

AN APPLICATION OF ROLE CONFLICT THEORY TO THE
ROLE EXPECTATIONS HELD FOR THE DEAN OF STUDENTS BY
VARIOUS REFERENCE GROUPS IN FIVE SELECTED UNIVERSITIES

By

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To my parents
George and Mary Mackey

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Abstract of Dissertation Presented to the Graduate Council
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This study was designed to test the applicability of theoretical propositions concerning role conflict and reference group consensus to the role performed by deans of students. The specific purpose was to determine the nature of the relationship existing between reference group role expectations held for the dean and the intrarole conflict perceived by the dean. Also identified were issues on which deans of students and their role-defining reference groups agreed or disagreed fundamentally.

Three areas of responsibility of the dean of students were examined: student advocacy, social maturity and value development, and governance. Two forms of a structured interview guide containing 21 parallel items were used to gather data from a total of 65 respondents (13 each at five public universities located in the southeastern United States). The respondents included the dean of students, three of the dean's peer/superior administrators, three subordinate administrators, three faculty members, and three student leaders.

Data were analyzed on intrainstitutional and interinstitutional levels by deriving item and mean discrepancy scores from the coded responses of participants. Mean score comparisons were made to test the validity of three alternative hypotheses related to the dean's three areas of responsibility. The frequency with which discrepant responses occurred enabled the identification of specific issues of fundamental agreement or disagreement among respondents.

The major findings of this study were that:

1. On an intrainstitutional level a strong inverse relationship exists, in each of the dean's areas of responsibility, between the degree of reference group consensus on role expectations held for the dean of students and the level of intrarole conflict perceived by the dean.

2. On an interinstitutional level contradictory results precluded any statement of relationship between reference group role expectations and intrarole conflict perceived by the dean.

3. Reference group members held similar expectations more frequently on issues concerning the dean's role in the social maturity and value development area, less frequently on issues in the student advocacy area, and least frequently on issues in the governance area.

4. Issues producing the greatest amount of conflicting expectations among reference group members involved the dean's role with regard to: (a) influencing students to adopt the institution's values; (b) the degree of commitment given to the individual needs of students; (c) the regulation of student conduct; (d) the priority given to personal relationships with students versus administrative tasks; (e) consultation with students and faculty when formulating

student affairs policy; (f) allowing students to make decisions concerning visitation regulations, student government activities, and the allocation of student activity fees; (g) the adjudication of academic dishonesty problems; and (h) ensuring that students who participate in the institution's governance process are representative of the student body with regard to sex, race, and age.

The results of this study suggest that theoretical propositions in the literature concerning role conflict and reference group consensus are applicable to the role performed by deans of students, and that an understanding of these theories should help them understand better their own roles and improve the quality of their performance. Areas in which greater amounts of conflicting expectations are encountered by deans will necessitate greater efforts by them to achieve their own role expectations. The changing expectations of reference group members can affect a dean's ability to perform his or her role. Continual reassessment of these expectations is needed to enable deans of students to remain abreast of the changing attitudes and beliefs of various reference groups in the academic community.

Further research is recommended to determine the effects of varying amounts of perceived conflict on the quality of a dean's role performance.

CHAPTER I

INTRODUCTION

During the 1960s and early 1970s postsecondary institutions have existed in a state of increasing conflict over crucial issues. Many of these conflict-inducing issues have centered on the supposed assumptions and beliefs of members of the academic community (Dutton, Appleton, & Birch, 1970, p. i).

The dean of students on any large university campus performs a role which should make an integral contribution to the continual development of a positive sense of community for the institution's members. A greater understanding of values, beliefs, and assumptions held by students and other reference groups in the university would help deans make necessary adjustments in their own behavior as well as understand how to relate more effectively to other members of the academic community. Those reference groups with which the dean is in constant contact include peer and superior administrators, subordinate administrators, faculty members, and students.

Members of different reference groups in the academic community have had varying perceptions of the role and function of the dean of students. These perceptions have sometimes interfered with the dean's ability to contribute to the learning process (Blue, 1973; Dutton et al., 1970; Hodgkinson, 1970). Students, for example, may have different perceptions

than faculty members or administrators concerning the primary mission of the institution. Faculty members may view the learning process differently than other members of the academic community. Administrators may feel that regulations governing conduct are necessary and justified for different reasons than other members of the institution. However, these differences are to be expected because students, faculty members, and administrators frequently have different backgrounds, needs, and perspectives, and perform diverse roles in the community.

In the performance of his or her role in the academic community, the dean of students may or may not experience conflict as a result of varying role expectations held among several reference groups. The literature related to role and role conflict theory generally verifies the presence of conflict in any situation where there are contradictory expectations held for a particular role. The level of intrarole conflict experienced by a role incumbent is inversely proportional to the degree of interreference group consensus on role expectations (Getzels, Lipham, & Campbell, 1968; Gross, Mason, & McEachern, 1966; Kahn, Wolfe, Quinn, Snock, & Rosenthal, 1964; Katz, & Kahn, 1966).

The above observations invite further inquiry into specific aspects of the role of the dean of students. There is a general lack of definitive knowledge about role expectations and their relationship to the level of intrarole conflict experienced by deans of students in large complex universities. Theoretical propositions concerning the nature of these relationships have not been adequately tested in such a setting. This study was designed to examine the relationship of identifiable role expectations to levels of intrarole conflict perceived by deans of students.

The Problem

Statement of the Problem

In general, the focus of this investigation was to test the applicability of theoretical propositions, derived from the literature on role conflict and reference group consensus, concerning the level of conflict perceived by deans of students in selected universities and the degree of consensus on role expectations held for these deans among selected reference groups. Specifically, the writer sought to determine: (a) the degree of commonalities and/or differences in the expectations for the role of the dean of students as seen by incumbent deans, peer and superior administrators, subordinate administrators, faculty, and students; (b) the level of intrarole conflict perceived by incumbent deans; and (c) the nature of the relationship existing between role expectations and intrarole conflict.

Delimitations

This study was confined to five public universities selected from institutions in the southeastern United States identified as having full-time student enrollments in excess of 10,000 but less than 30,000 at the beginning of the 1975-76 academic year. Institutions considered for selection included Auburn University, the University of Alabama, the University of Florida, Georgia State University, the University of Georgia, North Carolina State University at Raleigh, the University of North Carolina at Chapel Hill, the University of South Carolina at Columbia, Memphis State University, and the University of Tennessee at Knoxville.

The determination of the existence of intrarole conflict was confined to the perceptions of each individual holding the responsibilities as

dean of students as defined in this study. The determination of expectations for the dean's role included the dean's perceptions and the perceptions held by four reference groups. Therefore, 13 people were interviewed on each of the university campuses. Persons interviewed included the dean of students, three administrative officers of equivalent rank or superordinate to the dean of students (peers and superiors) in the university's organizational hierarchy, three administrators subordinate to the dean of students, three faculty members, and three undergraduate student leaders.

The deans were interviewed for purposes of determining their own expectations for the role they perform as well as the existence of their perceived intrarole conflict. Members of the four reference groups were interviewed only in regard to the expectations which they held for the deans' position. Data for this investigation were confined to information collected by interviewing the respondents noted above.

Limitations

The following are limitations applicable to this study:

1. To express their role expectations for the dean of students, respondents found it necessary to recall past contacts with the dean. The intensity of their exposure in these contacts, and the length of time elapsed since the occurrence thereof, may have affected the responses obtained.
2. Faculty members participating in this study were selected by the deans of their respective colleges. The extent to which these participants were representative of all faculty members may have been limited by the availability of the most appropriate faculty members.

3. The small number (65) of sample participants limited the generalization of findings beyond the institutions participating in this study.

4. Because the design of this study was ex post facto in nature, no definitive cause and effect statements can be made regarding the relationship of reference group role expectations to the intrarole conflict experienced by deans of students.

Significance of the Study

A major consequence of this study was that it served as a bridge between the abstract conceptualization of theory concerning role conflict relationships in a social system and the existence of these relationships in the reality of an administrative environment. When addressing the question of what a theory should do, Hall and Lindsey (1970) noted that:

First, and most important, it leads to the collection or observation of relevant empirical relations not yet observed. The theory should lead to a systematic expansion of knowledge concerning the phenomena of interest and this expansion ideally should be mediated or stimulated by the derivation from the theory of specific empirical propositions (statements, hypotheses, predictions) that are subject to empirical test. (p. 12)

In an effort to contribute to the available knowledge in the fields of educational and student personnel administration, empirically testable theoretical derivations were developed concerning relationships between the role expectations of various reference groups and the degree of intrarole conflict experienced by the dean of students. These theoretical derivations were then tested, thereby allowing the crossing of the bridge from theory to reality.

A second important motive for this study lies in its departure from representative research efforts previously accomplished in the area of

role conflict in educational environments. Much of the previous educational research in the area of role conflict has been concentrated on the elementary and secondary administration levels (Carver, 1968; Duffy, 1966; Hughes, 1974; Meggers, 1967). Of the studies concentrating on the higher education administration level, some have: (a) dealt with focal positions other than the dean of students (Hutchins, 1975; Munoz, 1972); (b) been confined to observations of deans of students in particular states (Arend, 1975; Blue, 1973); and (c) investigated the dean of students in institutions which had enrollments of less than 10,000 full-time students (Rodgers, 1964).

The previously cited study by Dutton et al. (1970), which included 715 member institutions of the National Association of Student Personnel Administrators, appears to be the most comprehensive recent investigation into the role expectations held for the dean of students by various reference groups in the academic community. In the Dutton et al. study, however, less than 18% of the total responses in each category (chief student personnel officers, presidents, faculty members, student body presidents, and student newspaper editors) were received from participants affiliated with institutions having full-time student enrollments in excess of 10,000 (p. 39). Additionally, intrarole conflict was not the focus of their investigation. The presence of conflict was assumed (rather than measured) in situations where there was a significant lack of agreement among reference groups concerning the dean's role.

The sample population in this study differed in some aspects from those outlined above in that it consisted of universities in more than one state which had full-time student enrollments of more than 10,000 but less than 30,000. The focal position was, of course, the dean of students at each institution.

Finally, the most important reason for this study was suggested by the need for deans of students to reassess continually the assumptions and beliefs of their role-defining reference groups. These reassessments are imperative if the dean is to function effectively as a facilitator of human development. Sandeen (1971) addressed the subject of the dean's opportunities to exert positive leadership.

If the dean of students wants to capitalize on these opportunities then "research" is not just an added "service" . . . but an essential part of the dean's overall program. To accomplish his goals, to understand the nature of the community [emphasis added] . . . research is an essential activity. (pp. 222-223)

Appleton (1971) reiterated Sandeen's call for more research relating to the dean's role by stating that:

Studies of the assumptions and beliefs of the dean have been compared with [those held by] other university personnel and the career patterns of student personnel administrators have been completed. . . . Further attention is merited in both areas. (p. 92)

Explicit in the above observations by Sandeen and Appleton is the idea that, to the extent which deans of students increase their understanding of the expectations of reference groups in their environment, improved role performance may result. In this study, the position was taken that it was also necessary for deans to understand the relationship between reference group role expectations and the intrarole conflict which they may experience themselves. From a thorough understanding of this relationship, an even greater improvement in role performance may occur.

Definition of Terms

Areas of responsibility. Categories of functions usually performed

by the dean of students. The data collection instrument, a structured interview guide, was composed of three areas: student advocacy, social maturity and value development, and governance. Each area contains seven items representing possible operating assumptions or behaviors which might be held or exhibited by the dean of students in the usual performance of functions in this area.

Conflict. A situation in which a role incumbent has to conform simultaneously to a number of expectations which are mutually exclusive, contradictory, or inconsistent so that the performance of one set of duties makes performance of another set difficult or impossible. The presence of conflict was determined by structured interview guide responses made by deans of students representing their perceptions concerning the presence or absence of contradictory expectations held for their role.

Consensus. The degree to which various reference groups are in agreement concerning the expectations held by them for a particular role incumbent. The presence of consensus was determined by structured interview guide responses made by the four reference groups representing their role expectations for the dean of students in the three areas of responsibility.

Dean of Students. A student personnel administrator whose primary responsibilities include the development and evaluation of appropriate student services and co-curricular programs which facilitate student development, as well as serving as the university's chief staff communicator with the student body. This person may or may not be designated by the university as the chief student personnel administrator.

Expectations. Those prescriptions and proscriptions (rights,

duties, privileges, obligations) that delineate what a person should and should not do under various circumstances as the incumbent in a particular role. Expectations for the dean of students were determined in the three areas of responsibility by means of a structured interview guide on which were recorded the responses made by deans and the four reference groups. All participants responded to seven items in each area of responsibility.

