes the addressed envelope to his secretary. They chat about the wedding of D's son over the week-end. D informs her of the practice dinner, and after wedding parties and activities.

D gets back to his desk. He informs the investigator that the letter he had written was for the
Provost regarding the annual salary review decision that the Provost made. The Provost had written a letter forwarded to D's home address. Concerning the written information or memorandum D says, "Most Provosts prefer writing letters to talking directly to the people ... Personally, I like to talk face to face with my people (subordinates) on matters regarding their salary or other personal issues ... I guess that's my impression or background in business -- your boss talks to you directly ... In the fourteen years that I have worked here no Provost has sat down to talk with me ... most of them send letters. Jennings sent it to my home so I'm writing to say that the salary increase is reasonably good."

18. 10:01 a.m. D's secretary walks in and leaves two copies of the schedule for the day on the desk. D comments, "Barbara makes two copies of my schedule."

19. 10:05 a.m. D receives a call. "Hi Dan, what can I do for you?" D begins to write down the information he is getting " ... a tough deal."

20. 10:12 a.m. D informs the investigator of the purpose of the call. "Dan is the Director of the Alumni Association for the University. We talked about a graduate of the College who is fairly rich. He is
irritated because ten years ago when he gave the College some money, he felt he was not sufficiently honored. Dan has been doing some checking out to see what we can do. The answer is that there is not much we can do."

21. 10:14 a.m. D's secretary brings him a brochure used to honor the above donor some years ago. D thanks her for retrieving this document. The secretary shows him an invitation to attend a conference on the 29th of September. She says to him, "Isn't this something you'd like to attend? That day is a clear day for you." D replies, "Well, why not. September 29th is a long way off, and that sounds like a good idea at the time."

22. 10:16 a.m. D reviews a poem he wrote to make some changes/corrections. He gives the investigator a copy.

23. 10:17 a.m. The secretary walks in and informs D of her attempts to reach a prospective candidate for the position of Associate Dean. The candidate's secretary informed D's secretary that he is not on seat at the moment.

24a. 10:20 a.m. D walks into the office of the Associate Dean for Undergraduate Programs adjacent to his office. They chat about five minutes and talk about issues
that the investigator could not follow because she is not close enough to the office.

24b. D returns to his office and informs the investigator that he asked the Associate Dean for ideas concerning some program issues.

25. 10:25 a.m. D resumes work on the Constitution writing.

26. 10:27 a.m. D walks into the Associate Dean for Undergraduate Program's office "to discuss some of our problems and opportunities about our meeting with the Provost."

27. 10:44 a.m. D returns to his desk and works on the Constitution development.

28. 10:45 a.m. D's secretary walks in and informs him that she still has not succeeded in getting the prospective candidate for the Associate Deanship (for Graduate Programs) on the phone. D gives her the instructions, "If you try again and you don't get him, try again after lunch."

29. 10:47 a.m. D continues work on the Constitution.

30. 10:54 a.m. D leaves for a meeting with the Director of MBA program to discuss problems -- money raising, space, people for the MBA program in preparation for their meeting with the President. D returns to his office by 11:30 a.m.
31. 11:30 a.m.  D writes himself a memo regarding his discussion with the Director of MBA program -- an agenda to discuss with the President.

32. 11:47 a.m.  D gives the memo to his secretary to type for him.

33. 11:56 a.m.  D's secretary informs him his wife is on the line. He receives the call.

34. 11:57 a.m.  The secretary walks in and informs D she is going to lunch.

35a. 12:00  The Associate Dean for Undergraduate Programs, stops by D's office for a scheduled lunch hour with D and the investigator. D, the investigator and the Associate Dean leave for lunch at the Faculty Club, after the investigator is introduced to the Associate Dean.

35b.  The two deans ask the investigator questions about the economic situation in her country, her career goals, and how she would analyze the data. The investigator answers the questions as best as she could. The lunch ends at 12:50 p.m. The three participants leave the Faculty Club. Outside the club house, D meets with the graduate school dean Z and introduces the investigator to her. He also meets a director of budgets and asks her about budgetary issues. D and the investigator return to his office by 1:02 p.m.
D comments, "I really feel like sleeping now more than anything else." He laughs and goes to get himself a cup of coffee.

D's secretary brings him a Faculty-Absence Report form sent by a professor of Management and Human Resources, Administrative Science. He endorses it.

D reads a courtesy copy of a congratulatory letter to students who received the ASPA Region VIII Scholarship for Autumn 1983 written by the Associate Dean for Undergraduate Programs. He picks up and reads a courtesy copy of a thank-you letter written to the Vice President of ALCOA Foundation (for donating money to the College) written by the Associate Dean and Director of Undergraduate Programs.

The investigator asks D if he is currently teaching. He replies, "I used to teach, but I don't anymore. It is so hard to schedule. It makes you feel good, but it is not good for the students."

The Assistant Dean for External Affairs stops by D's office and informs D on the "bad news" -- an individual who was coming down to help the College with fund-raising had an accident on his way to the University.
41. 1:50 p.m.  D goes to meet with the Director of MBA Programs again on the space problems in his office. He returns briefly to his office at 2:10 p.m. to make a copy of a document "Approximate Class Room Space Needed" and returns to continue with the meeting. He finally returns at 2:30 p.m.

42. 2:31 p.m.  D's secretary informs him that the Assistant Dean would like to ask him a quick question. D calls her.

43. 2:35 p.m.  D informs the investigator that the Assistant Dean plans to go to Illinois and wants to know if she could use the opportunity to see an official in connection with funds. D says no to her request. The investigator asks D why he said no to that. He replies, "The individual is a very influential person, she does not know him very well. It will be better to have someone who knows him very well to introduce her."

44. 2:35 p.m.  The secretary walks in to report that the secretary to the prospective candidate for the Associate Dean position says that the candidate has been busy -- a faculty member in his unit died. D instructs the secretary, "Tell the secretary of Dehayes (the candidate) to tell him, if he needed to do some talking that is OK. I'll be pleased to answer any
questions that he has. If he is concerned about references, I'll be glad to give him some names of people who will give candid opinions about me. I'll be glad to give him a number of people he can talk to. He can talk to the Provost."

45. 2:37 p.m. D resumes work on the agenda for his meeting with the provost.

46. 2:39 p.m. He leaves "to get some ideas about the MBA program" from the Associate Dean for Undergraduate Programs. He is back by 2:51 p.m.

47. 2:58 p.m. D asks his secretary to get a copy of an MBA report about an alumni fund-raising group.

48. 3:00 p.m. D goes to talk with the Assistant Dean for External Affairs about the MBA Program. He returns by 3:06 p.m. and comments to the investigator, "Typically, when I'm working on a problem like this one, I like to get all the bits and pieces information, reminders, which I may sometimes forget."

49. 3:07 p.m. D's secretary gets him a copy of the report he requested earlier -- "Draft: A Strategic Plan for the OSU MBA Program."

50. 3:09 p.m. D reads through a brochure sent to him by a company advertising their equipment. He throws it away with the comment, "All miscellaneous information goes into the basket."
51. 3:15 p.m.  D dictates a letter to his secretary for a dean of a business college in another university who requested him to suggest names to be considered by a search committee for Chairholder for Finance Department.

52. 3:27 p.m.  D reads a postcard sent to the deans in the College of Administrative Science from one of D's professors who is currently on a sabbatical visit at a university in France. D comments, "That is one of the junkies deans receive." He initials his signature on it meaning he has seen it.

He skims through an article in a journal of the American Lung Association sent to him by the Assistant Dean. The article is about vegetables that can reduce the occurrence of cancer.

53. 3:41 p.m.  D enters the Associate Dean for Undergraduate Program's office to discuss some budgetary matters. He returns to his desk and skims through the following materials:

1. Higher Education and National Affairs
2. Bulletin: Financial Executive Institute, New Jersey
3. The Columbus Foundation: The 1982 Annual Report
54. 4:05 p.m. D's secretary brings a typed copy of his agenda for his meeting with the president regarding MBA Program needs, and a draft copy of Approximate Classroom Needs for MBA Programs.

55. 4:08 p.m. D looks up a phone number from the telephone directory and calls an organization for books they advertised. He orders some books. The call ends at 4:15 p.m.

56. 4:16 p.m. D walks to inform his secretary about the order. He returns with a cup of coffee in his hands.

57. 4:20 p.m. D looks up the telephone number of one of the board members of Lukens Steel Company. He calls him and they set a date to meet together. D serves as one of the Board of Directors of the company and he and the individual he called are on the same committee.

58. 4:25 p.m. The Associate Dean, Undergraduate Programs enters and shows him some photographs taken at a student leader picnic.

59. 4:30 p.m. D arranges a number of letters/memos and reports and put them in a file.

60. 4:34 p.m. The Associate Dean for Graduate Programs walks in and shows D a study showing the current ranking of business schools. D's Business School ranks 15th out of 25 schools in undergraduate programs.
D comments, "This is a particularly bad one for SOU." The Associate Dean leaves.

61. 4:35 p.m. D replies to a letter from a dean of business school of another institute who requested some information regarding accreditation matters dictated to him. The dictation ends at 4:50 p.m. D informs the investigator that he is ready to go home.

The investigator leaves at 4:58 p.m.
Day 4

No.  Time  

1.  9:15 a.m.  D arrives at his office, exchanges greetings with his secretary and the investigator. He puts off his jacket, gets a cup of coffee and settles down at his desk. He picks up and skims a brochure, "Reflecting the Man and His Philosophy" used in honoring a retired accountant and donor to the College some years ago by the Richard and Baker Education Center.

2.  9:20 a.m.  D gives his secretary a two page manuscript of lists of books he ordered. He returns with a xeroxed copy of the manuscript and puts it in his brief case.

3.  9:29 a.m.  The investigator asks D to clarify the difference between his work and that of the Associate or Assistant Dean. He replies -- "Not very much difference. It is just a pecking order."

4.  9:32 a.m.  He picks a file with a large number of different papers, reports, memos and informs the investigator, "This is a pile of stuff that I have been saving up to get done at some other time." He flips through some of the materials and picks out a report sent to him by the Director of Continuing
Education Center in readiness for a meeting with the Director.

5. 9:34 a.m. D's secretary informs him that the director has arrived for their scheduled meeting. The director walks in and about two minutes later, the Associate Dean for Graduate Programs walks in to join D and the director. All three men individually skim through a report "Administrative Science / Continuing Education Estimated Cash Flow." D suggested that the rough draft of the program be arranged by program type. They discuss issues about a reasonable cash balance to members. The director asks D about the appointment of a faculty committee for a special project. D replies, "I don't believe in committees." The Associate Dean says, "Faculty members engage in a lot of discussions but no commitment. If you want to use them, go to them with structured questions so you don't give them opportunity to philosophize, otherwise all you get is philosophy."

The director suggests writing a memo to D regarding how he would present the issue to the faculty. D replies, "I've got about 37 papers that I haven't read. I don't need more." The director
gives more supporting information as to why he thinks he should use faculty committees. D replies "... Committees are no damn good! I've never been on a committee that left me any wiser before I got in there. They waste a lot of time ... Don't rely on committees to get much done for you. Just provide some input and maybe you can use the faculty as a sounding board. Don't rely on them to get anything going ... They are not good at getting good ideas."

The discussion continues and for the next ten minutes the investigator does not follow on the issues being discussed.

Later the director presents the need to employ a personnel with computer experience 60% of the time to work in his unit. D replies, "We can get along without them. I am not in the good mood to approve hiring a new personnel given our financial situation ... I have not talked to Bob (Associate Dean for Undergraduate Programs who also handles some budgetary matters for the College), but I think last year we ended by tearing down College reserve." D suggests having a student worker at a cheaper rate. The Associate Dean supports the idea of employing a student, not only because it is
cheaper, but also it is easier to get rid of a student employee than to release partial or full-time employees. He suggests they wait a little longer until the activities in the unit warrant hiring a full-time personnel. D says, "Let's just say 'no' at this time and pick it up at a later time.

The Associate Dean suggests hiring a second year Accounting student on a part-time basis. The discussion leads to another topic the investigator does not understand. The meeting ends at 10:50 a.m. The director leaves. The associate dean stays back for a discussion with D.