Faculty member. A full-time instructor who has been employed by the participating institution for at least 2 years, teaches primarily undergraduate classes, and has been identified by his or her college dean as having knowledge of the functions performed by the dean of students.

Focal position. The dean of students.

Governance. The extent to which the dean of students consults with reference groups in the process of policy formulation and decision-making on issues concerning the development and maintenance of the student affairs area. For the purpose of this study, the area of governance is represented by items 15-21 on the structured interview guide.

Intrarole conflict. Conflict experienced by a role incumbent emanating from contradictory expectations held by various reference groups for the incumbent's role. The presence of intrarole conflict was determined by structured interview guide responses made by deans of students representing their expectations concerning the presence or absence of contradictory expectations held for their role by the four role-defining reference groups.

Peer/superior administrator. A full-time administrator, of equivalent rank or superordinate to the dean of students in the university's organizational hierarchy, who has been employed by the participating

institution for at least 2 years, and who has been identified by the dean of students as having knowledge of his or her functions.

Public university. A state-supported institution of higher education empowered to grant undergraduate and graduate degrees identified as having a full-time student population in excess of 10,000 but less than 30,000 at the beginning of the 1975-76 academic year.

Reference group. An aggregate of persons, possessing a common class characteristic, which acts as a role-definer for the incumbent dean of students. Four reference groups participated in the current study: peer and superior administrators, subordinate administrators, faculty members, and student leaders.

Role. A set of expectations applied to the position of dean of students.

Role incumbent. The occupant in the role of dean of students.

Social maturity and value development. The extent to which the dean of students manifests the university's concern, through policies, procedures, and programming, for the attainment of a desirable level of social maturity by all students. Additionally, the extent to which the dean attempts to influence students to adopt values held to be important by the university. For the purpose of this study, the area of social maturity and value development is represented by items 8-14 on the structured interview guide.

Student advocacy. The extent to which the dean of students performs in an advocacy or adversary role in his or her relationship to students. Additionally, the extent to which the dean supports the traditional practice of combining counseling and disciplinary functions. For the purpose of the current study, the area of student advocacy is represented

by items 1-7 on the structured interview guide.

Student leader. A full-time undergraduate student who has been in attendance at the participating institution for at least 1 year, and who holds an elected or appointed leadership position either in student government or some other campus student organization.

Subordinate administrator. A full-time administrator who serves on the professional staff of the dean of students.

Hypotheses

The propositions derived from a review of the scholarly literature are based primarily on the role conflict theory of Gross et al. (1966). Given the nature of these propositions, the following general hypothesis was developed:

Where there is a high degree of consensus on role expectations held for a particular role incumbent by various reference groups, there will be a low level of intrarole conflict perceived by that role incumbent. Conversely, where there is a low degree of consensus on role expectations, the role incumbent will perceive a high level of intrarole conflict.

Applied to this study, the above general hypothesis led to the following three specific hypotheses which were tested in the field portion of the study for each individual institution and for all institutions collectively:

1. Where there is a high degree of consensus on role expectations held for the dean of students by various reference groups in regard to the area of student advocacy, there will be a low level of intrarole conflict perceived in this area by the dean of students. Conversely, where there is a low degree of consensus on role expectations in this area, the dean will perceive a high level of intrarole conflict.
2. Where there is a high degree of consensus on role expectations held for the dean of students by various reference groups in regard to the area of social maturity and value development, there will be a low

level of intrarole conflict perceived in this area by the dean of students. Conversely, where there is a low degree of consensus on role expectations in this area, the dean will perceive a high level of intrarole conflict.

3. Where there is a high degree of consensus on role expectations held for the dean of students by various reference groups in regard to the area of governance, there will be a low level of intrarole conflict perceived in this area by the dean of students. Conversely, where there is a low degree of consensus on role expectations in this area, the dean will perceive a high level of intrarole conflict.

Procedures

This investigation was essentially ex post facto in nature. A descriptive case study design was employed. In the sections following, attention will be given to a discussion of the setting and sample, instrumentation, data collection, and data analysis.

Setting and Sample

The sample population of universities in this study, selected on the basis of a prompt indication of their willingness to participate, consisted of five public universities located in the southeastern United States which had been identified as having full-time student enrollments in excess of 10,000 but less than 30,000 at the beginning of the 1975-76 academic year.

Five classes of participants comprised the sample population within each university as follows:

1. Three administrative officers of equivalent rank or superordinate to the dean of students, who had some knowledge of the dean's role functions, were selected for participation by the dean.
2. Three subordinate administrators were chosen by the investigator

from the professional staff of the dean of students.

3. Three faculty members who had some knowledge of the functions performed by the dean of students were designated by the deans of the three colleges having the largest undergraduate enrollments.

4. Three full-time undergraduate student leaders were designated by the student affairs advisor to student organizations or an authorized representative thereof.

5. The dean of students was selected by virtue of his or her incumbency in the role under investigation.

Instrumentation

The instrument used in collecting the data was a structured interview guide which the researcher developed by modifying a questionnaire designed originally by the Division of Research and Program Development, National Association of Student Personnel Administrators (Dutton et al., 1970, p. 33). The purpose of the original questionnaire was to measure the assumptions and beliefs of selected members of the academic community regarding significant issues and concerns in higher education. An important dimension of the study focused on perceptions held by members of the academic community concerning the chief student personnel officer's role and functions.

The first step in modifying the instrument was to extract several items which could be classified into three general areas of responsibility of a dean of students: student advocacy, social maturity and value development, and governance. A list of 21 such items was compiled.

Second, the format of the original instrument, which provided dichotomous response choices ("yes" or "no") for each item, was redesigned

to allow respondents a greater variety of response options. The new response options permitted respondents to "strongly agree," "agree," "disagree," or "strongly disagree" with each item.

The first draft of the instrument to be used in this study contained two forms consisting of 21 items each. Parallel items appeared on the two forms. Form 1, to be used for recording the responses of deans of students, requested that the deans respond first in terms of the extent to which they personally agreed or disagreed with each item. The deans were then requested to estimate, on the same agreement-disagreement continuum, the composite responses of each of the four role-defining reference groups. Form 2 requested only that reference group members respond to each item in terms of the extent of their personal agreement or disagreement with each item.

Third, a panel of five student personnel experts was asked to evaluate each item in terms of whether it represented an appropriate assumption or behavior which might be held or exhibited by a dean of students, and whether it was clearly stated. Additionally, the panel was asked to indicate whether the items designated under each of the dean's areas of responsibility were representative of these areas as defined for the purposes of this study. The panel was also asked to recommend changes needed on individual items or on the overall format, and to suggest additional items which they felt were appropriate for inclusion.

On the basis of reactions from the panel of experts, some items were reworded to achieve greater syntactical clarity and consistency, a few items were eliminated, and some additional items suggested for inclusion were incorporated. All items on the final draft were judged

to be appropriate and representative. No changes in the format of the instrument were suggested. The completed data-collection instrument (see Appendix B) provided a data base from which observations were made about commonalities and/or differences in the expectations held for the dean of students by the four reference groups and the deans themselves, and the relationship between the degree of consensus on role expectations and the level of intrarole conflict experienced by the dean.

Data Collection

Contacts were made with deans of students in ten qualifying universities to assess the willingness of their institutions to participate in this study. The first five institutions indicating a desire to participate were selected. Visitations were made to each of the selected institutions and individual interviews were conducted with each participant using Forms 1 and 2 of the structured interview guide to record the data.

Data Analysis

The data were analyzed primarily by deriving item and mean discrepancy scores from the coded responses of all participants to items on Forms 1 and 2 of the structured interview guide. The deans' responses provided measures of the level of perceived intrarole conflict. The responses of reference group members provided measures of the degree of consensus on expectations held for the deans. Mean score comparisons were then made to determine the validity of hypotheses derived from a review of the scholarly literature concerning intrarole conflict and reference group consensus. A detailed description of the methods of data analysis used in this study appears in the comments preceding the presentation of data in Chapter III.

Organization of the Research Report

This study is reported in five chapters. The first chapter has provided an introduction including a statement of the problem, the significance of the study, definitions, hypotheses, and procedures. The second chapter provides a review of related literature. An analysis of the data is presented in Chapter III, Chapter IV is devoted to a discussion of the data, and, in Chapter V, the study is summarized and conclusions are presented.

CHAPTER II

ROLE CONFLICT THEORY AND STUDENT PERSONNEL ADMINISTRATION

The review of related literature for this study is divided into two major sections. First, role conflict theory, and role consensus is examined. Second, the nature and functions of student personnel administration, with particular emphasis on the role of the dean of students, is explored.

Role Conflict Theory

This section will be devoted to: (a) definitions of role and role theory; (b) a method of differentiating between role conflict theorists; and (c) the concept of role consensus.

Definitions of Role and Role Theory

Biddle and Thomas (1966, p. 14) observed that, according to most role analysts, a comprehensive "role theory" has not been developed. In fact, the literature reveals many definitions of the concept of role.

Parsons and Shils (1951) proposed the following definition of role:

The role is that organized sector of an actor's orientation which constitutes and defines his participation in the interactive process. It involves a set of complementary expectations [emphasis added] concerning his own actions and those of others with whom he interacts. (p. 23)

Kahn et al. (1964) suggested another concept of role:

Associated with each office is a set of activities, which are defined as potential behaviors. These activities constitute the role to be performed, at least approximately, by any person who occupies that office. (p. 13)

More recently, Katz and Kahn (1966) defined role in terms of a sequential process called a "role episode" which includes "role senders" and a "focal person" (p. 182). In spite of the confusion surrounding the concept of role, the most common definition of role was cited by Hare (1965) as "a set of expectations" (pp. 101-102).

Before beginning a discussion of types of role conflict, attention must be given to a basic differentiation factor separating role conflict theorists. This factor, though often disregarded, is integral to the study of role conflict.

The Observer-Actor Differentiation in Role Conflict

A differentiation has been made by Gross et al. (1966) between those theorists who define role conflict according to incompatible expectations "perceived by the observer" and those who define role conflict according to incompatible expectations "perceived by the actor" (p. 244). Those who use role conflict to refer to cultural contradictions perceived by an observer would use it to include any contradiction to which an actor may be exposed. There is no implication that the actor is aware of, or perceived incompatibilities in, the expectations for his or her behavior.

Other social scientists mean role conflict to encompass situations in which the actor perceives incompatible expectations. For example, Parsons (1951), after defining role conflict as "the exposure of an actor to conflicting sets of role expectations such that complete fulfillment of both is realistically impossible," noted that:

It is necessary to compromise, that is, to sacrifice some at least of both sets of expectations, or to choose one alternative and sacrifice the other. In any case, the actor is exposed to negative sanctions and, as far as both sets of values are internalized, to internal conflict. (p. 280)

According to Parsons, actors must decide on a course of action as a consequence of perceiving their exposure to contradictory expectations. If they did not perceive the incompatible expectations, there would be no need to "choose" among "alternatives."

Gross et al. (1966) concurred with Parsons' viewpoint when they observed that:

A theoretical model for the problem of how an actor will behave when exposed to incompatible expectations must be based on the assumption that the actor perceived the expectations as incompatible [emphasis added]. (p. 245)

A foundation has now been established which permits a categorical view of different types of role conflict. Attention is given first to Getzels, who represents the observer orientation, and then to Gross, who represents the actor orientation.

Getzels' concept of role conflict

In order to understand fully the conceptualization of different types of role conflict by Getzels, Lipham, and Campbell (1968), an overview of their social behavior model is necessary. Figure 1 illustrates their operational model.

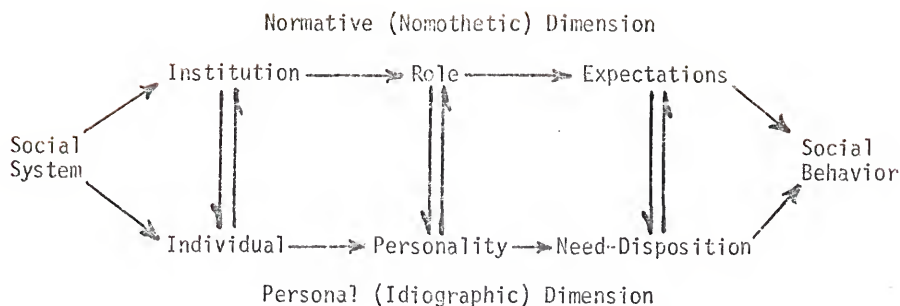


Figure 1. The normative and personal dimensions of social behavior (Getzels, Lipham, & Campbell, 1968, p. 80).