The Associate Dean for Undergraduate Programs begins to present a variety of Collegiate issues. He informs D of the need to give a faculty member 'V' some funding and time to do some research work because he is very promising but just does not have the funds and time to work. He requests office space for an individual hired to teach Communication skills (non-credit basis). He fills-in D on "where we stand regarding MBA admission."

Seventy students are admitted, thirteen have indicated their acceptance of the position. The Associate Dean adds, "We reject three for every one
admitted ... that means we are getting better quality." D asks him, "Do you think we will have less attrition this year than we had last year?" He replies, "Yes, because we are getting better." He proceeds to inform D that the MBA program needs more space and an able director. He gives a report or listing of applicants organized by categories -- "Turned down," "Accepted," "Pending," "Those who applied." He informs D of the need to admit a chief accountant to the Central Administration who plans to quit his job to do an MBA program in another university "... just for an MBA when he can easily go through the university for the degree," he adds. D agrees that it would be a good idea to accept him into the Executive program.

The Associate Dean gives D a copy of a journal, "Bench Bank: Management Programs," and says "That is the latest one ... we keep company ourselves with Michigan ... They are taking most of our students in North Central Ohio."

He informs D about a student from Pennsylvania State University who is "very good. He applied for graduate studies here, but wants something other than a graduate assistantship... He probably wants
something higher than the assistantship stipend ...
If we can convince him to get graduate assistant-
ship that will be fine." The official discussion
on job related information ends at 11:20 a.m. The
Associate Dean informs D of his physical examina-
tion test the next day and adds, "I'll let you know
the outcome." He leaves.

7.  11:25 a.m.  D summarizes the purpose of his meeting with the
director of Continuing Education Program and the
Associate Dean to the investigator. The Associate
Dean is stepping down from his position and during
the interim D will be functioning as the direct
boss to the director (a role intended for the
Associate Dean). The meeting is intended to inform
D of the program activities and dynamics since he
is going to be "watching over it for a while."

8.  11:30 a.m.  D's secretary walks in to remind him it is time to
leave for his lunch hour appointment with the
Assistant Dean for External Affairs and the Vice
President for Huntington Bank downtown. D leaves
shortly.

9.  1:50 p.m.  D returns from lunch and finds a plaque sent to him
by the United Way of Franklin County (an organiza-
tion that collects and distributes money to
charitable organizations) in recognition of his
10. 1:56 p.m.  D asks his secretary to come in for a quick memo to the file regarding his discussion with the Vice President of Huntington bank. The investigator listens to the dictation to get information on what transpired during the lunch hours. D requested the Vice President to continue to serve on an Advisory Committee and he agreed. D requested him to hire some MBA interns. He informed D that the bank hired about five interns from D's College but they were all sons and daughters of influential of either bank officers or influential clients. He suggested that D discuss the issue with two personnel in charge of the Human Resource Management Department of the bank.

11. 2:10 p.m.  D signs a card to a couple (D's faculty members) whose son received a third degree burn.

12. 2:12 p.m.  He looks for the couple's address in the faculty and staff directory, but does not find it. He walks over to his secretary's desk to get the information.
D's secretary walks in and notifies him of an appointment schedule change. D begins to read a personal letter.

D enters into the Associate Dean of Undergraduate Program's office. He returns by 2:33 p.m.

The investigator requests D to tell her the purpose of his visit with the Associate Dean. He replies, "We were discussing the switching of a woman who has a half-time appointment with the Women's Studies and half-time with the College. She wants a full-time appointment with us ... I wrote the Provost about it. We are just trying to transfer her."

D skims through a copy of the CPA Journal, he puts his signature on it signifying he has read it.

He reads a "Memorandum to Readers of Labor Management Cooperation Digest" sent by the division of Cooper Labor-Management Program. D endorses and makes a note to have it forwarded to the chairmen of appropriate departments.

D leaves his office and returns shortly with the Assistant Dean for External Affairs. D informs her of his 3:30 appointment with the President and the Provost, and adds, "I haven't the slightest idea of what the meeting is about." She complains about
competition with fund-raising and some unhealthy practices other Colleges in the University engage in with regard to the campaign. D promises to raise the issue at his meeting with the President and the Provost. She leaves at 3:20 p.m.

18. 3:23 p.m. D leaves for his 3:30 p.m. appointment.

19. 3:30 p.m. The investigator is not allowed to attend the meeting so she stays back in D's office and examines the correspondence D received, and notes the action taken.

1. A letter from the Dean of Graduate School of Business of another university requesting D to send him some document that might be useful in developing a planning document for his school. D replies and informs him that he does not have a formal planning document. He says he will be willing to help in any other way that he could.

2. A letter from the dean of the College of Business Administration of a Northeastern University requesting D to forward a list of doctoral students he could contact as prospective faculty members for his college. D routes his letter to the faculty chairman to take the appropriate action.
3. A typed version of the "Thank-You" letter to the President of Yankee Resources for the $5,000 donation to the College to be signed by D.

4. A memo from the chairman of the Faculty of Finance requesting not to be reappointed because he prefers to be at another faculty where he has the background. The chairman writes the following note to him, "I won't say no now, but I will take the matter under advisement and talk with you more about your preferences. You've done much better than you appear to think you have."

5. A copy of the letter he dictated, "To the File" regarding his discussion with the Huntington National Bank Vice President.

   20. 4:35 p.m.  D returns from his meeting with the President and the Provost.

   21. 4:40 p.m.  D informs the investigator of the content of his meeting with the President and the Provost. "I talked with the President and Provost about the joys and woes of fund-raising process ... The people problems of fund-raising -- selfishness, greed and who is going to get the goodies ... The President asked us to go along on the same
plan he is working on. The President wants us to keep in touch with X who coordinates the campaign. X is a personnel from the Development Office."

The investigator requests D to clarify what he means by "people problems of fund-raising." D explains that a frequent problem situation is where about two or more deans compete for money from a donor. The donor may perceive them as greedy and not give to any of them. "The problem is how do you deal with greedy deans, how do you get funds through the right processes." The discussion ends at 4:46 p.m. and D informs the investigator that he is about ready to leave for the day. The investigator leaves D's office five minutes later.
The Academic Council of Deans is convening to discuss the following issues on the agenda: Computer Policy, Indirect Cost, Nine-months Faculty Contract, Ohio Scholars Program, Differential Teaching Load. Prior to the discussion the Provost introduces about two or three new deans to the group and invites the individual responsible for Computer Policy report to make his presentation. The investigator does not quite follow the discussion. It lasts about 5 minutes followed by a two-minute question and answer period. Later (in his office) the investigator asks D his impression about the discussion. He responds, "Useful and appropriately brief. The report was well presented."

At 8:45 a.m. An individual is asked by the Provost to present his report on "Indirect Cost Charges" He uses an overhead projection to display a pie chart which shows the allocation of money for different budgetary units, and proceeds to discuss a formula that sounds complicated to the investigator. The presentation ends at 9:15 a.m. The President of the University makes reference to
"matching" money. The dean of the College of Engineering provides information on the similarity of the matching done by the state to that the institution is doing. D comments regarding this discussion is, "too long, bored those who did not know about funding formula. It is confusing ..."

At 9:20 a.m. the Provost discusses "The Ohio Eminent Scholars Program: Request for Proposal." He requests the deans to help solicit names of potential individuals in their Colleges to apply for this award. The names will be submitted to the Board of Regents. D says of this discussion, "interesting -- little bit long, but acceptable."

At 10:00 a.m. the Provost presents the "Nine-Months Faculty apportionment." He encourages the deans to work at having their faculty teach for three quarters and use the fourth quarter for their research. Currently there is variation in duration of contract. Some departments and colleges have 9 or 11 months. The Provost wants some adjustments that will justify any individual case arrangement for a 9-month period rather than a blanket treatment. The group agrees that the decision to
make faculty contract 9 or more months should be made at the level of the deanship. D says about this -- "Useful, but went on too long." D says, "The discussion was useful, but it took too long. It is probably useful to the Provost."

Commenting on the council's meeting generally D says, "Overall, it was a better meeting than most meetings of the dean's council because the subject matter was mostly academic and of significant interest to deans." The investigator requests D to comment on the President's presentation of "Communication of Board of Regents" regarding a Board of Higher Education and the tuition fees increase to the University. D replies, "It was useful to most people, but I was bored because I had informally talked with the President on this before and I knew about the general results of legislative actions. Brief discussion about union activities was new and worthwhile."

The dean's meeting ends at 11:15 a.m., the investigator informs D that she has a meeting with members of her committee at 11:30 a.m., and requests him to note all the activities and interactions he engages in during her absence and update her when she resumes observation of him later in the day.
2. 11:30 a.m. The investigator resumes her observation of D at 1:30 p.m. and D updates her. Between 11:30 and 11:40 a.m. D meets with the Associate Dean for Undergraduate Programs to discuss the proposal of a professor in the College of Engineering to the Chamber of Commerce for helping small businesses. D comments to the investigator, "This is a future problem. I will deal with it later ... Once a year we get asked to do something for small businesses. Usually the request is something much like Agricultural Extension Services where an agent in the county helps farmers and also a faculty member of the State University (Agriculture College) works with them. About eighty agents from SOU help farmers in Ohio so in the College of Agriculture they have two faculty groups, those who are at the institution and those at the agricultural sites helping farmers. The faculty group at SOU perceives itself as being involved in research and testing, while seeing the other group as mere extension agents not very much involved in research and teaching ... This model was useful in helping agriculture in the U.S. -- Few farmers are able to produce food to feed people in fifty states. The U.S. Government now wants the model to be adopted by business schools to help small business."
D goes on to explain his stand on the issue of helping small business grow, "I don't want to be sucked in by the enthusiasm of services to small businesses ... partly because we don't have the resources and partly because of political problems it can create among the faculty ... Even if I'd like to, I wouldn't like to do the proposal on a large scale ... I'll try and find a nice way of saying 'no' to the proposal, but I may agree to help out a little bit."

3. 11:40 a.m.  D informs the investigator that he met with the Assistant Dean for External Affairs and A (a newly hired development officer who will be involved in a two hundred and fifty million dollar campaign for the University. He will also be working with D's College to raise some money). "He works for the Vice President for funding and he also works for me." D also reports that he gave the Assistant Dean a report about his meeting with the President and the Provost. At the end of the meeting with the Assistant Dean and the development officer, D goes to lunch with the latter. "We talked about fund-raising activities and personal issues about his wife, children and the accident he had on his way."
4. 1:15 p.m. D talks with a Public Administration faculty member
charing a small committee to talk about a replace-
ment for the director of the faculty who is plan-
ning to retire at the end of the next academic
year. This meeting is initiated by the faculty
member.

5. 1:30 p.m. D uses this time to fill-in the investigator on the
activities that had taken place while she is away.
The updating session ends at 2:00 p.m.

6. 2:03 p.m. D calls his secretary to dictate a memo. "To the
File" regarding his meeting with the President and
the Provost "to discuss about our fund-raising and
to seek approval for them ... I first told the
President ... that we are organizing our
alumni information system, talking with influential
alumni about fund-raising, starting to develop a
fund-raising organization ... We talked at some
length about the problem of cooperation. I told
him (the President) that I was concerned that we
are not fairly treated by other people ... The
President noted that Colleges of Engineering, Law
and Medicine will make all the money if they are
not partially constrained ... They (the President
and the Provost) seem to understand all the problems regarding competition among deans for money) --they don't understand all the probable solutions, but they are supportive of our efforts and we are encouraged." At the end of the dictation D asks his secretary to send copies of the memo to the Assistant Dean for External Affairs and the new Development Officer.

7. 2:20 p.m. D informs the investigator a "15 minute diversion" from his work bi-weekly or when it is convenient. "Once every 2 weeks or months, if I am not in a hurry I stop by the bookstore and browse through new publications on management -- they publish 2 or 3 new books every week, for about 15 to 20 minutes. It is a diversion I find useful. When I am not very busy that's a fine way to spend fifteen minutes."

8. 2:23 p.m. D reads a note from the Assistant Dean wanting to find out the outcome of his meeting with the President and the Provost. He discards the note.