Adding a social nature to the concept of role, Getzels et al. offered the following broad explanation of their model:

The normative axis is shown at the top of the diagram. It consists of institution, role, and role expectation, each term being the analytic unit for the term preceding it. Thus, the social system is defined by its institutions, each institution by its constituent roles, and each role by the expectations attaching to it. Similarly, the personal axis, shown at the lower portion of the diagram, consists of individual, personality, and need-disposition, each term again serving as the analytic unit for the term preceding it. (p. 80)

Using this model, a social act may be understood as resulting from the individual's attempts to cope with an environment composed of patterns of expectations for his or her behavior in ways consistent with his or her own pattern of needs and dispositions. A general equation was derived by Getzels and Guba (1957) to notate this interaction: $B = f(R \times P)$, where B is observed behavior, R is a given institutional role defined by the expectations attaching to it, and P is the personality of the particular role incumbent defined by his need-dispositions. In this formula, R and P are independent since P

is defined by internal determinants within the role incumbent and R is defined by external standards set by others.

A key distinction is made in the formula $B = f(R \times P)$ because the environment (R) is not defined by the perception of the person, but rather by external (institutional) determinants. The Getzels-Guba model can consequently be classified -- as suggested earlier by the Gross et al. (1966) categorization -- as one which defines a role conflict along the normative (institutional) dimension in terms of the perceptions of the observer.

Getzels et al. (1968) identified three basic types of conflict in educational settings which can occur along the "institutional" axis (p. 182).

Interrole conflict. This type of conflict has its source in the contradictory expectations of two or more roles which an individual is attempting to fulfill simultaneously.

Intrareference-group conflict. Conflict occurs here when contradictory expectations arise within a single reference group.

Interference-group conflict. When two or more reference groups have contradictory expectations for the same role, and these in turn differ from the expectations of the individual in the role, this type of conflict occurs.

The concept of interference-group conflict was explored in a study cited by Getzels et al. (1968, p. 204) wherein it was found that (among other similar relationships) the expectations held for a school superintendent by teachers were significantly different from those held by city labor council members. The result of these contradictory expectations was a conflicting situation for the superintendent the severity

of which permitted him no viable options for action. A similar study by Duffy (1966), which explored the role of the Director of Instruction, produced similar findings as the one cited by Getzels et al.

Gross' concept of role conflict

Gross et al. (1966) took the position that role conflict should be defined "according to incompatible expectations perceived by the actor" (p. 244). From this position, two major types of role conflict were identified.

Interrole conflict. In this situation, individuals perceive that others hold different expectations for them as incumbents of two or more positions. For example, as a husband and a father in a social system a superintendent may think his wife and children expect him to spend most of his evenings with them. However, his school board and P.T.A. groups, he may feel, expect him (as their school superintendent) to spend most of his after-office hours on educational and civic activities. The superintendent usually cannot satisfy both of these incompatible expectations. He is faced with interrole conflict because the source of the dilemma stems from his occupancy of more than one focal position.

Intrarole conflict. Individuals are confronted with this type of conflict if they perceive that others hold different expectations for them as incumbents of a single position. The school superintendent, for example, may feel that the teachers expect him to be their spokesperson and leader, to take their side on such matters as salary increases and institutional policy. However, the superintendent may feel that the school board members expect him to represent them, to "sell" their views to the staff because he is the executive officer and the administrator of school board policies.

It is readily apparent that the previously cited study by Getzels et al. (1968) which explored "interference-group conflict" concentrates on the same problem as the example given for "intrarole conflict." The difference lies in the fact that the Getzels et al. study was based on observer perceptions and the Gross et al. example was based on actor perceptions.

Role Consensus

Smith (1971) noted that "in the last two decades, there has been a renewed interest in the concept of consensus" (p. 31).

Brown and Deekens (1948), in a rural sociology study, discovered that extension specialists perceived "alter" groups as having differential expectations for their roles and that they oriented themselves primarily to county agents, conforming to their expectations rather than to those of other groups (pp. 263-276).

Gross et al. (1966) analyzed consensus on expectations concerning: (a) consensus within school boards and between the school board and its superintendent; and (b) consensus between their two samples of 105 superintendents and 508 school board members in the state of Massachusetts. The major purpose of their research was to test theoretically derived hypotheses concerning expectations for the behavior of incumbents of positions in social systems. The study was based on the following assumptions:

It was our assumption that the extent to which there is consensus on role definition may be an important dimension affecting the functioning of social systems, whether they are total societies or subsystems within them. In addition, the degree of consensus among significant role definers as perceived by an actor may be an important variable affecting his behavior.
(p. 5)

The authors determined from the study that differences in the expectations of superintendents and school board members can be accounted for partly because they occupy different positions and partly because they occupy positions in formal organizations of different sizes.

Smith (1971) noted that "the significant finding of the research by Gross et al. (1966) was that there are 'differential degrees of consensus' for organization roles; a finding which challenges the assumption that a set of clearly defined and agreed upon expectations are associated with any organization position" (p. 67).

Student Personnel Administration: Nature and Functions

The dean of students occupies a focal position in the general area of student personnel work. An understanding of the role of deans of students cannot be achieved without first having some knowledge of the subsystem which constitutes their immediate sphere of operation. For this reason, attention is given to the basic tenets of student personnel work before examining the dean's role.

The Student Personnel Point of View

Crookston (1972b) noted that student personnel administrators, when reviewing the turbulent and traumatic decade of the 1960s, should face up to the practical realities and consequences of the dramatic changes which took place during that period. Deans of students who were trained in the nuances and skills of applying in loco parentis, found that the early 1970s brought a new concept, more avuncular in nature, which required a search for new ways and means to function effectively (p. 3). This search for a new approach was met by the concept of "student development."

In their review of the early literature on the philosophical development of the student personnel point of view, Blaesser and Crookston (1960) noted that most authorities in the field, until the late 1940s, accepted the view that student personnel work consisted of all non-instructional activities in which the all around development of the student was of primary concern. For the next two decades, increasing support developed for the view that it was erroneous to speak in terms of a dichotomy between student personnel work and instruction. Student personnel work was to include not only those processes and functions that emphasize intellectual, social, emotional, cultural, and physical development of the individual, but also those which help build curricula, improve methods of instruction, and develop leadership programs. It was generally held that student personnel work complemented as well as supplemented the instructional program in the total development of the individual.

Crookston (1972a) stated that the principal difference between the student development idea and the old philosophy rested in asserting that student development is not merely complementary or supplementary to the instructional program, it is a central teaching function of the institution. According to student developmental theory the entire academic community is a learning environment in which teaching can take place. Therefore, the teacher of student development teaches in multiple situations, including in the classroom.

In a more recent discussion, Crookston (1976) described the operational impact of the student development concept on student personnel professionals.

[Student development]. . . is a return to holism reinforced with the unerring vision of hindsight. Freed at last from the necessity of exercising the benevolent control of the parent and from adherence to the remedial model of counseling, professionals in our field, within a time frame of only a few years, have found themselves free to relate to students not on the basis of status, but competency; not reactively, but proactively. (p. 28)

The Commission on Professional Development of the Council of Student Personnel Associations in Higher Education (COSPA), in its position statement on the philosophy of, and professional preparation in, student development services, posited the following assumptions and observations:

Human beings express their life-goal as becoming free, liberated, and self-directed. . . . The potential for development is already possessed by every person. . . . Since human potential cannot be adequately measured, a person's possession of it must be assumed. . . . The ideal relationship that best facilitates human development includes faith in peoples' potential, understanding of them as they are at any particular time, and acceptance of them as they can be. . . . Human beings exist, function, and develop as individuals, groups, and organizations. (COSPA, 1974, p. 75)

Student personnel professionals operating under these assumptions should provide opportunities for the realization by students of certain educational values. A synthesis of the assumptions underlying the provision of these opportunities leads to the formulation of two basic goals for student personnel professionals. Students who take advantage of these opportunities should be able to: (a) adjust to and function adequately in the total university community as individuals, as members of individual groups, and as members of many groups which together constitute the larger organization; and (b) achieve a level of personal growth and maturity which will allow them to transfer the knowledges and skills acquired in the university community to the total societal environment.

This enables them to become effective and productive investments in human capital.

The Role of the Dean of Students

Universities vary widely with respect to the titles given to persons who have the responsibilities of the "dean of students." Arend (1975), in a study of the role of chief student personnel administrators in Ohio colleges and universities, found the two most common titles to be Dean of Students and Vice President for Student Affairs. In the current investigation, however, the dean of students (as defined herein) may or may not be the university's chief student personnel administrator.

Chief student personnel administrators in Ohio public universities were also the subjects of role analysis study by Anton (1976). The conceptual framework used to guide his study was a theoretical model of factors involved in the taking (receiving) of organizational roles proposed by Katz and Kahn (1966). Anton found eight identifiable sources for role definition perceived by chief student personnel administrators: (a) administrative superior(s); (b) administrative peers; (c) student affairs staff; (d) faculty; (e) written job descriptions; (f) fellow student affairs administrators outside the incumbent's institution; (g) organizations and associations; and (h) the "self." Based on these findings, one might reasonably conclude that students played no part in defining the role of these chief student personnel administrators, or, at the very least, students were not perceived by them as role-definers. Such a conclusion, if accurate, could illustrate the frustrations experienced by students who seek greater involvement in governance and decision-making processes.

In their study of the perceptions of the role of the dean of students held by other pertinent groups, Dutton et al. (1970, p. 8) found that deans and presidents were in general agreement. Deans, however, were found more likely than presidents to say that the dean's primary responsibility was to students, rather than to the institution, and favored involving students in institutional governance. Deans were also found to be less willing to view the enforcement of moral standards as among their responsibilities. A major finding of Dutton's study indicated that deans function in the midst of widely conflicting expectations (p. 7). This finding may have provided a basis for understanding why deans experience role confusion, and sometimes conflict, with members of the academic community.

Sandeen (1971) also noted the demands placed on the dean's shoulders:

The president, the faculty, the students, the public, and the dean's own staff may all have different expectations of him, and the dean himself, of course, has his own goals and priorities to meet. (p. 222)

Blue (1973), as an extension of the study by Dutton et al. (1970), found significant differences in the assumptions and beliefs of academic community members regarding the dean of students' role in 16 North Carolina colleges and universities. Reference groups in different types of institutions (public-private, black-white) appeared to hold similar role expectations for the dean of students.

Terenzini (1973) studied the views of deans and presidents concerning the goals of student affairs programs. His findings seemed to indicate that the two groups were most sharply divided on the question of the extent to which student affairs programs should be involved in the

academic or intellectual development of students -- the degree to which "academic" and "student" affairs should be merged (p. 33). Presidents, in this study, were less inclined than deans to see the academic and intellectual pursuits of students as appropriate concerns for student personnel programs.

During the course of interviews conducted as a part of the Campus Governance Project of the American Association for Higher Education, Hodgkinson (1970) was impressed with the degree of criticism expressed toward deans of students. Faculty and other administrators appeared to be confused about whether the dean was an advocate for students or an intermediary who protected higher level administrators from student protests. Another role conflict situation involved disagreements between deans of students and their presidents concerning the severity of punishment warranted in student disciplinary matters. Also, deans were found to have little administrative power or influence on final decision making. In an earlier analysis (Hodgkinson, 1968), it was suggested that deans of students were criticized so severely because they very likely represented a threat to faculty members and other administrators. The threat was apparently caused by the ease with which students expressed to the dean of students their concerns about weaknesses in the academic program (p. 7).

Similar observations of opposing role expectations held for the dean of students were discussed by Rickard (1972):

Student affairs staff, caught in the crossfire between administrative expectations to control [student] behavior and student demands for increased control over the conditions of student life, find the continued lack of clarity in roles detrimental to the development of relationships of trust with

students. With lack of clarity in the system, many students prefer to live with problems rather than seek assistance from student affairs staff members. (p. 220)

Rickard suggested that the traditional practice of combining the counselor-disciplinarian roles, perpetuating the advocacy-adversary dilemma, should be abolished in order to eliminate much of the role ambiguity in student personnel work. He seemed to suggest that the disciplinarian role ought to be clearly divorced from the entire area of student affairs.

Williamson and Biggs (1975) agreed with a portion of Rickard's analysis when they noted that "A traditional stereotyped image of role conflict and expectancy is illustrated by the assumed antagonistic roles of the dean . . . as friend-counselor and 'disciplinarian'" (p. 168). However, they suggested a different strategy for solving this problem.