9. 2:27 p.m. D calls the Director of Continuing Education in his College and informs him of a "few minor changes" that he needs to make in the memo "Outline for Instructional Development" the Director
submitted to him and then proceed with the activities he intends to carry out.

10. 2:38 p.m.  D gives the copy of the "Outline for Instructional Development" to his secretary to carry out.

11. 2:39 p.m.  D starts a newspaper publication "Quest."

12. 2:40 p.m.  D calls his secretary and dictates a letter from the Senior Accreditation Coordinator informing him that he is no longer serving on the "Standards Committee." The coordinator had requested some contributions from him as a member of that committee.

13. 2:58 p.m.  D receives a call from his wife.

14. 3:03 p.m.  D looks through his schedule for the rest of the week.

15. 3:04 p.m.  D receives a call from a representative of an organization requesting him to invest in their company. D declines the offer.

16. 3:06 p.m.  D skims through a pile of letters received for the day.

17. 3:17 p.m.  D calls a prospective candidate for the Associate Deanship position. There is no response.

18. 3:21 p.m.  D dictates a memo "To the File" about the efforts he made in connection with the case of a donor who was honored with Ernst & Ernst professorship in Accounting but feels he is not sufficiently honored.
19. 3:25 p.m. The Assistant Dean for External Affairs walks in to discuss what steps she could take to avoid an affirmative action problem in a given situation (the investigator does not understand the situation). D assures her that what is involved does not have any affirmative action implications.

20. 3:37 p.m. D continues going through his file.

21. 3:40 p.m. D dictates a memo to Faculty Chairs requesting their submitting names of faculty members who are eligible to compete for the "Ohio Eminent Program" scholarship award. He asks his secretary to attach to the memo a copy of "Ohio Eminent Program" Prospectus and minutes of the last meeting with them and forward them to the deans.

22. 3:50 p.m. D dictates a letter to an individual asking him to be a speaker at the Cullman Symposium.
APPENDIX E: DEAN G

Day 1

No. Time

1. 8:30 a.m. G engages in social chatting with the Assistant Dean for Development and Public Relations.

   G's secretary gives a note regarding a call from Health Services Department.

   An administrative assistant to an associate dean who has just returned from vacation walks in and exchanges greetings with G. G compliments her on her tanned skin addint, "I'm glad to see you back." She leaves.

2. 8:39 a.m. G dictates a letter, recording into a machine for his secretary to type later. He informs the investigator that he usually records his memos or anything to be typed.

3. 8:40 a.m. G throws away the following pieces of mail, (1) An invitation to attend a "High Technology" meeting organized by COSI, (2) Community Energy Forum: For Ohio Society of Professional Engineers.

4. 8:41 a.m. G requests his secretary using the intercom system to call two people for him.

5. 8:45 a.m. G's secretary walks in to inform him of his flight arrangement.
G continues to go through his mail. He makes note of the following to have the secretary file the:

(1) Memo form Accounting Executive Director of National Council of Engineering for an upcoming meeting.

(2) A letter from the Dean of Engineering of the University of Missouri.

(3) OSU News -- from the Acting Vice Provost for Student Affairs.

(4) A courtesy copy of a "thank you" letter to a business man who donated money to the College written by the Assistant Dean for Academic Affairs.

(5) A memo from the Provost on Adhoc Committee for foreign students.

(6) A courtesy copy of a letter from the Associate Provost regarding the intention of the Chairperson of Photography Department to resign her position.

(7) A courtesy copy of legal issues regarding Transportation Research Center.

The following mail are in the Action File:

(1) A courtesy letter to an outsider who wants to welcome G to the President's Club of SOU. G wants the letter copied to his Associate Dean, too.
(2) A letter from Federal Project Specials, Office of Surface Mining, requesting ideas for research.

G directs the letter to the Associate Dean for research.

(3) Admissions Survey from a personnel in Registration Services about summer applications. G refers this to the Assistant Dean for Academic Affairs.

(4) Letter from the Director of Admissions regarding cancellation of schedules.

(5) A letter from the President of American Electric Product company thanking G for recognizing the company. G makes note on it to the Assistant Dean for Public Relations to write him a warm response.

7. 9:15 a.m. The dean walks out briefly, returns and continues reviewing his mail.

(1) A letter from the Chancellor, Texas A&M University requesting G to give him information on accreditation.

(2) A letter from Associate Vice Provost for Research Administration about Seerle Scholarship Program requesting him to forward two nominees from his faculty and forward the
necessary document before June 30. G refers it to the Associate Dean for Research.

(3) Courtesy copy from a faculty member from Computer and Information Science regarding his intent to resign.

(4) Courtesy copy of a letter from a candidate for Visiting Assistant Professor in the Department of Computer and Information Science.

8. 9:43 a.m. G receives a phone call from someone whom the investigator could not identify.

9. 9:45 a.m. The investigator asks G if he reads through all the mail he receives. G replies, "I couldn't keep up if I read all the stuff ... I could barely keep up with skimming through these large volumes of papers and reports ... No, I skim through most of the time."

10. 9:52 a.m. G's secretary walks in and hands him a T shirt from the Assistant Director of a nearby radio observatory operated jointly by the Department of Electrical Engineering and the Department of Astronomy. G gives it to the investigator. G resumes looking through his mail.

(2) A report of Power Committee - to be filed.

(3) A letter from the Assistant Scientific Attache' in the Netherlands requesting the dean to send him copies of curriculum in the field of Flexible Automation.

(4) A letter from the Vice President Deere Company, thanking him for accepting to speak at an upcoming Annual Meeting.

(5) A courtesy copy of a letter written by a professor in Industrial Engineering to the Provost requesting a reconsideration of his tenure application. G directs the letter to the Assistant Dean for Academic Affairs.


11. 10:00 a.m. G writes a memo to the Department Chairperson regarding "Planning Guidelines for 1983-84 Budgets."

12. 10:27 a.m. G calls a private company in Ashland in connection with student employment.

13. 10:30 a.m. G visits with the Associate Dean for Research and they discuss the IBM proposal. He returns by 10:45 a.m.
14. 10:47 a.m. G continues with attending to his correspondence.
   (1) A copy of a letter from the Department Chairperson, Landscape Accreditation regarding Team Visit written to the Director of Education and Research, American Society of Landscape Architects.
   (2) A report on Airport Development Advisory Committee study written by the Department of Aviation.
   (3) Curriculum vitae from a prospective faculty for the Department of Computer Science.
   (4) A copy of the document, "Center for the Visual Arts Materials to the School of Architecture from the Dean of the College of the Arts - to be filed.
   (5) A copy of the May 12 Board Meeting of the National Regulatory Research Institute from the Director and Professor of Regulatory Economics.

15. 10:55 a.m. G calls the Pharmacy store for some prescription.
16. G plans to go to lunch with an Assistant Dean.
17. 11:05 a.m. G calls the Chairman of Industrial Engineering.
18. 11:10 a.m. The Manager of Finance for the College walks in concerning "a faculty member's delinquent account."
19. 11:12 a.m.  G informs the investigator that he usually makes note of his calls to people right after their discussion. He records the caller's name, purpose and maintains a permanent record of such a call.

20. 11:15 a.m.  G reviews a "Bid Specification for Micro-Computer Use." He throws it away.

21. 11:30 a.m.  G leaves for lunch and returns by 1:45 p.m.

22. 2:00 p.m.  A personnel in charge of international students affairs in the College sees G about the plans of the son of an industrial consultant to go to an African country. The consultant has been involved with fund-raising activities for the College.

   The personnel is from the African country to be visited. They plan to arrange for a top official of the country to welcome the industrial consultant's son officially. This is a strategy to encourage the services of the consultant in the fund-raising activities of the College.

23. 2:10 p.m.  G begins to write a paper to deliver at an upcoming conference of "a learned group." G needs to refer to an article. He calls his secretary to look for it after an attempt to locate it without success. In the interim G informs the investigator that his secretary is very good at finding things. "She has worked for me for 14
years ... six in the position and eight years when I was the Chairman of the Mechanical Engineering Department." The secretary returns with the copy of the article G requested.

G resumes writing the paper.

24. 2:27 p.m. The secretary informs her that two IBM representatives have arrived for their scheduled meeting. The three men and the investigator go to the conference room for the meeting. They chat about social events while waiting for the Associate Dean for Research and the Assistant Dean for Development and Funds to join them.

The two men join the group shortly.

The two IBM representatives present their conditions involved in granting the research award to the College. G, speaking on behalf of the College promises to give it "some further thought." The meeting ends at 3:03 p.m. The representatives leave.

25. 3:05 p.m. G goes to the Associate Dean for Research to confer with him and the Dean of Development and Public Relations on whether it is worth accepting the offer of 2 million equipment given the strings attached.
26.  3:07 p.m.  G returns to his office to meet with a three man faculty committee he set up to look into the case of a professor who is denied tenure but appealed to the dean for a reconsideration. The committee presents its report and in its judgement the chairperson of the department has substantive reasons for not recommending tenure for the professor.

G after listening to the case comments, "Well, I cannot go to the Department Chairman and over-ride his decision." The meeting ends at 3:30 p.m. Two of the professors leave. The third stays back for a meeting with the Dean.

27.  3:31 p.m.  The professor informs the dean of some project arrangement he has with the General Electric Company. The professor wants to submit a proposal for equipment to General Electric. G gives him an OK to write the proposal and informs him of the proper channel to forward it. The discussion ends at 4:00 p.m.

28.  4:07 p.m.  The financial manager walks in and informs G of his strategies for rectifying a financial issue that is causing some problem. G commends him. "You are doing an excellent job." He leaves.
29. 4:10 p.m. The Assistant Dean for Academic Affairs walks in. They talk about a golf game they plan to play.

The Assistant Dean informs G of a clash in the time table between two undergraduate courses, one of which is a prerequisite to another course. G suggests that another session be opened for one of the courses so a student can take both courses.

G asks the Assistant Dean to give him information on the number of tenure requests the College has had for the past 10 years, the number granted, or turned down.

The dean gives the required information. The meeting ends at 4:29 p.m. G leaves for the day.
### Day 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>8:00 a.m. - 9:00 a.m.</td>
<td>G arrives at the office and gives his secretary a big file of mail including memos, reports, brochures, newsletters and journals. The secretary is to direct some to chairpersons, other deans, outsiders or file them, depending on the note he writes on each one of them. He begins to write a memo.</td>
</tr>
<tr>
<td>2.</td>
<td>9:07 a.m.</td>
<td>G receives a call from a journalist from a newspaper organization interviewing about admissions requirement, duration and other information concerning the computer program in his College.</td>
</tr>
<tr>
<td>3.</td>
<td>9:31 a.m.</td>
<td>G resumes writing a memo to the chairpersons.</td>
</tr>
<tr>
<td>4.</td>
<td>9:32 a.m.</td>
<td>G receives a return call from the President and Chairman of a corporate organization. G requests him to be part of membership to determine the future of an airfield that belongs to his College.</td>
</tr>
<tr>
<td>5.</td>
<td>9:41 a.m.</td>
<td>G resumes his memo writing.</td>
</tr>
</tbody>
</table>

The investigator examines about three pieces of mail -- courtesy copies sent to G.

1. Memo on the subject "Kellog National Fellowship to Department Chairpersons from the Associate Dean for Research."
(2) Memo to X from Y on the subject Carl Bohner Memorial Fund.

(3) Letter to the Administrative Manager in G's College from the Office of Continuing Education College.

6. 9:42 a.m. G receives a phone call from a person who is not identified.

7. 9:45 a.m. The Assistant Dean for Development and Public Relations enters and G informs him of his telephone discussion with the President of the Corporation in connection with the Advisory Committee. Both men discuss the issue of his being the chair of the committee if he agrees to the membership.

8. 9:50 a.m. G resumes work on the memo writing.

9. 9:50 a.m. The Assistant Dean for Academic Affairs enters and informs G of a golf game and both men schedule to attend and participate in one of the games in the near future.

   The Assistant Dean informs G about one of her secretaries who seems to have a personality problem with one of her supervisors. The secretary is "good and very capable" but the personality clash bothers her. She wants to take one year's leave of absence. The Assistant Dean wants to know what Dean G thinks about it. Later in the conversation
G comments, "Every rule has to be treated with some judgement. 'Y' (the secretary) is just uptight ..."