We shall hold that this assumed conflict can be and must be reconciled within SPW [Student Personnel Work] (but not by every staff or counselor) rather than by separation of the two roles into discrete role-sets. (p. 168)

A study of the functions of chief student personnel officers in selected colleges with student populations between 1,000 and 2,500 (Lilley, 1974) indicated that the ten functions of most concern were: serving as chief administrator of the student affairs unit, policy formation affecting students, determining objectives, preparing the budget, recruiting staff, non-academic discipline, student government, student-faculty liaison, interpreting policy to students, and advising faculty on students' needs (p. 9). It may be observed that direct involvement with students could occur within only four of these ten functions. Lilley concluded that the role of the chief student personnel officer appeared to be one of coordinating and administering a

heterogeneous group of functions. A similar study (Arend, 1975), the sample population of which included large and small institutions, showed that deans of students in large institutions were becoming much more involved with supervision of staff members and, as a result, had less time to devote to activities involving direct student contact.

Relationship of the Scholarly Literature to the Study

In order to place the current study in perspective and to derive empirically testable hypotheses, the following propositions were drawn from the scholarly literature:

1. The student personnel function, as directed by the dean of students, is operated in the midst of widely conflicting expectations held by various reference groups.
2. Whether viewed from the standpoint of observer perceptions or actor perceptions, some type of role conflict will occur where a role incumbent is faced with contradictory expectations emanating from various reference groups.
3. Intrarole conflict will be experienced by a role incumbent who perceives contradictory expectations held for his or her role by more than one role-defining reference group.
4. The degree of intrarole conflict experienced by a role incumbent is inversely proportional to the degree of role consensus among various reference groups concerning the role expectations held by them for that role incumbent.

Propositions two, three, and four are derived from the role conflict theory of Gross et al. (1966). These propositions, in conjunction with proposition one, provided the basis for developing hypotheses concerning

the relationship between the degree of reference group consensus on role expectations held for the dean of students and the level of intrarole conflict perceived by the dean.

Confinement on Sources for Reviewed Literature

The scholarly literature reviewed in Chapter II is the result of a search for literature related to the current study in books, monographs, Dissertation Abstracts International, the Current Index of Journals in Education, the Education Index, and College Student Personnel Abstracts.

CHAPTER III

ANALYSIS OF THE DATA

The purpose of this chapter is to present an analysis of results obtained in the field portion of this study. Two forms of an interview guide were designed to elicit information regarding: (a) the degree of consensus on expectations held for deans of students by members of four role-defining reference groups; (b) the level of intrarole conflict perceived by deans of students; and (c) issues within general areas of responsibility on which deans of students and reference group members agreed or disagreed fundamentally.

The interview process is discussed below followed by a description of the methods used to analyze the data. A discussion of the data presentation format precedes an analysis of the data for each individual institution. For the purpose of preserving the anonymity of respondents each institution was assigned arbitrarily an identification number of 1, 2, 3, 4, or 5.

The Interview Process

Personal interviews were conducted with 13 respondents on each of five university campuses located in the southeastern United States. Participants at each institution included the dean of students, three peer/superior administrators, three subordinate administrators, three faculty members, and three student leaders. Consequently, interviews were accomplished with a total of 65 participants.

With few exceptions, each participant responded to 21 items on an interview guide. At Institutions 1 and 3, all participants responded to each item. One faculty member at Institution 2 did not respond to item 16. The dean of students at Institution 4 did not respond to items 2 and 18. One superior administrator at this institution did not respond to item 18. At Institution 5, one superior administrator did not respond to items 11, 14, and 16. Individual responses of all participants appear in Appendices C and D.

The maximum number of responses for 65 participants responding to 21 interview guide items was 1,365. Recorded usable responses totaled 1,358 yielding a response rate of 99.5%.

Methods of Data Analysis

The methods used for data analysis are presented in four primary sections. The first two sections are devoted to an explanation of the quantification of reference group consensus measures and intrarole conflict measures, respectively. The process of determining the relationship between measures of consensus and conflict is discussed in the third section. Provided in the fourth section is a description of the data collapsing technique used to ascertain areas of fundamental agreement or disagreement among respondents.

Reference Group Consensus Measures

Responses provided by members of the four reference groups formed the basis for analyzing the degree of consensus on expectations held for the dean of students at a given institution. Responses to each item on the INTERVIEW GUIDE FOR REFERENCE GROUPS Form 2 (see Appendix B) were coded

from 1 to 4 on a Likert Scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree. In most instances, three members of each of the four reference groups at a given institution responded to each item on the interview guide. A composite reference group response score was obtained for each item by computing the arithmetic mean of the three responses to that item. In instances where the arithmetic mean did not result in a whole number, the score was rounded to the nearest whole number. Although the rounding operation produced composite reference group response scores of a basically modal nature, further manipulation of these scores was not affected detrimentally. Appendix C contains a complete list of individual and composite reference group response scores for each sample institution.

Table 1 provides an example of the derivation of composite reference group response scores. Responses used in the example are those given by sample participants at Institution 1 for item 1 on the INTERVIEW GUIDE FOR REFERENCE GROUPS Form 2.

Table 1
Example of Composite Reference Group
Response Score Derivation for Item 1 at Institution 1

Reference Group	Individual Response	Composite Score
Peers/Superiors	2 - 2 - 3	2
Subordinates	4 - 2 - 3	3
Faculty	2 - 2 - 2	2
Student Leaders	3 - 3 - 4	3

As shown in Table 1, computation of the arithmetic mean for the responses of the peer/superior and student leader reference groups resulted

in fractional values which were then rounded to the nearest whole number to obtain the composite score. The arithmetic mean computed for the subordinate and faculty reference groups resulted in a whole number requiring no rounding operation.

Using the composite reference group response scores as a base, major and minor discrepancy scores were computed for each item by examining the six possible pairwise comparisons of the four reference groups. A major discrepancy was assumed to exist in a given pairwise comparison if the two composite response scores represented a "directional" difference on the fundamental agreement-disagreement continuum. For example, a composite score of 1 or 2 was considered to be directionally different from a score of 3 or 4 because both of the former scores represent fundamental disagreement with a particular item whereas both of the latter scores represent fundamental agreement with the same item.

A minor discrepancy was assumed to exist in a given pairwise comparison if the two composite response scores represented a difference in "strength" of response on either side of the fundamental agreement-disagreement continuum. For example, a composite score of 1, when compared to a composite score of 2, represents a stronger fundamental disagreement on a particular item. Nevertheless, both of these responses are in the same basic direction. A pairwise comparison of composite scores of 3 and 4 yields a difference in strength of agreement on a particular item but again, both are in the same basic direction.

A major discrepancy in a given pairwise comparison was assigned an arbitrary value of 4. Minor discrepancies, representing a lesser difference in expectations in a given pairwise comparison, were assigned an arbitrary value of 2.

Major and minor discrepancy scores for each of the six possible pairwise comparisons on a given item were then summed respectively to obtain total major and minor discrepancy scores for each item. Summation of all discrepancy scores on a given item resulted in a total item discrepancy score.

Table 2 provides an example of the derivation of major, minor, and total item discrepancy scores. The composite reference group response scores, used as a basis for deriving discrepancy scores in this example, were those computed from responses given by sample participants at Institution 1 for items 1 and 4 on the INTERVIEW GUIDE FOR REFERENCE GROUPS Form 2.

Table 2
Example of Major, Minor, and
Total Item Discrepancy Score Derivation

Item	Reference Group Pairwise Comparisons ^a						Minor Discre- pancy Total	Major Discre- pancy Total	Item Discre- pancy Total
	AB	AC	AD	BC	BD	CD			
1	4	0	4	4	0	4	0	16	16
4	0	2	0	2	0	2	6	0	6

^aReference Group Legend: A = Peer/Superior Administrators, B = Subordinate Administrators, C = Faculty Members, and D = Student Leaders.

Table 2 shows that no minor discrepancies were noted for item 1 of this example. However, the major discrepancy score is 16. Consequently, the total item discrepancy score of 16 represents a summation of major discrepancies in the expectations of various reference groups in four possible pairwise comparisons: peers/superiors and subordinates; peers/

superiors and student leaders; subordinates and faculty; and faculty and student leaders. For item 4 the total item discrepancy score of 6 represents a summation of minor discrepancies in the expectations of various reference groups in three pairwise comparisons: peers/superiors and faculty; subordinates and faculty; and faculty and student leaders.

The data on reference group consensus measures, confined to minor, major, and item discrepancy score totals, appear in Appendix E.

Intrarole Conflict Measures

The dean of students at each sample institution was requested to respond to each item on the INTERVIEW GUIDE FOR DEANS OF STUDENTS Form 1 (see Appendix B) first in terms of the extent to which he or she personally agreed or disagreed with the item. These responses were recorded on the 4-point Likert Scale from 1 (strongly disagree) to 4 (strongly agree). Second, the dean was asked to give an estimate of what the composite reference group response would be for each of the four sample reference groups. These estimates were recorded on the same 4-point scale.

The reference group response estimates provided for each item by each of the deans (see Appendix D) were used as the basis for computing major, minor, and total item discrepancy scores. The procedure used for computing these discrepancy scores was the same as that used to compute discrepancy scores from the composite reference group response scores. An examination of the six possible pairwise comparisons of a particular dean's estimates of reference group responses on a given item yielded discrepancy scores for the level of intrarole conflict on that item. These intrarole conflict discrepancy scores were assumed to be comparable to the reference group consensus discrepancy scores. As is the case with

reference group consensus discrepancy scores, intrarole conflict discrepancy score data (minor, major, and item score totals only) appear in Appendix E.

Relationship Between Measures of Consensus and Intrarole Conflict

Forms 1 and 2 of the interview guide contained 21 parallel items. These items represented three areas of responsibility of the dean of students. The area of student advocacy was represented by items 1-7, social maturity and value development by items 8-14, and governance by items 15-21.

Two sets of data were generated for each of the sample institutions. Members of the four role-defining reference groups, responding to 21 items categorized into three areas of responsibility of the dean of students, provided data for measures of reference group consensus in each of the three areas. The dean of students, estimating the responses of reference group members, provided data for measures of intrarole conflict in the same areas of responsibility.

Using the reference group consensus measures, an area discrepancy score mean (based on the discrepancy score totals for each of the seven items in that area) was computed for each of the dean's areas of responsibility. Area discrepancy score means were also computed for each area of responsibility using the intrarole conflict measures.

Two methods of analyzing the relationship between the consensus variable and the intrarole conflict variable were used. The first method, an intrainstitutional analysis, and the second method, an interinstitutional analysis, are described below.

Intrainstitutional analysis

The intrainstitutional analysis was accomplished through the following procedure:

1. A consensus discrepancy score grand mean and an intrarole conflict discrepancy score grand mean were computed from the respective 21 item discrepancy score totals.

2. Comparisons of the area discrepancy score means to the discrepancy score grand means enabled the determination of highness or lowness of the area means. If a consensus area mean was greater than the consensus grand mean, a low degree of consensus was assumed to exist in that area of responsibility. (It is important to remember that all scores were based on "discrepancies" or "degrees of disagreement" between composite group responses and that a higher discrepancy score, therefore, represents a lower degree of consensus.) If a consensus area mean was less than the consensus grand mean, a high degree of consensus was assumed to exist in that area of responsibility. If an intrarole conflict area mean was greater than the intrarole conflict grand mean, a high level of intrarole conflict was assumed to exist in that area of responsibility. If an intrarole conflict area mean was less than the intrarole conflict grand mean, a low level of intrarole conflict was assumed to exist in that area of responsibility.

3. Hypotheses derived from the literature concerning the relationship between the degree of consensus on expectations held for the dean of students and the level of intrarole conflict experienced by the dean were then empirically tested, on an intrainstitutional level, for each of the dean's three areas of responsibility.

Interinstitutional analysis

The interinstitutional analysis was accomplished through the following procedure:

1. A consensus discrepancy score grand mean and an intrarole conflict discrepancy score grand mean were computed for each area of responsibility irrespective of institutional differentiations. This was accomplished by combining the respective seven item discrepancy score totals for a given area of responsibility at an individual institution with the item discrepancy score totals for the same area of responsibility at all other institutions.
2. Comparisons of the area discrepancy score means for an individual institution to the area discrepancy score grand means for all institutions enabled the determination of highness or lowness of the area means for an individual institution. If an institutional consensus area mean was greater than the corresponding interinstitutional consensus area grand mean, a low degree of consensus was assumed to exist in that area of responsibility at that particular institution. Conversely, an institutional consensus area mean lower than the corresponding interinstitutional consensus area grand mean reflected a high degree of consensus in that area of responsibility at a given institution. If an institutional intrarole conflict area mean was greater than the corresponding interinstitutional intrarole conflict area grand mean, a high level of intrarole conflict was assumed to exist in that area of responsibility at that particular institution. Conversely, an institutional intrarole conflict area mean lower than the corresponding interinstitutional intrarole conflict area grand mean reflected a low level of intrarole conflict in that area of responsibility at a given institution.