10. 9:55 a.m. G resumes memo writing. The investigator goes through G's mail and finds the following:

(1) A memo from a Chairperson informing G that the problem of visa for an international graduate student who has been offered a teaching assistantship has been solved.

(2) A letter from a Telegraphic Company requesting G to attend a special introduction and seminar regarding a new commercial security system.

12. 9:57 a.m. G leaves his office and says to the investigator, I'll be right back. He returns by 10:03 a.m.

13. 10:05 a.m. G receives a call from the head of Bell Labor Organization who is organizing a luncheon. He invites G, but he declines because of some schedule he has.

14. 10:06 a.m. G, a personnel from the Development Office of the institution, the Chairman, Bio-Medical Engineering Department and the Assistant Dean for Development and Public Relations meet in G's conference room to discuss the status of one of the institution's largest donors concerning awarding the College some grant to conduct research on designing a system that the blind can use to 'see.'
G suggests a strategy they could use to influence the man to act favorably. It is decided that they write an expanded proposal using an earlier report entitled, "A Biographic File Assembly." G informs the group that he might have a copy of the report. He says, "Let's ask my secretary ... she can find anything." He leaves and returns with a copy of the report and says, "I told you my secretary can find almost anything." G will have his secretary make copies of the report for the other members. It is decided that the Chairman, Bio-Medical Engineering writes the expanded version of the report and forward it to the prospective donor after showing G the report.

The meeting ends at 10:37 a.m. G and the investigator return to his office.

15. 10:38 a.m.

G calls a blind man who is the head of the Blind Guild in the state and they discuss plans of the blind man to meet with the Chairman of Bio-medical Engineering in connection with the new system to be developed.

The investigator looks through G's mail.

(1) A copy of the budget statement from the President of the University.
(2) A thank you letter from the State representative of the State House of Representatives thanking G for a "useful report" he sent him.

16. 10:45 a.m. G calls the Chairman of Bio-medical Engineering to inform him that he arranged for him to meet with the head of the Blind Guild.

17. 10:55 a.m. G makes a call to a person he does not identify. The investigator looks through the newsletter, letters and reports G received in the mail.

(1) Engineering Education News (American Society for Engineering).

(2) "Resolution Adopted Unanimously by the Assembly of Deans at the National Engineering Deans Conference" - a report.


(4) The minutes of National Engineering Action Conference.

18. 11:00 a.m. G informs the investigator that he is going to talk to one of his subordinates on a confidential issue. "I guess I'll do that alone." He leaves and returns by 11:25 a.m.

19. G leaves for lunch and will attend the Rotary Club meeting from there.
20.  2:35 p.m.  G returns to his office by 2:35 p.m.

21.  2:40 p.m.  G meets with a chairperson and professor. They discuss plans to reorganize an advisory committee for the School of Architecture.

   The chairperson will set up a luncheon and invite a prospective candidate (an architect) for replacing one of the current members.

   G informs them that the College has other outsiders who are willing to donate "a collection of "gem" items, but the College does not have space for display and cannot guarantee the security of the items.

22.  2:58 p.m.  G's secretary walks in and informs her that someone scheduled to meet with him at 3:00 p.m. has arrived. G's meeting with the chairmen and professor ends. He walks over to his secretary's office and invites the visitor in.

23.  3:00 p.m.  The visitor is a student working with the Campus Cube network -- WOSR who wants to interview G regarding the Computer Program in G's College. G informs the student about compute aided manufacturing processes being designed by his College and incorporated in the curriculum ... "so our students can use the same equipment that the industries are using."
He informs the interviewer that IBM will be installing a large computer equipment for the program as soon as there is space for it. He proudly informs the student that IBM is making the installation because his College won in a contest among the universities in the country for this special relationship with IBM.

The interview ends at 3:19 p.m. The interviewer leaves.

24. 3:21 p.m. G receives a call and informs the caller of plans of the state to use the airfield belonging to his College for some other purpose. G adds, "I have heard that Don Scott (the airport) will no longer be there in ten years time ... I need an influential person like you who could look into it."

25. 3:27 p.m. G calls the Assistant Dean for Development and Public Relations and informs him of the discussion with the last caller.

26. 3:30 p.m. G walks to his secretary's office to inform her of a change in schedule. He returns to his desk.

27. 3:38 p.m. The investigator asks G about the Rotary Club meeting he attended in the afternoon. G replies, "Oh, it is a place you meet presidents of all the banks, businesses, hotels, university people ... It is a power structure in the city."
28. 3:39 p.m.  G calls a personnel in Central Administration and informs her that a Foundation will be sending a check of $25,000 for about five departments in his College. G instructs the personnel not to write a memo to the chairmen of the named departments, "I don't want all the department chairmen running after me."

29. 3:45 p.m.  A "Mr. Brown" calls G to find out about a project they talked about earlier. G replies, "I did, but I don't have any money to address it."

30. 3:47 p.m.  G informs the Assistant Dean for Development and Public Relations of the need not to let all the department chairpersons know about the $25,000 donation because, "I want it only for one department -- Mechanical Engineering . . . I don't want her (Central Administration personnel) to write notes to the departments. She should send the money to me."

31. 3:48 p.m.  The Dean of John Hocking College calls G and they schedule an appointment to meet. They talk briefly about the raises in the faculty and administrative personnel salaries of their institutions.

32. 4:00 p.m.  G's secretary enters and reminds him of his meeting at the Fawcett Center. G packs his stuff hurriedly and leaves for the meeting.
Day 3

1. 8:30 a.m. The investigator meets G at the Fawcett Center at a "working breakfast" to discuss setting up an advisory committee to determine the future of the airport that belongs to the College (Aviation Department) and Transportation Center. The Associate Dean for Research and Development, a professor in Aviation and the Vice President for Business and Finance are also in attendance. G informs them of the prospective chairman for the Advisory Committee to work on the Airport issue. The Vice President for Business and Finance supports the nominee because "... he is a very influential person, very well respected." The group agrees to arrange a breakfast with him to get his viewpoint on the issue.

They discuss the Transportation Center. The investigator does not understand the discussion. The meeting ends at 9:15 a.m. G returns to his office by 9:15 a.m.

2. 9:16 p.m. G informs the investigator that he will be attending a meeting of members of a University Task Force on Business / University. The task force is for the betterment of Ohio Business / University.
The investigator asks G why he is part of the membership and he replies, "We are talking about technical issues."

3. 9:20 a.m. G calls a chairman who needs to talk to him, but he does not have the chance for the chairman to see him. He invites the chairman over for dinner at his home so they can talk. G calls his wife and informs her of the plan.

4. 9:31 a.m. G calls the Public Relations Officer in the Central Administration. He is not available.

5. 9:34 a.m. The Assistant Dean for Engineering Development and Public Relations enters. G comments, "Hey, did you know Miss Columbus is now in our program ... beauty and brain."

6. 9:35 a.m. His secretary walks in and reminds him that he is running late for his 10:00 a.m. meeting downtown. G expresses surprise. He thinks the meeting is at 11:00 a.m.

   G says, "I better get going. I'll eat lunch there and do some politicking."

7. 9:40 a.m. The Assistant Dean for Development asks G if a given individual offered anything to the College. G replies, "He hasn't ... maybe I didn't push it hard enough."

8. 9:45 a.m. G leaves for his Task Force meeting.
9. 2:30 p.m. G returns from his meeting. He talks with his secretary and finally returns to his desk at 2:40 p.m.

10. 2:43 p.m. A public relations officer walks in and informs G of a student who is surveying large universities to determine what raises full professors had. He gives G a copy of the letter from the researcher. G instructs him, "Don't give him numbers, just tell him 'very little' or 1%.

    The public relations officer also informs G that he received a letter from Purdue "asking us how much raise we had recently."

    G again says, "Don't give any hard data." He leaves.

11. 2:47 p.m. The Assistant Dean for Development and Public Relations, a personnel from the Development Fund unit of the College and the Director of Special/Assistant to the Dean enter for a meeting with G.

    They discuss an upcoming meeting with the Dean and the Assistant Dean and plan to attend in Washington.

    G informs them of two individuals that interviewed for funds with him and sounded more like newspaper reporters. He adds, "I couldn't get any humor out of those guys ... I was impressed with
the other guys ..." The Assistant Dean for Development and Fund Raising compliments G, "You have a reputation as the best fund raising dean." They talk about other issues that are not clear to the investigator.

The meeting ends. The Assistant Dean and Director of special projects stays back for another meeting. The other two leave.

He discusses some needed reorganization in membership of the various advisory committees.

12. 3:35 p.m. The phone rings. G picks it up, but receives no response. The meeting ends.

13. 3:38 p.m. The finance director walks in for some changes in a budget form he has. He leaves.

14. 3:45 p.m. G packs his briefcase and informs the investigator that he is leaving for "a technical discussion with a physician."
Day 4

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>9:15 a.m.</td>
<td>G arrives at his office. He stops by his secretary's office to discuss his schedule with her. G informs his secretary and the investigator that he missed his appointment to give a welcome address to a group at the Fawcett Center. G is scheduled to give the address at 8:30 a.m., but he thought it is at 9:00 a.m.</td>
</tr>
<tr>
<td>2.</td>
<td>9:20 a.m.</td>
<td>G calls the founder of a private company in Cincinnati. They plan to have lunch prior to a major meeting both of them will be attending. The purpose of the luncheon meeting is, &quot;to discuss strategies for fund raising before the overall meeting.&quot;</td>
</tr>
<tr>
<td>3.</td>
<td>9:25 a.m.</td>
<td>G returns a call to the Chairman, Photography and Cinema. G invites him to the luncheon meeting that he plans to have with the founder of a private company in Cincinnati.</td>
</tr>
<tr>
<td>4.</td>
<td>9:30 a.m.</td>
<td>G calls the Assistant Dean in charge of fund raising and alumni relations. He is not available. G requests a return call.</td>
</tr>
<tr>
<td>5.</td>
<td>9:31 a.m.</td>
<td>G goes to the office of the Associate Dean in charge of Research, &quot;for a discussion related to his job.&quot;</td>
</tr>
</tbody>
</table>
6. 9:45 a.m.  G receives a call from an individual who is in charge of an award for distinguished faculty. G submitted the name of a nominee, but it arrived too late.

7. 9:47 a.m.  G calls a dean in another university who wants G to help him find a dean of Engineering.

8. 9:47 a.m.  G calls an individual who is not available. G requests a return call.

9. 9:55 a.m.  G calls a personnel to arrange for a conference at the Mansfield branch campus. G will be meeting with several other deans -- deans from Toledo, Ohio University, and the University of Cincinnati.

   G calls his secretary through the intercom and instructs her to call the director at Mansfield to make available his conference room for the meeting.

10. 10:03 a.m.  G calls the Chairperson, Bio-Medical Engineering concerning a program the department is trying to design so that blind people can 'see.' G informs that he has arranged for him to meet with the 'blind buy.'

11 10:05 a.m.  G calls the Chairperson of Industrial Engineering to inquire of a faculty member who is in the hospital.

12. 10:18 a.m.  G calls the IBM representative to his College. He is not available. He requests a return call.
G begins to sort his mail.

G calls the IBM representative again and informs him that he wants to buy a personal computer at a twenty-five percent discount.

G asks him the question, "What have you heard about our grant?"

The Director of the School of Architecture walks into G's office. He informs G that he needs additional money for a certain project. G will provide the needed money from "Uncontrolled fund" reserve.

The director reports to G about a "nasty letter" one of the Chairpersons in the School of Architecture wrote about him and copied a lot of people including the Provost. He also informs him that the secretary to the Chairperson has been involved in a lot of gossip about office issues. He hands G a copy of the letter. G reads it and asks the director, "to write a nasty letter to him and tell him that you are copying it to the dean to put in his personnel file. It doesn't mean anything -- I'm not going to use it against him, but that will scare the hell out of him."

The Director of Budget who is also present during the discussion comments, "That's a stupid letter." The meeting ends at 11:20 a.m.
16. 11:23 a.m.  G packs his briefcase and leaves for lunch. He intends to go from there to the meeting downtown.