3. Hypotheses derived from the literature concerning the relationship between the degree of consensus on expectations held for the dean of students and the level of intrarole conflict experienced by the dean were then empirically tested, on an interinstitutional level, for each of the dean's three areas of responsibility.

Fundamental Agreement or Disagreement Among Respondents

In order to determine those interview guide items on which the respondents at individual institutions agreed or disagreed fundamentally, the coded responses of reference group members and the dean of students at each sample institution were recoded or "collapsed" to an abbreviated form. The dean's responses to each item (ranging from 1 to 4 where 1 = strongly disagree and 4 = strongly agree) were recoded such that points 1 and 2 on the Likert Scale became minus (-) responses representing fundamental disagreement with the item, and points 3 and 4 on the scale became plus (+) responses representing fundamental agreement with the item.

Responses of reference group members were recoded in the same manner as those of the dean except that the composite reference group response scores, rather than individual response scores, were used for the recoding operation.

Format for Presentation of Data

The results of this study are reported primarily in terms of discrepancy score totals and mean score comparisons. Appendix E contains, for each sample institution, the item discrepancy score totals for the three areas of responsibility of the dean of students. These areas of

responsibility, represented by the respective seven-item sets of parallel items on Forms 1 and 2 of the interview guide, appear in Appendix E in the order of student advocacy first, social maturity and value development second, and governance third. Within each area of responsibility discrepancy score data appear first for responses provided by reference group members (hereafter called consensus data in tabular material), and then for estimates of reference group responses provided by the deans (hereafter called intrarole conflict data in tabular material).

Before presenting the data for each sample institution it is necessary to clarify the essential purpose for using item discrepancy scores as the basis for data analysis. The utility of the item discrepancy scores rests in the fact that they provide a point of comparison (via mean discrepancy scores) between the areas of responsibility of the dean of students. Consequently, only the mean and grand mean discrepancy scores for each area of responsibility and for each institutional variable (consensus and intrarole conflict) are essential in order to establish the highness or lowness of a given area of responsibility with respect to degrees of consensus and levels of intrarole conflict.

The remainder of this chapter is devoted to intrainstitutional and interinstitutional analyses of the data. Collapsed data regarding fundamental agreement or disagreement among respondents on all interview guide items are presented following each method of analysis.

Intrainstitutional Analysis of Data

Institution 1

Minor, major, and item discrepancy score totals for responses at

Institution 1 are presented in Tables E-1 through E-6. A summary of the consensus and intrarole conflict area discrepancy score means for this institution is shown in Table 3.

Table 3
Summary of Consensus and Intrarole Conflict
Area Discrepancy Score Means at
Institution 1

Area	Consensus Discrepancy Score Mean ^a	Intrarole Conflict Discrepancy Score Mean ^b
Student Advocacy	8.00	14.57
Social Maturity and Value Development	5.14	10.00
Governance	10.57	10.57

^aConsensus discrepancy score grand mean 7.90, standard deviation 5.27.

^bIntrarole conflict discrepancy score grand mean 11.71, standard deviation 5.26.

A comparison of the consensus area discrepancy score means to the consensus discrepancy score grand mean reveals that the areas of student advocacy and governance are characterized by high discrepancy score means and are, therefore, areas of low consensus. The social maturity and value development area has a low discrepancy score mean and is, therefore, an area of high consensus.

The consensus area discrepancy score means at Institution 1 are, in order of increasing degrees of disagreement, 5.14 for the social maturity and value development area, 8.00 for the student advocacy area, and 10.57 for the governance area. Consequently, peer/superior administrators, subordinate administrators, faculty members, and student leaders agreed most on their expectations for the role performed by the dean of students in the area of social maturity and value development. A lesser degree of

agreement existed for the dean's role in the student advocacy area and the least amount of agreement was found in the governance area.

A comparison of the intrarole conflict area discrepancy score means to the intrarole conflict discrepancy score grand mean shows that student advocacy is a high intrarole conflict area. The areas of social maturity and value development and governance are low intrarole conflict areas.

The intrarole conflict area discrepancy score means are, in order of increasing levels of conflict, 10.00 for the social maturity and value development area, 10.57 for the governance area, and 14.57 for the student advocacy area. This indicates that the dean of students experienced the least amount of conflicting role expectations in the social maturity and value development area, a greater amount of conflicting expectations in the governance area, and the greatest amount of conflicting expectations in the student advocacy area.

The relationship of reference group consensus on role expectations held for the dean of students to the intrarole conflict perceived by the dean at Institution 1 is now observable in each of the dean's areas of responsibility. The area of student advocacy was characterized by a low degree of consensus and a high level of intrarole conflict. The social maturity and value development area had a high degree of consensus and a low level of intrarole conflict. The area of governance was one of low consensus and low intrarole conflict.

The intrarole conflict area discrepancy scores in Table 3 were derived from estimates of reference group responses provided by the dean of students at Institution 1. A comparison of these estimates to the actual responses provided by reference group members shows that the dean estimated accurately the area of greatest agreement among the reference

groups (social maturity and value development), but estimated inaccurately the relative degree of agreement in the student advocacy and governance areas.

Data regarding the fundamental agreement or disagreement among respondents at Institution 1 on all interview guide items are shown in Table 4. In the student advocacy area the dean and all reference groups agreed fundamentally that the dean must be willing to engage in frank and open debate with students (item 4), and that the dean should, if necessary, advocate positions on policy matters that are in opposition to those held by peers or superiors (item 5).

All reference groups agreed that the dean should regulate student conduct to the extent necessary for the maintenance of reasonable order in the academic community (item 6), and that the privacy rights and confidences of counseling relationships should not be violated except for safety considerations (item 7). The dean disagreed with both of these items.

The dean, subordinates, and student leaders felt that the dean's relationships with students should take priority over administrative tasks (item 1) but the other reference groups disagreed. The dean and student leaders indicated agreement with the premise that although counseling and discipline may be closely related, the dean should give priority consistently to the counseling needs of students (item 2). The dean's peers/superiors, subordinates, and faculty indicated fundamental disagreement with this item. Item 3, which suggested that the dean's primary commitment should be to the individual needs of the student, produced agreement from the dean, peers/superiors, and subordinates, and disagreement from faculty and student leaders.

Table 4
 Fundamental Agreement or Disagreement among
 Respondents at Institution 1

Item ^a	Dean of Students	Reference Groups			
		Peers/ Superiors	Subordinates	Faculty	Student Leaders
<u>Student Advocacy</u>					
1	+	-	+	-	+
2	-	+	+	+	-
3	+	+	+	-	-
4	+	+	+	+	+
5	+	+	+	+	+
6	-	+	+	+	+
7	-	+	+	+	+
<u>Social Maturity and Value Development</u>					
8	+	+	+	+	+
9	-	+	+	+	+
10	+	+	+	+	+
11	+	-	+	+	+
12	+	+	+	+	+
13	+	+	+	+	+
14	+	+	+	+	+
<u>Governance</u>					
15	+	+	+	+	+
16	+	-	-	-	+
17	-	-	-	-	-
18	-	-	+	-	+
19	+	+	+	+	-
20	+	-	+	+	+
21	+	+	+	+	+

Note. Fundamental agreement is indicated by a "+". Fundamental disagreement is indicated by a "-".

^aIndividual items are identified in text and in Appendix B.

In the social maturity and value development area the dean and all reference groups agreed fundamentally that: (a) the dean should initiate programs manifesting the institution's concern for the maturity and development of the student (item 8); (b) the dean should allow students to make their own personal decisions (item 10); (c) programs and activities sponsored by the dean should help students develop their own set of values (item 12); (d) the dean should exert influence on the institutional environment to support individual students (item 13); and (e) student growth may be hindered if the dean attempts to protect students from experiencing "defeats" (item 14).

Only the dean disagreed with item 9 which suggested that social maturity and value development are integral to the student's intellectual attainment. The idea that it is questionable for the dean to influence students to adopt the institution's values (item 11) was met with disagreement from peers/superiors only.

In the governance area the dean and all reference groups agreed fundamentally that the dean should consult students, faculty, and other administrators before developing student affairs policy (item 15), and that the dean should insist that student participation in the governance process be representative of the student population with regard to sex, race, and age (item 21). All groups of respondents disagreed with the premise that the dean should have no requirement to consult with students and faculty before determining policy (item 17).

The student leader reference group did not favor the adjudication of academic dishonesty problems through joint participation of students, faculty, and the dean of students (item 19). Only the peers/superiors reference group disagreed with the limitation of the dean's role to an

advisory capacity to students on issues concerning student activities and the allocation of student activity fees (item 20).

Although the dean and student leaders were willing to have student affairs policy determined by a campus governance body on which the dean would sit as a voting member, peers/superiors, faculty, and subordinates disagreed (item 16). Student leaders and subordinates favored allowing students primary authority to make decisions concerning visitation regulations in residence halls (item 18), however, the dean, peers/superiors, and faculty were unwilling to do so.

A review of the data in Table 4 shows that conflicting expectations among the five groups of respondents (the dean, peers/superiors, subordinates, faculty, and student leaders) resulted on five items in the student advocacy area, four items in the governance area, and two items in the social maturity and value development area. Further, an examination of instances in which the fundamental role expectations of one or two groups of respondents differed from those of the remaining groups on a particular item showed that eight such instances appeared in the area of student advocacy, six in the governance area, and only two in the social maturity and value development area. These findings suggest that the fundamental role expectations of all groups of respondents at Institution 1 tended toward greatest congruence in the social maturity and value development area, a lesser congruence in the governance area, and least congruence in the area of student advocacy.

Institution 2

Minor, major, and item discrepancy score totals for responses at Institution 2 are presented in Tables E-7 through E-12. A summary of the

consensus and intrarole conflict area discrepancy score means for this institution is shown in Table 5.

Table 5
Summary of Consensus and Intrarole Conflict
Area Discrepancy Score Means at
Institution 2

Area	Consensus Discrepancy Score Mean ^a	Intrarole Conflict Discrepancy Score Mean ^b
Student Advocacy	8.00	2.57
Social Maturity and Value Development	7.43	1.71
Governance	6.29	1.71

^aConsensus discrepancy score grand mean 7.24, standard deviation 4.31.

^bIntrarole conflict discrepancy score grand mean 2.00, standard deviation 3.46.

A comparison of the consensus area discrepancy score means to the consensus discrepancy score grand mean reveals that the areas of student advocacy and social maturity and value development are characterized by high discrepancy score means and are, therefore, areas of low consensus. The governance area has a low discrepancy score mean and is, therefore, an area of high consensus.

The consensus area discrepancy score means at Institution 2 are, in order of increasing degrees of disagreement, 6.29 for the governance area, 7.43 for the social maturity and value development area, and 8.00 for the student advocacy area. Consequently, peer/superior administrators, subordinate administrators, faculty members, and student leaders agreed most on their expectations for the role performed by the dean of students in the area of governance. A lesser degree of agreement existed for the dean's role in the social maturity and value development area, and the

least amount of agreement was found in the student advocacy area.

A comparison of the intrarole conflict area discrepancy score means to the intrarole conflict discrepancy score grand mean shows that student advocacy is a high intrarole conflict area. The areas of social maturity and value development and governance are low intrarole conflict areas.

The intrarole conflict area discrepancy score means are, in order of increasing levels of conflict, 1.71 for the areas of social maturity and value development and governance, and 2.57 for the student advocacy area. This indicates that the dean of students experienced the least amount of conflicting role expectations in the areas of social maturity and value development and governance, and a greater amount of conflicting expectations in the student advocacy area.

The relationship of reference group consensus on role expectations held for the dean of students to the intrarole conflict perceived by the dean at Institution 2 is now observable in each of the dean's areas of responsibility. The area of student advocacy was characterized by a low degree of consensus and a high level of intrarole conflict. The social maturity and value development area had a low degree of consensus and a low level of intrarole conflict. The area of governance was one of high consensus and low intrarole conflict.

The intrarole conflict area discrepancy scores in Table 5 were derived from estimates of reference group responses provided by the dean of students at Institution 2. A comparison of these estimates with the actual responses provided by reference group members shows that the dean estimated accurately the area of least agreement among the reference groups (student advocacy). Although the dean estimated a lesser degree of agreement in the social maturity and value development area than in

the governance area, actual reference group responses showed equivalent degrees of agreement in these areas.

Data regarding the fundamental agreement or disagreement among respondents at Institution 2 on all interview guide items are shown in Table 6. In the student advocacy area the dean and all reference groups agreed fundamentally that: (a) although counseling and discipline may be closely related, the dean should give priority consistently to the counseling needs of students (item 2); (b) the dean must be willing to engage in frank and open debate with students (item 4); (c) the dean should, if necessary, advocate positions on policy matters that are in opposition to those held by peers or superiors (item 5); (d) the dean should regulate student conduct to the extent necessary for the maintenance of reasonable order in the academic community (item 6); and (e) the privacy rights and confidences of counseling relationships should not be violated except for safety considerations (item 7).

Only the dean's subordinates disagreed with the premise that the dean's relationships with students should take priority over administrative tasks (item 1). The dean, peers/superiors, and faculty felt that the dean's primary commitment should be to the individual needs of the student (item 3) but subordinates and student leaders disagreed.

In the social maturity and value development area the dean and all reference groups agreed fundamentally that: (a) the dean should initiate programs manifesting the institution's concern for the maturity and value development of the student (item 8); (b) social maturity and value development are integral to the student's intellectual attainment (item 9); (c) the dean should allow students to make their own personal decisions (item 10); (d) programs and activities sponsored by the dean

Table 6
 Fundamental Agreement or Disagreement among
 Respondents at Institution 2

Item ^a	Dean of Students	Reference Groups			
		Peers/ Superiors	Subordinates	Faculty	Student Leaders
<u>Student Advocacy</u>					
1	+	+	-	+	+
2	+	+	+	+	+
3	+	+	-	+	-
4	+	+	+	+	+
5	+	+	+	+	+
6	+	+	+	+	+
7	+	+	+	+	+
<u>Social Maturity and Value Development</u>					
8	+	+	+	+	+
9	+	+	+	+	+
10	+	+	+	+	+
11	-	-	-	-	+
12	+	+	+	+	+
13	+	+	+	+	+
14	+	+	+	+	+
<u>Governance</u>					
15	+	+	+	+	+
16	-	-	-	-	-
17	-	-	-	-	-
18	+	+	+	-	+
19	+	+	+	+	+
20	+	+	+	+	+
21	+	+	+	+	+

Note. Fundamental agreement is indicated by a "+". Fundamental disagreement is indicated by a "-".

^aIndividual items are identified in text and in Appendix B.

should help students develop their own set of values (item 12); (e) the dean should exert influence on the institutional environment to support individual students (item 13); and (f) student growth may be hindered if the dean attempts to protect students from experiencing "defeats" (item 14). The idea that it is questionable for the dean to influence students to adopt the institution's values (item 11) was met with agreement from student leaders only.

In the governance area the dean and all reference groups agreed fundamentally that: (a) the dean should consult students, faculty, and other administrators before developing student affairs policy (item 15); (b) the adjudication of academic dishonesty problems should be accomplished through joint participation of students, faculty, and the dean of students (item 19); (c) the dean's role should be limited to an advisory capacity to students on issues concerning student activities and the allocation of student activity fees (item 20); and (d) the dean should insist that student participation in the governance process be representative of the student population with regard to sex, race, and age (item 21).

All groups of respondents were unwilling to have student affairs policy determined either by a campus governance body on which the dean would sit as a voting member (item 16) or by the dean alone where there was no implicit or explicit requirement for prior consultation with students and faculty (item 17). All groups of respondents except faculty favored allowing students primary authority to make decisions concerning visitation regulations in residence halls (item 18).

A review of the data in Table 6 shows that conflicting expectations among the five groups of respondents (the dean, peers/superiors, subordinates, faculty, and student leaders) resulted on two items in the

student advocacy area, and one item each in the areas of social maturity and value development and governance. Further, an examination of instances in which the fundamental role expectations of one or two groups of respondents differed from those of the remaining groups on a particular item showed that three such instances appeared in the area of student advocacy, and only one instance each in the areas of social maturity and value development and governance. These findings suggest that the fundamental role expectations of all groups of respondents at Institution 2 tended toward greatest congruence in the areas of social maturity and value development and governance, and least congruence in the area of student advocacy.

Institution 3

Minor, major, and item discrepancy score totals for responses at Institution 3 are presented in Tables E-13 through E-18. A summary of the consensus and intrarole conflict area discrepancy score means for this institution is shown in Table 7.

Table 7
Summary of Consensus and Intrarole Conflict
Area Discrepancy Score Means at
Institution 3

Area	Consensus Discrepancy Score Mean ^a	Intrarole Conflict Discrepancy Score Mean ^b
Student Advocacy	6.29	2.86
Social Maturity and Value Development	7.71	3.43
Governance	10.00	4.57

^aConsensus discrepancy score grand mean 8.00, standard deviation 4.98.

^bIntrarole conflict discrepancy score grand mean 3.62, standard deviation 4.41.

A comparison of the consensus area discrepancy score means to the consensus discrepancy score grand mean reveals that the areas of student advocacy and social maturity and value development are characterized by low discrepancy score means and are, therefore, areas of high consensus. The governance area has a high discrepancy score mean and is, therefore, an area of low consensus.

The consensus area discrepancy score means at Institution 3 are, in order of increasing degrees of disagreement, 6.29 for the student advocacy area, 7.71 for the social maturity and value development area, and 10.00 for the governance area. Consequently, peer/superior administrators, subordinate administrators, faculty members, and student leaders agreed most on their expectations for the role performed by the dean of students in the area of student advocacy. A lesser degree of agreement existed for the dean's role in the social maturity and value development area, and the least amount of agreement was found in the governance area.

A comparison of the intrarole conflict area discrepancy score means to the intrarole conflict discrepancy score grand mean shows that governance is a high intrarole conflict area. The areas of student advocacy and social maturity and value development are low intrarole conflict areas.

The intrarole conflict area discrepancy score means are, in order of increasing levels of conflict, 2.86 for the student advocacy area, 3.43 for the social maturity and value development area, and 4.57 for the governance area. This indicates that the dean of students experienced the least amount of conflicting role expectations in the student advocacy area, a greater amount of conflicting expectations in the social maturity and value development area, and the greatest amount of conflicting

expectations in the governance area.

The relationship of reference group consensus on role expectations held for the dean of students to the intrarole conflict perceived by the dean at Institution 3 is now observable in each of the dean's areas of responsibility. The area of student advocacy was characterized by a high degree of consensus and a low level of intrarole conflict. The social maturity and value development area also had a high degree of consensus and a low level of intrarole conflict. The area of governance was one of low consensus and low intrarole conflict.

The intrarole conflict area discrepancy scores in Table 7 were derived from estimates of reference group responses provided by the dean of students at Institution 3. A comparison of these estimates to the actual responses provided by reference group members shows that the dean estimated accurately the relative degree of agreement among the reference groups on all areas of responsibility.

Data regarding the fundamental agreement or disagreement among respondents at Institution 3 on all interview guide items are shown in Table 8. In the student advocacy area the dean and all reference groups agreed fundamentally that: (a) the dean's relationship with students should take priority over administrative tasks (item 1); (b) although counseling and discipline may be closely related, the dean should give priority consistently to the counseling needs of students (item 2); (c) the dean must be willing to engage in frank and open debate with students (item 4); (d) the dean should, if necessary, advocate positions on policy matters that are in opposition to those held by peers or superiors (item 5); (e) the dean should regulate student conduct to the extent necessary for the maintenance of reasonable order in the academic community (item 6);

Table 8
 Fundamental Agreement or Disagreement among
 Respondents at Institution 3

Item ^a	Dean of Students	Reference Groups			
		Peers/ Superiors	Subordinates	Faculty	Student Leaders
<u>Student Advocacy</u>					
1	+	+	+	+	+
2	+	+	+	+	+
3	+	-	+	+	-
4	+	+	+	+	+
5	+	+	+	+	+
6	+	+	+	+	+
7	+	+	+	+	+
<u>Social Maturity and Value Development</u>					
8	+	+	+	+	+
9	+	+	+	+	+
10	+	+	+	+	+
11	-	-	+	+	+
12	+	+	+	+	+
13	+	+	+	+	+
14	+	+	+	+	+
<u>Governance</u>					
15	+	+	+	+	+
16	-	-	+	-	+
17	-	-	-	-	-
18	+	-	+	+	+
19	-	+	-	+	+
20	-	+	+	+	+
21	-	+	+	+	-

Note. Fundamental agreement is indicated by a "+". Fundamental disagreement is indicated by a "-".

^aIndividual items are identified in text and in Appendix B.

and (f) the privacy rights and confidences of counseling relationships should not be violated except for safety considerations (item 7). Item 3, which suggested that the dean's primary commitment should be to the individual needs of the student, produced agreement from all groups of respondents except peers/superiors.

In the social maturity and value development area the dean and all reference groups agreed fundamentally that: (a) the dean should initiate programs manifesting the institution's concern for the maturity and value development of the student (item 8); (b) social maturity and value development are integral to the student's intellectual attainment (item 9); (c) the dean should allow students to make their own personal decisions (item 10); (d) programs and activities sponsored by the dean should help students develop their own set of values (item 12); (e) the dean should exert influence on the institutional environment to support individual students (item 13); and (f) student growth may be hindered if the dean attempts to protect students from experiencing "defeats" (item 14). Subordinates, faculty, and student leaders agreed that it would be questionable behavior for the dean to influence students to adopt the institution's values (item 11) but the dean and his peers/superiors disagreed.

In the governance area the dean and all reference groups agreed fundamentally that the dean should consult students, faculty, and other administrators before developing student affairs policy (item 15). All groups of respondents disagreed with the premise that the dean should have no requirements to consult with students and faculty before determining policy (item 17). Only subordinates and student leaders felt

that student affairs policy should be determined by a campus governance body on which the dean sits as a voting member (item 16).

All groups of respondents except peers/superiors favored allowing students primary authority to make decisions concerning visitation regulations in residence halls (item 18). Peers/superiors, faculty, and student leaders favored the adjudication of academic dishonesty problems through joint participation of students, faculty, and the dean of students (item 19) but the dean and subordinates disagreed.

All groups of respondents except the dean were willing to have the dean's role limited to an advisory capacity to students on issues concerning student activities and the allocation of student activity fees (item 20). Although the dean's peers/superiors, subordinates, and faculty agreed that the dean should insist that student participation in the governance process be representative of the student population with regard to sex, race, and age (item 21), the dean and student leaders did not agree.

A review of the data in Table 8 shows that conflicting expectations among the five groups of respondents (the dean, peers/superiors, subordinates, faculty, and student leaders) resulted on five items in the governance area, and one item each in the areas of student advocacy and social maturity and value development. Further, an examination of instances in which the fundamental role expectations of one or two groups of respondents differed from those of the remaining groups on a particular item showed that eight such instances appeared in the governance area, and two instances each in the areas of student advocacy and social maturity and value development. These findings suggest that the fundamental role expectations of all groups of respondents at

Institution 3 tended toward greatest congruence in the areas of student advocacy and social maturity and value development, and least congruence in the area of governance.

Institution 4

Minor, major, and item discrepancy score totals for responses at Institution 4 are presented in Tables E-19 through E-24. A summary of the consensus and intrarole conflict area discrepancy score means for this institution is shown in Table 9.

Table 9
Summary of Consensus and Intrarole Conflict
Area Discrepancy Score Means at
Institution 4

Area	Consensus Discrepancy Score Mean ^a	Intrarole Conflict Discrepancy Score Mean ^b
Student Advocacy	10.29	5.00
Social Maturity and Value Development	6.00	3.14
Governance	5.71	6.00

^aConsensus discrepancy score grand mean 7.33, standard deviation 4.99.

^bIntrarole conflict discrepancy score grand mean 4.63, standard deviation 5.29.

A comparison of the consensus area discrepancy score means to the consensus discrepancy score grand mean reveals that the areas of social maturity and value development and governance are characterized by low discrepancy score means and are, therefore, areas of high consensus. The student advocacy area has a high discrepancy score mean and is, therefore, an area of low consensus.

The consensus area discrepancy score means at Institution 4 are, in order of increasing degrees of disagreement, 5.71 for the governance area, 6.00 for the social maturity and value development area, and 10.29 for the student advocacy area. Consequently, peer/superior administrators, subordinate administrators, faculty members, and student leaders agreed most on their expectations for the role performed by the dean of students in the area of governance. A lesser degree of agreement existed for the dean's role in the social maturity and value development area, and the least amount of agreement was found in the student advocacy area.