The investigator is not allowed to attend these two scheduled meetings because of "their nature." G will go home from the meeting.
Day 5

1. 8:35 a.m. G, his secretary, the Associate Dean for Research, and the investigator attend a pilot study presentation of IBM Audio Visual System organized by the University Information System in another building. It is a video tape presentation on how a manager can use the telephone system to send names, and other materials fast without much time wasted. The system is rich in functions and rich in benefit.

   It can be used to send messages to different people at the same time without much time wasted.

   The presentation ends at 9:30 a.m.

   The investigator asks G why he is the only dean invited to the pilot study. He replies, "It is because it has to do with Computer and Computer is under my College." G, the investigator, his secretary and the Associate Dean for Engineering return to the College.

2. 9:40 a.m. A professor of Metallurgical Engineering stops by G's office to find out if something has been done about an issue he mentioned to the dean earlier. The dean responds, "Let's talk to 'S'" (his
secretary). Both men walk to the secretary's desk.

3. 10:00 a.m.  G tries the call someone. It does not appear that there is any response.

4. 10:15 a.m.  G calls a member of an advisory committee -- he is not available. He requests a return call.

5. 10:17 a.m.  G makes himself a cup of coffee. He asks his secretary to get him a copy of the "nasty letter" written by one of the Chairpersons in the School of Architecture.

6. 10:23 a.m.  G's secretary informs him that the Chairperson from the School of Architecture wants to talk to him on the phone. G instructs the secretary to, "Tell him I'll call him back." G comments, "I just might chew him out."

7. 10:31 a.m.  His secretary informs him that two visitors are waiting to see him. G meets and greets them in his secretary's office. He asks them in. The 'visitors' are the Chairman of Engineering Graphics and a Ph.D. candidate from the University of Texas.

   The chairman informs G that the young man presented a seminar at the University and is interested in joining the faculty. G welcomes the student again and asks, "What would I tell you about SOU?"
The chairman asks G to tell the student about their new laboratory and fund raising scheduled. G gives the information. He tells the student about the computer system and the graphics department.

Finally, G adds, "Oh, listen, I just want to meet you. I don't want you to miss the chance of meeting the others. Thanks for coming."

G escorts them to the door.

9. 10:45 a.m. G calls the chairman of the School of Architecture that wrote the 'nasty letter' and asks him about his secretary. "How do you feel about her ... You want to promote her ... She is a gossip ... Your secretary has a mean mouth. I think as a secretary she has got to come out of that ... Don't go ahead and tell her that ..." G proceeds to ask about the letter the chairman wrote to the director.

"What was the flop about opening a letter ... What's wrong with that ... You sent your letter to the Provost ... We've got to solve it internally. I take a dim view about washing dirty linen in public ... (J) was using the resources of the school ... We should have fought that out internally ... It is my business. I would have very much preferred if you got ahold of me and told me
... You might be right, but I just don't buy that impression ... You guys have strange relationships -- three departments. I just feel like I should treat you like a college ... Why do you have a school then? Try to work it out.

"Hey listen, don't go and tell your secretary that the dean said she is a gossip. It is very depressing when people do gossip ... I have no information. I'll be very surprised I don't believe this ... Well, OK let's forge ahead." The call ends at 10:57 a.m.

10. 10:58 a.m. His secretary gives a note from a personnel in the Alumni Office.

    G calls him and they discuss issues concerning the strategy G's College uses to cut admissions.
    G informs him that they use grades to cut admission.

11. 11:03 a.m. G tries to return a call. No response.

12. 11:04 a.m. G calls the IBM representative. No response. He requests a return call.

13. 11:07 a.m. G calls a lady in Washington, D.C. and requests her to forward him a copy of a report of Government Affairs Committee which G is the chairman.

14. 11:15 a.m. G plans to leave for a luncheon meeting.
    G leaves at 11:20 a.m.
15. 1:45 p.m. G returns to his office at 1:45 p.m. The investigator returns about five minutes later than he did.

16. 2:00 p.m. The investigator asks G what community groups he belongs to. He replies:

(1) Task Force to the Director of Development in the State of Ohio

(2) Task Force for City Power Plant - Mayor

(3) Board appointed by the Governor - Industrial and Technical Board

17. 2:30 p.m. G calls the secretary of a top executive of General Electric Motors who is sick and admitted in the hospital. He is told he is in a state of coma.

18. 2:31 p.m. G receives a call from a professor at another university who is a member of a search committee for a Chairman for Mechanical Engineering department. G recommends his current Chairperson for Mechanical Engineering. "He is superior to the other individual ... He is an Indian, but very much western ... I think if you pay him very well you can attract him ... You can look around and see if you can find any one better."

19. 2:41 p.m. G makes three successive calls to three different individuals. The investigator could not get the identity of the Colleges or the purposes.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity and Details</th>
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<tbody>
<tr>
<td>3:10 p.m.</td>
<td>The Director for Finance stops by to take an order for some equipment from IBM. He leaves.</td>
</tr>
<tr>
<td>3:12 p.m.</td>
<td>G calls the Associate Dean and they discuss an upcoming meeting about the Transportation Center.</td>
</tr>
<tr>
<td>3:20 p.m.</td>
<td>The Assistant Dean for Academic Affairs walks in and they discuss an upcoming retreat for the chair. Next the Assistant Dean fills G in on the Spillman and Curren Report from the Provost concerning the development of graduate students as teachers.</td>
</tr>
<tr>
<td>4:10 p.m.</td>
<td>G calls the Director of a branch campus and requests that a group of engineers who will be meeting with him be allowed to use the director's conference room.</td>
</tr>
<tr>
<td>4:15 p.m.</td>
<td>G arranges a business lunch with a 'guy' from the Ohio Department of Transportation &quot;to discuss their needs for new personnel and research to see how we can work together on it.&quot;</td>
</tr>
<tr>
<td>4:20 p.m.</td>
<td>G receives three calls almost one after the other.</td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td>Two professors and the Director of Finance walk into G's office to discuss the problem of a faculty who filed a suit against the College because he is denied tenure. G asks the investigator to leave because it is confidential. He also informs her that as soon as the meeting is over, he will leave for the day. The investigator briefly thanks him for his participation in the study and leaves.</td>
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APPENDIX F: DEAN R

Day 1

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<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1.</td>
<td>9:30 a.m.</td>
<td>R arrives in a very attractive brown suit and matching shoes. She stops at the office of her substitute secretary where the investigator is waiting for her. R apologizes to the investigator for not informing her that she did not plan to be at her office earlier than 9:30 a.m. She invites the investigator into her office and explains that she will be catching up on her mail. She turns on a small portable radio to listen to WOSU program and explains, &quot;I like background noise while I work.&quot;</td>
</tr>
<tr>
<td>2.</td>
<td>9:35 a.m.</td>
<td>R informs the investigator that she is going to order a textbook required by a part-time instructor for the summer. She completes the order form and puts it in her out basket. She walks over to her secretary's office, gets an envelope and returns to her desk. She writes a note to the part-time instructor thanking her for her willingness to teach during the summer. She attaches the note to the textbook request form and makes further note to the instructor requesting her to put in the order to the bookshop.</td>
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</table>
3. 9:40 a.m. R begins to go through her mail. The first is an advertisement for a seminar from a proprietary educational organization. R says, "This is junk," and she disposes of it.

The next is a budget report of R's school from the Accounting Office for the month of April. R reads through it and comments to the investigator, "I can't complain about my budget. Basically, it has been adequate."

The third piece of mail are two checks sent by the Accounting Office for graduation speakers in R's school. R takes them to her secretary's office to put them in the appropriate file. She returns and comments about the money, "I like to request for such checks early from the Accounting Office, that way I can be sure they will get to me early enough."

R picks up a large envelope from the State Board of Nursing and exclaims, "Let's see the exciting thing which is here." She opens and reads through a letter attached to an enclosed report. R informs the investigator, "The State Board of Nursing has legal authority for licensing our nursing students, when they graduate through our program. Every year we submit a report of our program so they can assess what we are doing ... They
wrote to say that they have changed the format of the report ... They require information on individual faculty -- name, rank, degree, etc. I'm going to xerox the letter and put a copy in each of the faculty mail boxes and have them return the needed information by July 1.

4. 9:55 a.m. R writes an authorization note for about sixteen students in a research course so they can be permitted to use the library of a nearby university officially. Every student will have a copy of the authorization note. R makes a note to the instructor of the students requesting her to distribute the copies to the students. She takes the note to the xeroxing machine on the next floor up to make copies.

5. 10:00 a.m. R returns to her desk and apparently remembers to call one of her professors. "I've got to call X." She calls her, but she is not available. She requests a return call.

6. 10:12 a.m. R walks over to the secretary's office and returns to her desk with a typed letter. She informs the investigator, "I'm going to proofread this letter. It has to do with directions for our prospective students concerning uniforms, etc. When I'm done, my secretary will xerox it." R proceeds to review the letter.
7. 10:15 a.m. An assistant professor walks in and R introduces her to the investigator and adds, "We (R and the assistant professor) are going to be working on a proposal." They crack jokes about a letter R received from an association requesting them to attend a staff development program. R gives the letter to the assistant professor and informs her that she could attend this summer if she wants. The professor thanks her for the offer, but declines.

The professor gives R a list of grades scored by seniors in a test designed to find out their areas of strength and weaknesses before they are ready to take the licensing exam. R explains to the investigator, "If we find any deficiencies, the student is helped to overcome them." She files the test score result sheet.

8. 10:21 a.m. The assistant professor begins their discussion on the major purpose of their meeting. The professor reads the draft of the proposal, "Wellness In The Workplace: A Proposed Project for Non-Student Employees of Ohio Wesleyan University."

At 10:23 a.m. the discussion is interrupted by a call from a student trying to find out the status of the recommendation request form that she requested R to complete. R assures her that the
proper action has been taken, "I did it right away. I signed it and posted it."

R gets up and closes the door with the comment, "I see (S) down there in the hallway. I don't want her to come in for an hour of my time ... She comes in and talks about her problems, but when you give her suggestions on how to deal with them, she never does a thing about them." (S) is a student in the program.

The assistant professor resumes reading out loud the proposal while R listens. When she is through R informs her about some important guideline detailed on the brochure, "Information for Applicants" that they need to consider as they revise the proposal.

While they are still talking the phone rings. R picks it up. The caller wants R to help her locate one of the students. R says, "I'll do my best to find her."

R resumes discussion on the proposal. She informs the assistant professor of the deadlines to meet. They talk about the time table, and divide the writing task between themselves.

The discussion is again interrupted by a call from a faculty who informs R that she will not be at school for some reason.
R resumes discussion. At 11:09 a.m. another faculty member in R's school stops by to ask R when they will all go for lunch. She leaves.

The phone rings again at 11:17 a.m. The caller is inquiring about the former secretary of R. She informs the caller that she is no longer there, but has been employed by a nearby University.

The proposal discussion continues. R says, "I don't know how to write the scenario very well, but the methodology I know how to do a good job. I see myself writing more stuff than I have the time." The faculty asks R to contribute about twenty-five pages on the methodology section. R replies, "Ford Foundation likes short proposals." R feels the project will take a lot of her time and may not ever be accepted. She states to the faculty, "I know you are very enthusiastic about this, but don't cry when this wonderful idea does not pass." The faculty persuades R that the proposal will be accepted.

R asks the faculty to keep track of the amount of dollars and the number of people who are involved in the project so that at the end we can say we used X dollars. They discuss strategies
they can employ to increase the chances of the foundation giving them money. R says, "I'm not creative in human relations ... who should we talk to, to help get the money from the foundation?" R adds, "If the money comes and goes to the University, I may not get all the money ... During my second year here, I got some money for a project, they sent the money to another department. They though it was strange for me to ask for that money. If the money for this (current proposal) comes and I don't get it, I'll tell the Ford Foundation."

The discussion is again interrupted by a call from a student who wants to know about a twenty-minute quantitative test.

R receives another call. The investigator did not take record of the caller and the purpose.

At 12:03 p.m. the proposal meeting ends.

9. 12:10 p.m. The faculty who had asked for information on lunch time and place joins R and the assistant professor. The three ladies and the investigator leave for lunch at a nearby fast food restaurant in R's car.