A comparison of the intrarole conflict area discrepancy score means to the intrarole conflict discrepancy score grand mean shows that student advocacy and governance are high intrarole conflict areas. The area of social maturity and value development is a low intrarole conflict area.

The intrarole conflict area discrepancy score means are, in order of increasing levels of conflict, 3.14 for the social maturity and value development area, 5.00 for the student advocacy area, and 6.00 for the governance area. This indicates that the dean of students experienced the least amount of conflicting role expectations in the social maturity and value development area, a greater amount of conflicting expectations in the student advocacy area, and the greatest amount of conflicting expectations in the student advocacy area.

The relationship of reference group consensus on role expectations held for the dean of students to the intrarole conflict perceived by the dean at Institution 4 is now observable in each of the dean's areas of responsibility. The area of student advocacy was characterized by a low degree of consensus and a high level of intrarole conflict. The social maturity and value development area had a high degree of consensus and

a low level of intrarole conflict. The area of governance was one of high consensus and high intrarole conflict.

The intrarole conflict area discrepancy scores in Table 9 were derived from estimates of reference group responses provided by the dean of students at Institution 4. A comparison of these estimates to the actual responses provided by reference group members shows that the dean estimated inaccurately the relative degree of agreement among the reference groups on all areas of responsibility.

Data regarding the fundamental agreement or disagreement among respondents at Institution 4 on all interview guide items are shown in Table 10. In the student advocacy area the dean and all reference groups agreed fundamentally that: (a) the dean must be willing to engage in frank and open debate with students (item 4); (b) the dean should, if necessary, advocate positions on policy matters that are in opposition to those held by peers and superiors (item 5); and (c) the dean should regulate student conduct to the extent necessary for the maintenance of reasonable order in the academic community (item 6). All reference groups agreed that although counseling and discipline may be closely related, the dean should give priority consistently to the counseling needs of students (item 2). However, the dean did not respond to this item.

Only the dean's peers/superiors disagreed that the dean's relationship with students should take priority over administrative tasks (item 1). The dean's subordinates, faculty, and student leaders agreed that the dean's primary commitment should be to the individual needs of the student (item 3) but the dean and peers/superiors disagreed. With the exception of student leaders, the dean and other reference groups agreed

Table 10
 Fundamental Agreement or Disagreement among
 Respondents at Institution 4

Item ^a	Dean of Students ^b	Reference Groups			
		Peers/ Superiors	Subordinates	Faculty	Student Leaders
<u>Student Advocacy</u>					
1	+	-	+	+	+
2	*	+	+	+	+
3	-	-	+	+	+
4	+	+	+	+	+
5	+	+	+	+	+
6	+	+	+	+	+
7	+	+	+	+	-
<u>Social Maturity and Value Development</u>					
8	+	+	+	+	+
9	+	+	+	+	+
10	+	+	+	+	+
11	+	+	+	+	+
12	+	+	+	+	+
13	+	+	+	+	+
14	+	+	+	+	+
<u>Governance</u>					
15	+	+	+	+	+
16	+	-	+	+	+
17	-	-	-	-	-
18	*	+	-	+	+
19	+	+	+	+	+
20	+	+	+	+	+
21	-	+	+	+	+

Note. Fundamental agreement is indicated by a "+". Fundamental disagreement is indicated by a "-".

^aIndividual items are identified in text and in Appendix B.

^bAn asterisk (*) indicates a missing response.

that the primary rights and confidences of counseling relationships should not be violated except for safety considerations (item 7).

In the social maturity and value development area the dean and all reference groups agreed fundamentally that: (a) the dean should initiate programs manifesting the institution's concern for the maturity and value development of the student (item 8); (b) social maturity and value development are integral to the student's intellectual attainment (item 9); (c) the dean should allow students to make their own personal decisions (item 10); (d) it would be questionable behavior for the dean to influence students to adopt the institution's values (item 11); (e) programs and activities sponsored by the dean should help students develop their own set of values (item 12); (f) the dean should exert influence on the institutional environment to support individual students (item 13); and (g) student growth may be hindered if the dean attempts to protect students from experiencing "defeats" (item 14).

In the governance area the dean and all reference groups agreed fundamentally that: (a) the adjudication of academic dishonesty problems should be accomplished through joint participation of students, faculty, and the dean of students (item 19); (b) the dean's role should be limited to an advisory capacity to students on issues concerning student activities and the allocation of student activity fees (item 20); and (c) the dean should consult students, faculty, and other administrators before developing student affairs policy (item 15). All groups of respondents disagreed with the premise that the dean should have no requirement to consult with students and faculty before determining policy (item 17). Only the dean's peers/superiors were unwilling to have student affairs policy determined by a campus governance body on

which the dean sits as a voting member (item 16).

All reference groups except subordinates favored allowing students primary authority to make decisions concerning visitation regulations in residence halls (item 18). The dean, however, did not respond to this item. Although all reference groups agreed that the dean should insist that student participation in the governance process be representative of the student population with regard to sex, race, and age (item 21), the dean did not agree.

A review of the data in Table 10 shows that conflicting expectations among the five groups of respondents (the dean, peers/superiors, subordinates, faculty, and student leaders) resulted on three items each in the areas of student advocacy and governance, and no items in the social maturity and value development area. Further, an examination of instances in which the fundamental role expectations of one or two groups of respondents differed from those of the remaining groups on a particular item showed that four such instances appeared in the student advocacy area, three instances in the governance area, and no such instances in the social maturity and value development area. These findings suggest that the fundamental role expectations of all groups of respondents at Institution 4 tended toward greatest congruence in the area of social maturity and value development, a lesser congruence in the area of governance, and least congruence in the area of student advocacy.

Institution 5

Minor, major, and item discrepancy score totals for responses at Institution 5 are presented in Tables E-25 through E-30. A summary of the consensus and intrarole conflict area discrepancy score means for

this institution is shown in Table 11.

Table 11
Summary of Consensus and Intrarole Conflict
Area Discrepancy Score Means at
Institution 5

Area	Consensus Discrepancy Score Mean ^a	Intrarole Conflict Discrepancy Score Mean ^b
Student Advocacy	8.00	5.71
Social Maturity and Value Development	7.14	0.00
Governance	9.14	4.00

^aConsensus discrepancy score grand mean 8.10, standard deviation 4.22.

^bIntrarole conflict discrepancy score grand mean 3.24, standard deviation 6.02.

A comparison of the consensus area discrepancy score means to the consensus discrepancy score grand mean reveals that the areas of student advocacy and social maturity and value development are characterized by low discrepancy score means and are, therefore, areas of high consensus. The governance area has a high discrepancy score mean and is, therefore, an area of low consensus.

The consensus area discrepancy score means at Institution 5 are, in order of increasing degrees of disagreement, 7.14 for the social maturity and value development area, 8.00 for the student advocacy area, and 9.14 for the governance area. Consequently, peer/superior administrators, subordinate administrators, faculty members, and student leaders agreed most on their expectations for the role performed by the dean of students in the area of social maturity and value development. A lesser degree of agreement existed for the dean's role in the student

advocacy area, and the least amount of agreement was found in the governance area.

A comparison of the intrarole conflict area discrepancy score means to the intrarole conflict discrepancy score grand mean shows that the areas of student advocacy and governance are high intrarole conflict areas. The area of social maturity and value development is a low intrarole conflict area.

The intrarole conflict area discrepancy score means are, in order of increasing levels of conflict, 0.00 for the social maturity and value development area, 4.00 for the governance area, and 5.71 for the student advocacy area. This indicates that the dean of students experienced the least amount of conflicting role expectations in the social maturity and value development area, a greater amount of conflicting expectations in the governance area, and the greatest amount of conflicting expectations in the student advocacy area.

The relationship of reference group consensus on role expectations held for the dean of students to the intrarole conflict perceived by the dean at Institution 5 is now observable in each of the dean's areas of responsibility. The area of student advocacy was characterized by a high degree of consensus and a high level of intrarole conflict. The social maturity and value development area had a high degree of consensus and a low level of intrarole conflict. The area of governance was one of low consensus and high intrarole conflict.

The intrarole conflict area discrepancy scores in Table 11 were derived from estimates of reference group responses provided by the dean of students at Institution 5. A comparison of these estimates to the actual responses provided by reference group members shows that the dean estimated

accurately the area of greatest agreement among the reference groups (social maturity and value development), but estimated inaccurately the relative degree of agreement in the student advocacy and governance areas.

Data regarding the fundamental agreement or disagreement among respondents at Institution 5 on all interview guide items are shown in Table 12. In the student advocacy area the dean and all reference groups agreed fundamentally that: (a) the dean must be willing to engage in frank and open debate with students (item 4); (b) the dean should, if necessary, advocate positions on policy matters that are in opposition to those held by peers or superiors (item 5); (c) the dean should regulate student conduct to the extent necessary for the maintenance of reasonable order in the academic community (item 6); and (d) the privacy rights and confidences of counseling relationships should not be violated except for safety considerations (item 7).

The dean's peers/superiors, faculty, and student leaders agreed that the dean's relationship with students should take priority over administrative tasks (item 1) but the dean and subordinates did not agree. Only the dean disagreed with the premise that although counseling and discipline may be closely related, the dean should give priority consistently to the counseling needs of students (item 2). Item 3, which suggested that the dean's primary commitment should be to the individual needs of the student, produced agreement from all groups of respondents except the dean and peers/superiors.

In the social maturity and value development area the dean and all reference groups agreed fundamentally that: (a) the dean should initiate programs manifesting the institution's concern for the maturity and value development of the student (item 8); (b) social maturity and value

Table 12
 Fundamental Agreement or Disagreement among
 Respondents at Institution 5

Item ^a	Dean of Students	Reference Groups			
		Peers/ Superiors	Subordinates	Faculty	Student Leaders
<u>Student Advocacy</u>					
1	-	+	-	+	+
2	-	+	+	+	+
3	-	-	+	+	+
4	+	+	+	+	+
5	+	+	+	+	+
6	+	+	+	+	+
7	+	+	+	+	+
<u>Social Maturity and Value Development</u>					
8	+	+	+	+	+
9	+	+	+	+	+
10	+	+	+	+	+
11	-	-	-	-	+
12	+	+	+	+	+
13	+	+	+	+	+
14	+	+	+	+	+
<u>Governance</u>					
15	+	+	+	+	+
16	+	+	-	+	-
17	-	-	-	-	-
18	-	+	-	+	+
19	+	+	+	+	+
20	-	-	-	-	+
21	+	+	+	+	+

Note. Fundamental agreement is indicated by a "+". Fundamental disagreement is indicated by a "-".

^aIndividual items are identified in text and in Appendix B.

development are integral to the student's intellectual attainment (item 9); (c) the dean should allow students to make their own personal decisions (item 10); (d) programs and activities sponsored by the dean should help students develop their own set of values (item 12); (e) the dean should exert influence on the institutional environment to support individual students (item 13); and (f) student growth may be hindered if the dean attempts to protect students from experiencing "defeats" (item 14). Only student leaders agreed that it would be questionable behavior for the dean to influence students to adopt the institution's values (item 11).

In the governance area the dean and all reference groups agreed fundamentally that: (a) the adjudication of academic dishonesty problems should be accomplished through joint participation of students, faculty, and the dean of students (item 19); (b) the dean should insist that student participation in the governance process be representative of the student population with regard to sex, race, and age (item 21); and (c) the dean should consult students, faculty, and other administrators before developing student affairs policy (item 15). All groups of respondents disagreed with the premise that the dean should have no requirement to consult with students and faculty before determining policy (item 17). The dean, peers/superiors, and faculty felt that student affairs policy should be determined by a campus governance body on which the dean sits as a voting member (item 16), but subordinates and student leaders disagreed.

All groups of respondents except the dean and subordinates favored allowing students primary authority to make decisions concerning visitation regulations in residence halls (item 18). All groups of respondents,

except student leaders, were unwilling to have the dean's role limited to an advisory capacity to students on issues concerning student activities and the allocation of student activity fees (item 20).

A review of the data in Table 12 reveals that conflicting expectations among the five groups of respondents (the dean, peers/superiors, subordinates, faculty, and student leaders) resulted on three items each in the areas of student advocacy and governance, and one item in the area of social maturity and value development. Further, an examination of instances in which the fundamental role expectations of one or two groups of respondents differed from those of the remaining groups on a particular item showed that five such instances appeared in each of the areas of student advocacy and governance, and one instance in the area of social maturity and value development. These findings suggest that the fundamental role expectations of all groups of respondents at Institution 5 tended toward greatest congruence in the area of social maturity and value development, and least congruence in the areas of student advocacy and governance.