The discussion at the lunch hour is centered around the program the investigator is doing at
her university. The investigator also learns that the assistant professor is also working toward her Ph.D. at the same university as the investigator. At the end of the lunch hour, the four ladies return to the campus. R and the investigator are back in her office at 1:03 p.m. A few minutes later the faculty member who had been at lunch with them returns to R's office for an interview with a prospective faculty.

10. 1:08 p.m. A prospective faculty (Administrative Physiology) arrives at R's office for an interview. R and the faculty member (she teaches a unit in "Critical Care") discuss the program with him. R briefly explains to the prospective candidate the expectations for the students in the course in terms of grade level acceptable. The faculty commends the candidate for "an excellent presentation" of a program he developed somewhere and hopes he will use the same work with the students if he is hired. R informs the candidate, "Our students have been very good students." The prospective faculty informs them of what he will be teaching the students assuming he is employed. The discussion ends at 1:45 p.m. He leaves. R and the faculty express their willingness to have him on the
faculty membership because "he seems very promising...
and our students will enjoy him. He is also a smart guy."

R and the faculty member leave the office with the investigator to join the rest of her faculty at a meeting scheduled at 1:30 p.m. The meeting is already in progress when they arrive. The assistant professor who had discussed the proposal earlier with R seems to be in charge. She copied on the board a series of events that the school of nursing is and will be involved in between May 1983 and 1984. The presentation of the annual cycle has much to do with the curriculum revision the school will make as a result of the university's plan to move from a quarter system to a semester system. The faculty (about 8) share the tasks to be completed at each phase of the cycle. R clarifies some university policy issues relevant to the discussion (the investigator did not understand the clarification). A faculty raises the issue of a problem the students are having with the chemistry department. R replies, "There is no commitment to serve our students. They don't appreciate it. I talked to the dean of chemistry." The meeting ends at 2:45 p.m.
R explains the purpose of the meeting to the investigator. "This was a discussion of our curriculum to determine if we still have a wholistic perspective. I spent some time interpreting the policy to the faculty."

12. 3:10 p.m. One of the faculty stops by and shows R a series of antique photographs of the history of nursing from an organization that maintains the "museum." R asks the faculty how much she paid for the pictures. She wants to get copies for record and for display purposes in the school.

The faculty promises to get the photographs copied before she returns the originals to the company.

13. 3:25 p.m. R and the investigator return to R's office. The faculty she just talked to about photographs comes in almost immediately to request for a report she needs to send to the rest of the faculty. She appears to be the "secretary" at the faculty meetings.

14. 3:30 p.m. R walks into her secretary's office to get her afternoon mail. She returns to her desk and begins to read through them. She reads a letter of resignation written by the Provost to the University Community. She looks through three notes on phone
calls received during the period she is away from the office. She puts them aside, picks another mail, an "Application for Licensure" from one of the graduating students. R is required to certify that the student is enrolled in her program and is about to graduate.

R walks to her secretary's office to look for materials necessary to complete the licensure form for the student.

15. 3:45 p.m. R returns one of the calls she received notes about. R talks with "a professor of biology who is the chairman of a planning committee on a proposal to offer off-campus programs for employees at Riverside Hospital." She comments, "I'm sure they will check this proposal off again ... we pushed this idea two and a half years ago."

16. 3:55 p.m. R receives a call. (The investigator failed to record the caller and the purpose.)

17. 3:57 p.m. R returns a call to a clerical personnel who wants to know more about the "Health Promotion Program." R "sells" the program to her. She talks about the benefit of such a program especially as it will encourage people to adopt life styles that are useful for their general health.
The investigator asks R how many faculty members she has. R replies, "Nine ... I developed all my faculty, only one of them has ever taught in a university."

A professor in Pharmacology walks into R's office. They exchange greetings and R asks him how well the nursing students are doing in his course. The professor gives her the list. She looks through it and comments, "All the students are doing well except one." R requests the professor to keep track of who's not doing well. He leaves.

R completes the licensure form and comments, "Every state board has a different form for Licensure and there are fifty of them." She returns the form.

R proofreads a letter typed by her substitute secretary regarding information a new student needs to know.

A faculty member calls R requesting her to get a contract form for her. R promises to put the form in the mail for her.

R receives a call from a company asking to be allowed to sell chocolate bars to students. R refers the caller to another unit in the university.
24. 4:24 p.m. R leaves the office briefly, but during her absence her phone rings three times. She walks in just in time to pick up the ringing phone. The call is from a student who needs some information.

    R signs a letter sent in by her temporary secretary and the latter returns to her desk with it while talking on the phone.

25. 4:35 p.m. R receives a call from the Provost requesting that the investigator does not attend the institution-wide faculty meeting because, "it is going to be a sentimental one" although he previously had agreed to have R bring her along. The investigator leaves at 5:00 p.m.
Day 2

1. 9:25 a.m. The investigator arrives and finds R in her office answering a phone call. R explains that the call is from a colleague in another institution, "nurse with a Ph.D. in Physiology."

   The investigator asks R how long she has been in her current position as the dean of the School of Nursing in the institution. R explains, "I am sort of the founding mother of the school. We started in 1975 ..." The phone rings.

2. 9:30 a.m. R receives a call from a faculty inquiring about a particular problem she mentioned to R sometime ago. R replies, "I'm working on the problem."

3. 9:35 a.m. R calls one of her faculty members to cancel and/or reschedule their appointment because of an important presentation she has to make at the time, they had scheduled the meeting, "I have an opportunity to talk for our recruitment programs! On the other hand it screws up our appointment at 2:00 p.m. Can we reschedule our schedule ... Either at 11:00 a.m. or at 3:00 p.m. ... If three o'clock is better for you it's a good opportunity ... And he said I could
advertise our programs, so it's a good opportunity." The discussion ends at 9:49 a.m.

3. 9:50 a.m. R calls a second person who would have been present at the meeting. R gives him the same information about the "recruiting potential" her WOSU presentation could lead to. R informs him of the change in schedule of their meeting.

4. 9:53 a.m. R opens a letter containing the resume of one of the faculty who sent it in response to R's request. R reads this updated resume from all her faculty to provide the information the State Board of Nursing requires.

5. 10:00 a.m. R informs the investigator that she plans to meet with a student nurse (male) who is from a nearby institution who could not graduate from his former institution shortly. The student is applying to the nursing program. R is looking for the student's transcript but does not find it. "I can't find his transcript and that puts me at a disadvantage. The student I found out cannot graduate, but he didn't tell me that... I have to be very cautious with him... something is wrong somewhere... my intuition tells me that."

6. 10:01 a.m. R calls a personnel at Riverside Methodist Hospital. There is no response. She hangs up.
7. 10:02 a.m. The telephone rings and there's a knock on the door simultaneously. R asks the investigator to get the door and ask the prospective student to wait in the hallway until she is through with the phone call.

8. 10:03 a.m. R makes a call to an operator in one of the student's dormitories and requests her to inform a student that scheduled an appointment with her earlier about the cancellation.

9. 10:06 a.m. R asks the investigator to leave the office for the time she meets with the prospective student, "... I think you'd be better off leaving ... You may be involved in something you wouldn't like to be involved in ... Just to protect you." The investigator leaves. The prospective student is asked in and the door is shut.

10. 10:35 a.m. At 10:35 a.m. R opens the door for the prospective student to leave and bids him "a nice day." R meets the investigator at the room where she is waiting. R and the investigator walk back to her office. R says to the investigator, "Do you know what? He lied to me ... Fidelia, after you have been in the business for twenty-five years you can tell when something is wrong."

11. 10:38 a.m. R calls the director of the WOSU program in connection with her presentation. He is not available. R requests a return call.
12. 10:49 a.m. R looks up the telephone number of the Public Relations Officer of the institution and informs the investigator, "I've just been invited to make a presentation of our program at WOSU. I don't know the director very well and I just want to find out from the PRO if there is anything I need to know so I don't make the wrong comments ... I don't know if there is any hidden agenda ... You can't trust people anymore ... You'd get in trouble if you are not cautious."

12. 10:45 a.m. The director of WOSU programs calls R to confirm that she will be making her presentation. R informs him that she will be in attendance. They discuss the activities that will take place in addition to the presentation. R informs him that she has made a similar presentation in Cleveland not too long ago. R reiterates her eagerness to participate and says, "I welcome the opportunity tomorrow. I'll be glad to do it ... I hope I get enough chance to be as prepared as possible, we have a faculty meeting that will last from 7 to 11:45 p.m."

13. 10:54 a.m. R calls the public relations officer and informs him, "I've just been invited to talk about our
nursing program at WOSU. Is there anything I need to know? ... We chatted a little bit ... He seems a real nice person. I have not worked with him before. I just want to find out if he is a person with hidden agenda so I just want to check with you ... I'd like to do a little bit of reading, get a little statistics in my head before I get there." R asks the PRO if he plans to attend the "Wellness Program." She gives him the room number and the building where the wellness program will be conducted. R concludes the conversation with the statement, "Bring a friend."

14. 10:59 a.m.

R informs the investigator, "He (the PRO) says he (the director of WOSU program) is OK." She also informs the investigator of her intent to interview a prospective faculty in Anatomy and Physiology. She adds, "Then after that (the interview) we will go to lunch -- and that is the best part of the day." The investigator asks R to explain why going to lunch signifies "the best part of the day" for her. R tells her that lunch time is an opportunity to get away from the problems.

R explains further her reason for not letting the investigator stay during her meeting with the prospective student. She states, "Over the years
I've learned to trust my intuition ... If this guy is here and you were here, too, and if it happens that he doesn't get admitted, he'll say you said this during the interview and then you (the investigator) may be called to testify ... I don't want you to run into that kind of trouble."

15. 11:01 a.m.

R leaves to have a drink of water, returns and transfers the telephone number of the director into her diary.

16. 11:11 a.m.

The prospective faculty for Anatomy and Physiology arrives for her appointment with R. She asks R to fill her in on the Physiology part of the nurses program to her and how the students perform generally. R explains that most of the nursing students work very hard in the Physiology course, "because they know that if they don't pass they will simply drop out of the program." She explains the general content areas covered in the course in the past and adds, "... it is so action packed ... good for our purposeable students feel great, less able don't get overwhelmed ... They teach them musculoskeletal system, cardiovascular system."

R proceeds to share general background of the students. "About 25 to 30% of the students are over 30 years old. We have a lady who is 43 years
old. On the average you will see more traditional students that exhibit childish behavior."

She also informs the prospective faculty about the support services the school offers the student generally -- dormitory arrangement, programs on study skills, etc.

She provides her general information about nursing students, "Our nursing students are fairly competitive ... We have few men in the program. Our student have long contact hours with the faculty. They visit and work at Riverside Hospital so they are used to seeing sophisticated equipment. They are not intimidated by equipment ... One thing I hear students complain about is 'muscles.' They complained about muscles for about three weeks." R concludes with the statement, "My students are to a great extent brighter." The prospective faculty comments, "That sounds good -- sounds like you have a good program and good students." The prospective faculty leaves at 11:37 a.m.

Two students stop by R's office to ask her what the change from quarter to semester system would make in their academic pursuit in the nursing program. R reassures them, "Don't get upset by the
semester system ... We are not going to change our curriculum but we may have six courses where we had four ... I don't have any fear about our being continually accredited ... My concern is manpower because it means more work ... I have pages and pages of work to report. Don't worry about accreditation ... It is never 100% predictable that once a school is accredited it will continue to be unless the school has a real, real problem." The students thank her for her reassuring comments. One of the students schedules an appointment to meet with her at 1:30 p.m. later in the day.

18. 12:07 p.m. R takes the investigator to a famous restaurant in the city where she "treats" herself once every week. "I like to treat myself at Buns Restaurant on a Wednesday or Thursday of the week ... It is a place to unwind."

The Chairperson, Music Education, joins R and the investigator at the table. R discusses with him informally strategies, to influence a new Provost for the university when he is appointed to recognize the School of Nursing, Music Education Department and Fine Arts as professional units in the institution.

At the end of the lunch period R and the investigator return to her office by 1:29 p.m.
The student who scheduled an appointment with R arrives. She wants to find out why her admission is deferred. R explains the policy guiding the delay. The school wants to allow sufficient time before considering her application.

R proceeds to counsel her on adequate study skills to adapt -- little hints regarding preparations for examinations. "If an instructor spends a lot of time in an area, you can be pretty much sure it is likely to be on the examination paper ..." She is advised to organize her time so she would have time to review her lecture notes. R reassures her that if she does well within the next quarter or two she will not have any problem with admission. "We just don't have enough data to make the decision now."

Near the end of the discussion R advises her, "Don't get yourself so uptight about grades, that you can't function."

The student thanks R for the time and effort and appears to be satisfied and encouraged by the discussion. The meeting ends at 2:00 p.m.

A prospective secretary for R arrives for a scheduled interview. R gives her background information about the School of Nursing. R proceeds to
inform her of her expectations of a secretary. "One who has an organizational sense ... works independently ... can organize and remember details about the operations of the school ... in short my idea of a secretary is one who can manage, organize as well as type very well." She fills her in with examples of the attributes she mentions. The discussion is long but very comprehensive and deals more with job description for the position of a secretary. The prospective secretary sounds real enthusiastic about the job. She informs R that she worked in the University some years ago. She describes her work experiences. R seems quite interested in her. The meeting ends at 3:47 p.m. with each being enthusiastic to work with the other.

21. 3:49 p.m. R calls the traffic office to request a cancellation of a ticket given to the investigator because the traffic police thought she was a student of the University who parked in the "Visitors" parking lot.

22. 3:50 p.m. R exclaims, "You know I have not done much of what I planned to do today."

23. 4:04 p.m. R receives a phone call from the Chairman, Department of Zoology inquiring about her findings during
her interviews with the two prospective candidates (faculty) to teach Anatomy and Physiology. R says, "I just have a feeling we would go with the candidate we interviewed first -- the one on Monday ... He seems to have done a little more thinking on the course he is going to teach ... he's done a little more on individual teaching ... has clearer ideas about the content of the course ..." She adds, "I would feel very comfortable with either candidate ... The second candidate is a very close match ... very personable, well articulated, but when you employ graduate students with divided energies ... I have a little problem with people who say they taught at X institution (the institution is named). She concludes the discussion, "I wish I could tell you easily one is better. It is a hard decision. However, I think he will be a real hard worker ... It is a real hard decision to make"

24. 4:11 p.m. At the end of the phone call R exclaims, "Oh, there is so much work to do, I'm baffled."

25. 4:16 p.m. R reviews the written credentials on the prospective secretary.

26. 4:20 p.m. A student stops by and requests to talk with R. She invites her in.

The student complains that she has a housing
problem. There is too much noise in the dormitory and she cannot study effectively there, besides her sleeptime is disturbed.

R asks her to do a survey of other nursing students who may have the same problem, and provide her with the statistics. R can then discuss the issue with the dean of Student Affairs. "I'd rather solve the problem based on a group complaint rather than a single individual." R says, "Perhaps in the future, nursing students may have a separate dormitory or at least share with other professional students." She adds, "I really don't have authority in the area, but hard data will be very useful." the student thanks R and leaves.

27. 4:35 p.m. A professor calls to talk more on the "Wellness" Program R's school is proposing. R asks the investigator to wait in another room because the discussion is confidential. The investigator re-enters after the call at 4:54 p.m. R informs her that she plans to stay for the 7:00 p.m. faculty meeting.

The investigator thanks her for her willingness and cooperation as she participated in the pilot study.
Day 3

No.  Time  Activity

1.  9:30 a.m.  R arrives at his office and is welcomed by a "Happy Birthday" wish from her secretary. The secretary offers her rolls she baked for the occasion. R thanks her for her "kind gestures." They chat about how the secretary got to know it is her birthday. R welcomes the investigator and apologizes for not telling her she does not get in before 9:30 a.m. The investigator expresses her gratitude to her for participation.

2.  9:32 a.m.  R asks the secretary about things that might need her immediate attention. There is nothing that requires urgent attention. R and the investigator enter her office.

3.  9:40 a.m.  R picks a copy of "brochure" and tells the investigator, "I wrote a brochure regarding a program that we are trying to establish at Riverside Hospital ... I'm going to forward it to the director of off-campus programs to make sure it's OK from his standpoint.

4.  9:43 a.m.  R receives a return call from the Chairman of the Zoology Department. R talks to him about changes
in schedule for his department. She adds, "I hope to give this to you by the 1st of August.

5.  9:49 a.m.  A professor of physics walking down the hallway sees R and she greets the professor and says, "We are celebrating here ... Here are some rolls brought in by my 5-week old secretary." The professor congratulates her and helps himself.

6.  9:51 a.m.  R comments to the investigator, "We are going to change from a quarter to semester system so we are trying to figure out how this will fit."

7.  9:52 a.m.  R dashes into her secretary's office and returns with a copy of the brochure she plans to send to Riverside. She picks up some napkins from her drawer and places them near the tray of rolls in her secretary's office.

8.  8:56 a.m.  R comments, "I'm having a hard time getting started ... I'm going to make a call for me. I'm trying to find someone who will fix my porch." R calls the "someone," but receives no response. She leaves a message for a return call.

9.  9:58 a.m.  R receives a return call from the individual who will fix her porch. R informs him of the repair that needs to be done and leaves her phone.

10. 10:00 a.m.  R walks into her secretary's office and returns to her desk with a brochure. She reads through some
portions of it and tells the investigator, "Hold on, in a minute I'll tell you what I'm doing."

"Now I'll tell you what I'm doing. We in the school of nursing and with the department of Physical Education want to see if we can do something about the health of non-student employees of the University. Last fall we did a health risk assessment. The report shows that there are clear health problems -- high risk problems -- heart diseases, elevated blood cholesterol level ... In the Fall we want to begin a health education program. We want to show people how to assume greater responsibility for their health.

The physics department will start exercise programs. I am trying to approach a foundation to see if they can fund us to carry out the project, so I'm writing a proposal for a grant. I'm going to look at their guidelines and see what they are going to do." She begins to read the brochure on guidelines and at 10:10 a.m. she comments, "Oh, it is going to be more."

R's secretary brings her some mail and R asks her, "What have you got?" The secretary assures her that it is "just a few pieces of mail" and leaves them on her desk and leaves.
13. 10:15 a.m. A secretary that works in another office stops by R's office and wishes her a happy birthday. R thanks her and asks her to help herself with the rolls in her secretary's office.

14. 10:16 a.m. A substitute secretary stops by R's office to wish her a happy birthday. R says, "Oh, I didn't know everybody knows. I wanted to make it a quiet one. I'll be going out in the evening."

15. 10:19 a.m. A physics professor walks in and wishes R a "Happy Birthday." He leaves shortly. R comments, "I've got to close my doors." She resumes the proposal writing.

16. 10:20 a.m. R's secretary enters in to pick up the manuscript on estimated direct cost that has to do with the upcoming national accreditation of the institution.

17. 10:25 a.m. R resumes her work on the proposal writing and suddenly explains, "Oh, I've found out an approach that will work. It is called an overview."

18. 10:27 a.m. The investigator asks R if students (nursing) are in school that are taking course work. R informs her that only two courses are taught -- statistics and introductory research courses for beginning students.

19. 10:48 a.m. R receives a call from the Chairperson of the Sociology department. R says, "I'm trying to collect some information regarding how sociology
is related to the needs of people who work in the hospital ... I'd like you to give me a few wonderful words." The professor refers R to another professor of sociology.

20. 10:56 a.m. R calls the suggested professor and after a brief explanation R adds, "I'd like you to write a paragraph on how your course (sociology) will be relevant to the needs of some of their workers. I want to add this to the brochure to convince the personnel that they should pay the University." The professor agrees and R requests her "to do it by the end of the week and read the write-up to R's secretary over the phone ... Peggy (the secretary) is a super person." She resumes work on the proposal.

21. 12:06 p.m. R helps herself with a piece of pecan roll and chats with the investigator for a short while. She comments, "The morning goes by so fast and it seems like you don't get anything done."

22. 12:40 p.m. The investigator asks R if she can speculate on why the deans in medically related professions appear not to want to be observed. R replies, "The practical nature of our work does not allow us to be tolerant of interruptions ... Now I get interrupted here all the time, so I've learned to be tolerant."
Also it may be a carry-over effect of our tendency to maintain high confidentiality ... so that being observed presents an uncomfortable situation."

23. 12:41 p.m. R begins to write notes to the University accountant, the President's secretary and the Chairperson of Physical Education requesting them to write parts of the brochure. She adds, "I can't work full-time every day on it. I've got two weeks to finish it."

24. 1:00 p.m. R says to the investigator, "You should have been here yesterday. My phone never stopped ringing."
The investigator asks R the number of faculty she has. She says, "Eight full-time and nine equivalent (?) ... I'm the only one doctorally prepared so I do other things that are not typical of deans ... but I do them. I do curriculum writing, proposal writing. I'm the only one doctorally prepared in the faculty. I have a kind of dual function."

25. 1:10 p.m. R's secretary enters and informs her that a prospective nursing student is on the line for her. R asks her to get the student's file while she is on hold. R receives the student's call.
The investigator arrives at R's office about five minutes later than the time R arrived at her office. R is already holding a 9:30 a.m. appointment with a prospective student. The student's mother is in attendance. The investigator requests R's secretary to call R through the intercom to find if she should come into the office. About fifteen minutes later the investigator is asked in and introduced to the student and her mother. The investigator missed the earlier discussion. R is giving the prospective student orientation regarding the School of Nursing and the University in general. The student asks R what it takes to be a top nursing administrator. R explains that it requires a doctorate degree plus some experience in administration and adds, "You don't go into administration without being an assistant head nurse, a head nurse."

R looks through the student's transcript and informs her of a nursing prerequisite course which she needs. R describes what campus life is like at
the University. Students belong to sorority
groups, and can choose what type of dormitory they
prefer. The student is told that "nursing stu-
dents get up at 7 or 7:30 a.m. in the morning --
" ... Earlier than other students and if you don't
like getting up earlier, then you've got a
problem."

R gets the prospective student two forms of
applications, one for the University and the other
for the School of Nursing and says, "You could com-
plete the two forms simultaneously, but do the one
(the nursing school application) first. R informs
the student that she needs to send a copy of a
letter from her insurance company. "We are very
rigid in ensuring that our students get insurance."
She requests the student to do a physical examina-
tion.

R asks the student and her mother to feel free
to tour the University and "If you have any ques-
tions, I'll be in my office from 1-3 p.m. The stu-
dent and her mother thank R for her "patience in
going through the discussions with us" and get up
to leave. R walks with them and they stop by her
secretary's office. She introduces them to her
secretary and they leave. R returns to her desk.
2. 10:25 a.m.  R reads a memo from the Provost regarding a "Mello Proposal" which she submitted. The proposal is not accepted. R comments, "Oh gee, I wrote all that proposal for nothing."

3. 10:47 a.m.  R calls the Registration Office to find out how students who will be enrolled in Riverside Center program will get their registration cards.

4. 10:50 a.m.  R is revising the draft copy of the proposal for the Riverside Center. She reads through comments made on copies of the draft sent to the Provost, the registrar, the director of Institutional Research for "some input." She incorporates some of these suggestions as she revises the proposal.

5. 11:00 a.m.  R is about to leave for an eleven o'clock appointment with the Academic Dean regarding the latter's intentions to relocate R's office and School of Nursing classrooms to another building. R says to the investigator, "I'm going to fight at the meeting with him. I don't think you'll want to be at the meeting." She leaves for the meeting.

6. 1:43 p.m.  R returns to her office and informs the investigator what transpired at the meeting. "I met with the Academic Dean who wants to take my space and my goal is to prevent him from doing this ... He redefined the problem and the problem is they need
room 150 in the morning for mathematics and computer ... You know what I said ... I told him I could reschedule my classes in the afternoon ...

The investigator comments, "That was a smart answer." R responds, "That's what you get when you have administrators that are not trained. They can't even define a problem let alone solve it." referring to the academic dean.

R informs the investigator that the meeting ended at 12:15 p.m. and she went for lunch between 12:15 p.m. and 1:40 p.m.

7. **1:52 p.m.**

R resumes work on revising the proposal and comments a few minutes later, "I hate the job of writing -- writing proposals -- writing is not my thing."

8. **1:55 p.m.**

The investigator asks R what professional organization she belongs to and she names them.

1. American Association of Higher Education
2. American Nurses Association
3. Society for Health and Human Resources
4. Sigma Theta Tau (nursing honorary group)
5. Pilamode Theta

9. **2:30 p.m.**

R returns to Riverside Center draft proposal revision. She works until about 3:05 p.m. She assembles the materials she has been using together in a file and leaves her office briefly. R returns at 3:15 p.m. and leaves for the day.
Day 5

No.  Time

1.  10:15 a.m.  R arrives at her office and stops by her secretary's office. They talk about the Riverside Center, some of the deadlines she has got to meet in connection with the Riverside Center project. They discuss the mail -- references that are not properly completed. She returns to her desk at 10:20 a.m.

2.  10:25 a.m.  R takes some materials to xerox on the first floor of the building. She returns without making copies because the machine broke down.

3.  10:35 a.m.  R drafts a memo to the Provost regarding staffing. She requests the Provost to send contracts to three faculty members listing the number of credit hours, title of the course and the period of the year it will be taught.

4.  11:10 a.m.  R receives a call from a personnel in the Provost's office. The personnel is checking a course, a faculty will be teaching, so a contract could be written to her. R gives the required information over the phone.

5.  11:10 a.m.  R writes a letter to a nutritionist who has agreed to evaluate a nutrition course curriculum and make
suggestions. R requests her to write a brief report and discuss the report in further details with the faculty at a meeting, or write a comprehensive report if she can't meet with the faculty. The nutritionist is informed of how much money she will be receiving when she completes the project.

6. **11:25 a.m.** R's secretary walks in to inform her she needs to go upstairs to xerox some materials. R informs her that the machine broke down.

7. **11:27 a.m.** R goes to the secretary's office, gives her a letter to type, picks up a file and returns to her desk with the comment, "Before you work, you've got to get organized." She picks a piece of mail that she found in her mailbox at Riverside Hospital belonging to a faculty member. She walks over and puts it in the faculty's mailbox.

8. **11:31 a.m.** She picks up a set of forms from the Nurse Room Health Service and comments, "I don't know why she sends these forms. I get my own forms ... I called her and she said I talked to her about it, but she still sends the forms."

9. **11:34 a.m.** R opens her desk drawer and says, "Somebody has got to help me clean here. This place is so littered that I can hardly work anymore."
10. 11:35 a.m. She goes to her secretary's office. She picks a letter of reference from one of the prospective student nurses and informs the investigator, "Someone even gave her aunts and uncles names as references. They don't read the instruction. It clearly says, 'don't give names of relations.'" She adds, "I'm not even going to read it ... We are growing up with a generation of illiterates."

11. 11:37 a.m. R picks up a copy of the bulletin of Case Western Reserve University to "look for a good course title of an introductory nursing course that I'm trying to revise -- the curriculum ... The university is supposed to be the best in the country in nursing. I'm trying to see what they call this course." At 11:45 a.m. she puts the book aside with the comment, "Oh, it does not give me any ideas, so I'm just going to come up with my own title." She starts working on the curriculum change for the course.

12. 11:49 a.m. R's secretary brings her the typed copy of the letter to the nutritionist to sign. She signs it and she returns to her desk.

13. 11:50 a.m. R continues work on the curriculum change.

14. 11:53 a.m. R's secretary walks in to request her to open a library upstairs where a xerox machine she needs to use is. R gives her the key.
15. 11:54 a.m. The phone in R's secretary's office rings. R receives the call from her own office and informs the caller that the secretary has just gone out for a little errand. She requests the caller to call a little later.

16. 11:55 a.m. R continues work on the curriculum change.

17. 12:05 p.m. R writes a memo to "Arts and Science Colleagues" regarding "Tentative Plan for Conversion to a Modular Semester System for the Nursing Curriculum: Draft." She requests them to indicate any major difficulty they might have with the schedule. She attaches a note to the memo asking the secretary to forward copies of the letters to the Chairpersons, Chemistry, Psychology, English, Physics, Zoology, Botany, Mathematics, and Bacteriology.

18. 12:31 p.m. R writes an additional message to be attached to the copy sent to the Chairperson, Bacteriology, because she needs further explanation.

19. 12:34 p.m. R is in the secretary's office. The investigator failed to pick up on the topic of the discussion. She returns to her desk shortly.

20. 12:35 p.m. R comments, "Oh, Fidelia (the investigator), women's work is never done." The investigator requests that she explain the meaning. R gives both the literal and personal (for her) meaning.
She says, "You know, it is a saying that men's work ends in the evening -- that is, they go to work and come back in the evening, and that's it for the day, but women don't stop working in the house. Personally, Oh I just feel I'm over­loaded here."


22. 12:43 p.m. R resumes work on the curriculum plan. She com­ments when asked by the investigator what she is currently doing. She says, "Oh, I'm just thinking of how all these will fit in -- the curriculum plan." A few minutes later R says, "I'll put it away, maybe I'll get some ideas some other day."

23. 12:44 p.m. R moves to her secretary's office and returns with a file of her mail for the day. She reviews a memo from one of her faculty informing her of her activities at orienting a new faculty to the university and the school of nursing. R writes a memo (attaches it to the memo) thanking her for her efforts. She suggests to the faculty to share the outline of her orientation program "with the
faculty-development committee to see if they might like to formalize it." She leaves the memo for her secretary to type.

R skims through the minute of a meeting of Administrative staff of Riverside Hospital. She disposes of it.

R reads a letter from the President, Association of American Colleges regarding a National Fitness Campaign Seed Grant Program. She writes a note "For your Information" to the Chairperson of Physical Education and attaches it to the letter.

R reads a letter from a retired ex-genetic's faculty declining R's offer to him to teach genetics because he does not want to carry a full load, and would rather keep away from "going back home." R writes him a follow-up note to see if he would accept to teach the continuing education with the schedule arranged to suit him. R gives the card to the secretary to mail to him, R disposes of the letter from the retired faculty.

R reads through a memo from the Director of Education and Personnel Development to "All members of the Administrative Staff, Supervisors and Educational Network" of Riverside Hospital regarding "A Short Course in Making Effective Presentations." She writes a brief memo to a professor
of English who will be teaching a unit in English (through the proposed Riverside Center Program).

R leaves for lunch. She returns by 2:20 p.m. "just in time to catch a phone call." A few minutes after the start of the phone call discussion, R requests the investigator to wait in her secretary's office because "This phone call is personal in nature." The investigator leaves.

R walks in her secretary's office and hands some papers to her file. The secretary informs her of a problem she has getting in touch with personnel in the Accounting office. R replies, "You know why that is so? They want me to be the director of the program at Riverside Center, but not the director of budget -- that's because I'm a female administrator." R checks with her secretary about her upcoming appointment. R is told that it is at 3:15 p.m. She comments, "Oh, you like me so much! -- I thought it's at 3:30 p.m. For a Friday afternoon that is a good time ... so I can leave."

R returns to her desk and invites the investigator back to the office. R informs the investigator the "personal" call is from one of her faculty who is working on her doctorate degree. "She told me about her doctoral program."
27.  2:56 p.m.  R leaves the office to brush her teeth. She returns shortly and jokes about it, "You can write down 'the dean went to the restroom.'" R and both the investigator laugh about it. The investigator tells R that she has already noted that she went to brush her teeth. R puts on some lipstick and eye shadow with the comment, "I'm getting ready for this meeting (with the prospective student)."

28.  3:04 p.m.  R's secretary hands her an application form from a prospective student and R exclaims, "Oh, we just can't get her." Then she informs the investigator, "This is a marvelous student whose husband won't let her come to school because he wants her to stay home. He is a horrible man." The secretary leaves.

29.  3:05 p.m.  R's secretary walks in and gives her a typed copy of a course description from a professor of psychology which R will incorporate in her description of the Riverside Hospital Center Project.

30.  3:10 p.m.  R's secretary walks in and informs her that the prospective student has arrived for her 3:15 p.m. appointment.

31.  3:11 p.m.  R walks up to the door and warmly welcomes the student, "Oh, I'm glad you were able to make it and
come early, too -- I'm Dr. Reeds, the dean of the School of Nursing."

R introduces the investigator to the student and asks her if she minds the presence of the investigator. The prospective student does not mind. R offers her a seat by the side of her desk and proceeds to provide her information regarding the University and the School of Nursing. R informs her that financial aid is available for full-time students and not part-time students. The student wants to attend part-time. R assures her that it makes no difference to the school whether she is part-time or otherwise.

R proceeds to evaluate the student's transcript to ensure the student has met the prerequisites. The student is told she has got all the prerequisites except a course in psychology and another arts requirement. Again, R assures her that these two courses could be "worked in or picked up next summer. We are only fussy about chemistry and biology courses but you've got all the prerequisites."

R proceeds to inform the student about the school of nursing program. R says, "We are accredited by National Nurses Association, and our
program is approved by the Ohio State Board of nursing so you are pretty well covered if you graduate from our program." She talks about the special clinical experience strength the school has because of its relationship with the Riverside Hospital. The performance of the students in standardized national examinations, and areas of emphasis for each year at the four-year nursing program.

R informs her that, "There are about 1,800 students in the University with about 150 faculty, student ratio of 1:12, but in the school of nursing the ratio is 1:8 ... Our nursing faculty are a little more difficult to track because they are in different locations." At the end of the general information about the program the student says, "Sounds good."

R returns to the issue of financial assistance and informs the student about the various options available to help finance students' schooling. The student seems particularly interested in the "Veterans plan" so she requests R to give her more details as to what the stipend and the commitments are. R gives her the information but adds that "More detailed and accurate information could be
obtained from the Finance Office. Let me give them a buzz to see if there is anybody there now that can talk to you about it." She calls the office and gets an appointment for the prospective student. R gives the student application forms and a brochure about the School of Nursing. There are two application forms, one for the School of Nursing and the other for the University. R advises the prospective student to complete and return the School of Nursing form earlier if she wants and adds, "This does not necessarily commit you to the program, but it does give you a chance to process your application. We can move fast within 2 or 3 days so it's a matter of getting your references fast ... Now if you decide by the middle of August that you don't want to come, we are not going to bring an army against you." Both R and the student laugh about the last comment.

R starts to write a tentative schedule of classes for fall and spring quarters for the student. At 4:09 p.m. the secretary informs R through the intercom system that someone is on the line for her. The Director of Education at Riverside Hospital. R asks to inform the caller she would return the call after her current meeting.
She continues with scheduling activity. At 4:12 p.m., R leaves her office with the prospective student, to make copies of some of the materials she brought with her and keep for record purposes.

32. 4:15 p.m. R stops by her secretary's office to find out from her what the Director of Education wants. The secretary informs R that she spoke briefly with him about the proposed Riverside Hospital Center. She requests the secretary to put a call through to him for her.

33. 4:17 p.m. R returns to her desk and comments to the investigator, "Oh isn't she a neat lady ... She will help straighten out the class of eighteen year-olds," referring to the prospective student who is in her late twenties. The phone rings. R answers and begins to talk with the Director of Education. R updates him on the things "we have done regarding the proposed Riverside Hospital Center Program." She informs him of the draft brochure, and the nature of the application form to be completed by prospective students, the schedule, the four courses to be taught and the cost per credit hour. R arranges a lunch hour meeting with the director and some of the faculty who will be teaching the course. The call ends at 4:58 p.m.
34. 4:59 p.m. The investigator asks R what her exact functions with regard to the Center will be. She replies. "Director" and adds, "They (the University) wanted to make a coordinator and I said 'No' because I want to be a director. A coordinator does not have any authority. I've been here long enough not to fall into that trap ... because some men would like to control the budget and I don't want that ... If you are a new administrator, then they can play that trick."

35. 5:00 p.m. R informs the investigator that she intends to organize her desk and "clean up some loose ends" before she leaves. The investigator thanks her for her cheerful participation in the study and promises to keep her informed on the findings. The investigator leaves at 5:07 p.m.
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