Interinstitutional Analysis of Data

Student Advocacy

Consensus and intrarole conflict discrepancy score means for each of the dean's areas of responsibility at each institution were presented in Tables 3, 5, 7, 9, and 11. A summary of these discrepancy score means for the student advocacy area at Institutions 1-5 is shown in Table 13.

A comparison of the consensus discrepancy score means for each individual institution to the interinstitutional consensus discrepancy

Table 13
 Summary of Consensus and Intrarole Conflict
 Discrepancy Score Means for the Student
 Advocacy Area by Institution

Institution	Consensus Discrepancy Score Mean ^a	Intrarole Conflict Discrepancy Score Mean ^b
1	8.00	14.57
2	8.00	2.57
3	6.29	2.86
4	10.29	5.00
5	8.00	5.71

^aInterinstitutional consensus discrepancy score grand mean 8.11, standard deviation 5.51.

^bInterinstitutional intrarole conflict discrepancy score grand mean 6.18, standard deviation 6.52.

score grand mean for the student advocacy area indicates that Institutions 1, 2, 3, and 5 are characterized by low discrepancy score means and are, therefore, institutions in which a high degree of consensus exists. Institution 4 has a high discrepancy score mean and is, therefore, an institution in which a low degree of consensus exists.

The consensus discrepancy score means for the student advocacy area at each institution are, in order of increasing degrees of disagreement, 6.29 for Institution 3, 8.00 for Institutions 1, 2, and 5, and 10.29 for Institution 4. Consequently, peer/superior administrators, subordinate administrators, faculty members, and student leaders were in greatest agreement at Institution 3 concerning their expectations for the role performed by their dean of students in the area of student advocacy. Reference group members at Institution 4 were in least agreement on their expectations for their dean in this area.

A comparison of the intrarole conflict discrepancy score means for

each individual institution to the interinstitutional intrarole conflict discrepancy score grand mean for the student advocacy area shows that a high level of intrarole conflict exists in Institution 1. A low level of intrarole conflict exists in Institutions 2, 3, 4, and 5.

The intrarole conflict discrepancy score means for the student advocacy area at each institution are, in order of increasing levels of conflict, 2.57, 2.86, 5.00, 5.71, and 14.57 for Institutions 2, 3, 4, 5, and 1, respectively. This indicates that the least amount of conflicting role expectations in the student advocacy area was felt by the dean of students at Institution 2. Successively greater amounts of conflicting expectations were felt by deans of students at Institutions 3, 4, 5, and 1.

The relationship of reference group consensus on role expectations held for deans of students to the intrarole conflict perceived by the deans at Institutions 1-5 is now observable for the area of student advocacy at each institution. Institutions 2, 3, and 5 were characterized by a high degree of consensus and a low level of intrarole conflict. Institution 1 had a high degree of consensus and a high level of intrarole conflict whereas Institution 4 had a low degree of consensus and a low level of intrarole conflict.

Social Maturity and Value Development

The second area of responsibility for which interinstitutional data are analyzed is the social maturity and value development area. Table 14 contains a summary of the consensus and intrarole conflict discrepancy score means for this area at Institutions 1-5.

A comparison of the consensus discrepancy score means for each individual institution to the interinstitutional consensus discrepancy

Table 14
 Summary of Consensus and Intrarole Conflict Discrepancy
 Score Means for the Social Maturity and Value
 Development Area by Institution

Institution	Consensus Discrepancy Score Mean ^a	Intrarole Conflict Discrepancy Score Mean ^b
1	5.14	10.00
2	7.43	1.71
3	7.71	3.43
4	6.00	3.14
5	7.14	0.00

^aInterinstitutional consensus discrepancy score grand mean 6.69, standard deviation 3.32.

^bInterinstitutional intrarole conflict discrepancy score grand mean 3.66, standard deviation 4.66.

score grand mean for the social maturity and value development area indicates that Institutions 1 and 4 are characterized by low discrepancy score means and are, therefore, institutions in which a high degree of consensus exists. Institutions 2, 3, and 5 have high discrepancy score means and are, therefore, institutions in which a low degree of consensus exists.

The consensus discrepancy score means for the social maturity and value development area at each institution are, in order of increasing degrees of disagreement, 5.14, 6.00, 7.14, 7.43, and 7.71 for Institutions 1, 4, 5, 2, and 3, respectively. Consequently, peer/superior administrators, subordinate administrators, faculty members, and student leaders were in greatest agreement at Institution 1 concerning their expectations for the role performed by their dean of students in the area of social maturity and value development. Reference group members at Institution 3 were in least agreement on their expectations for their dean in this area.

A comparison of the intrarole conflict discrepancy score means for each individual institution to the interinstitutional intrarole conflict discrepancy score grand mean for the social maturity and value development area shows that a high level of intrarole conflict exists in Institution 1. A low level of intrarole conflict exists in Institutions 2, 3, 4, and 5.

The intrarole conflict discrepancy score means for the social maturity and value development area at each institution are, in order of increasing levels of conflict, 0.00, 1.71, 3.14, 3.43, and 10.00 for Institutions 5, 2, 4, 3, and 1, respectively. This indicates that the least amount of conflicting role expectations in the social maturity and value development area was felt by the dean of students at Institution 5. Successively greater amounts of conflicting expectations were felt by deans of students at Institutions 2, 4, 3, and 1.

The relationship of reference group consensus on role expectations held for deans of students to the intrarole conflict perceived by the deans at Institutions 1-5 is now observable for the area of social maturity and value development at each institution. Institution 4 was characterized by a high degree of consensus and a low level of intrarole conflict. Institution 1 had a high degree of consensus and a high level of intrarole conflict. Institutions 2, 3, and 5 were found to have a low degree of consensus and a low level of intrarole conflict.

Governance

The third area of responsibility for which interinstitutional data are analyzed is the governance area. Table 15 contains a summary of the consensus and intrarole conflict discrepancy score means for this area at Institutions 1-5.

Table 15
 Summary of Consensus and Intrarole Conflict
 Discrepancy Score Means for the Governance
 Area by Institution

Institution	Consensus Discrepancy Score Mean ^a	Intrarole Conflict Discrepancy Score Mean ^b
1	10.57	10.57
2	6.29	1.71
3	10.00	4.57
4	5.71	6.00
5	9.14	4.00

^aInterinstitutional consensus discrepancy score grand mean 8.34, standard deviation 4.93.

^bInterinstitutional intrarole conflict discrepancy score grand mean 5.35, standard deviation 6.51.

A comparison of the consensus discrepancy score means for each individual institution to the interinstitutional consensus discrepancy score grand mean for the governance area indicates that Institutions 2 and 4 are characterized by low discrepancy score means and are, therefore, institutions in which a high degree of consensus exists. Institutions 1, 3, and 5 have high discrepancy score means and are, therefore, institutions in which a low degree of consensus exists.

The consensus discrepancy score means for the governance area at each institution are, in order of increasing degrees of disagreement, 5.71, 6.29, 9.14, 10.00, and 10.57 for Institutions 4, 2, 5, 3, and 1, respectively. Consequently, peer/superior administrators, subordinate administrators, faculty members and student leaders were in greatest agreement at Institution 4 concerning their expectations for the role performed by their dean of students in the area of governance. Reference group members at Institution 1 were in least agreement on their

expectations for their dean in this area.

A comparison of the intrarole conflict discrepancy score means for each individual institution to the interinstitutional intrarole conflict discrepancy score grand mean for the governance area shows that a high level of intrarole conflict exists in Institutions 1 and 4. A low level of intrarole conflict exists in Institutions 2, 3, and 5.

The intrarole conflict discrepancy score means for the governance area at each institution are, in order of increasing levels of conflict, 1.71, 4.00, 4.57, 6.00, and 10.57 for Institutions 2, 5, 3, 4, and 1, respectively. This indicates that the least amount of conflicting role expectations in the governance area was felt by the dean of students at Institution 2. Successively greater amounts of conflicting expectations were felt by deans of students at Institutions 5, 3, 4, and 1.

The relationship of reference group consensus on role expectations held for deans of students to the intrarole conflict perceived by the deans at Institutions 1-5 is now observable for the area of governance at each institution. Institution 1 was characterized by a low degree of consensus and a high level of intrarole conflict whereas Institution 2 had a high degree of consensus and a low level of intrarole conflict. Both Institutions 3 and 5 were found to have a low degree of consensus and a low level of intrarole conflict. Institution 4 had a high degree of consensus and a high level of intrarole conflict.

All-Response Analysis

In order to determine, for all institutions collectively, the relationship of reference group consensus on role expectations held for deans of students to the intrarole conflict perceived by the deans, the

interinstitutional consensus and intrarole conflict discrepancy score grand means for each of the deans' areas of responsibility were compared respectively to a discrepancy score grand mean derived by combining all consensus measure responses and a discrepancy score grand mean derived by combining all intrarole conflict measure responses. These latter grand mean derivations are referred to respectively as the "all-response consensus discrepancy score grand mean" and the "all-response intrarole conflict discrepancy score grand mean."

Interinstitutional consensus and intrarole conflict discrepancy score grand means for each of the deans' areas of responsibility were presented in Tables 13-15. A summary of these discrepancy score grand means is shown in Table 16.

A comparison of the interinstitutional consensus discrepancy score grand means to the all-response consensus discrepancy score grand mean reveals that the areas of student advocacy and governance are characterized by high discrepancy score grand means and are, therefore, areas of low consensus. The social maturity and value development area has a low discrepancy score grand mean and is, therefore, an area of high consensus.

The interinstitutional consensus area discrepancy score grand means are, in order of increasing degrees of disagreement, 6.69 for the social maturity and value development area, 8.11 for the student advocacy area, and 8.34 for the governance area. Consequently, the combined responses for all reference group members at Institutions 1-5 indicate that peer/superior administrators, subordinate administrators, faculty members, and student leaders agreed most on their expectations for the role performed by their deans of students in the area of social maturity and value development. A lesser degree of agreement existed for the role of

Table 16

Summary of Interinstitutional Consensus and Intrarole
Conflict Discrepancy Score Grand Means by
Area of Responsibility for All Responses

Area	Interinstitutional Consensus Discrepancy Score Grand Mean ^a	Interinstitutional Intrarole Conflict Discrepancy Score Grand Mean ^b
Student Advocacy	8.11	6.18
Social Maturity and Value Development	6.69	3.66
Governance	8.34	5.35

^aAll-response consensus discrepancy score grand mean 7.71, standard deviation 4.69.

^bAll-response intrarole conflict discrepancy score grand mean 5.05, standard deviation 5.99.

the deans in the student advocacy area, and the least amount of agreement was found in the governance area.

A comparison of the interinstitutional intrarole conflict discrepancy score grand means to the all-response intrarole conflict discrepancy score grand mean shows that the areas of student advocacy and governance are high intrarole conflict areas. The area of social maturity and value development is a low intrarole conflict area.

The interinstitutional intrarole conflict area discrepancy score grand means are, in order of increasing levels of conflict, 3.66 for the social maturity and value development area, 5.35 for the governance area, and 6.18 for the student advocacy area. This indicates that the deans of students at Institutions 1-5 experienced collectively the least amount of conflicting role expectations in the social maturity and value development area, a greater amount of conflicting expectations in the governance area, and the greatest amount of conflicting expectations in the student advocacy area.

The relationship of reference group consensus on role expectations held for the deans of students to the intrarole conflict perceived by the deans at all institutions is now observable in each of the deans' areas of responsibility. The area of student advocacy was characterized by a low degree of consensus and a high level of intrarole conflict. The social maturity and value development area had a high degree of consensus and a low level of intrarole conflict. The area of governance was one of low consensus and high intrarole conflict.

Data are shown in Table 17 regarding the fundamental agreement or disagreement among respondents at all institutions on all interview guide items. Unlike the data for reference groups in Tables 4, 6, 8, 10, and 12 (which were derived from "composite" response scores representing the averages of three individual response scores), the reference group data in Table 17 represent percentages computed from the individual response scores of all reference group members at all institutions.

On 12 of the 21 interview guide items at least 87% of the reference group members either agreed or disagreed fundamentally. Of the nine items for which less than 87% agreement or disagreement was found among reference group members, three (items 1, 3, and 6) were in the student advocacy area, one (item 11) was in the social maturity and value development area, and five (items 16, 18, 19, 20, and 21) were in the governance area. These nine items are reviewed below in the context of each of the deans' areas of responsibility. The remaining 12 items (items 2, 4, 5, 7, 8, 9, 10, 12, 13, 14, 15, and 17), on which at least 87% of the reference group members either agreed or disagreed, may be reviewed by referring to either of the Interview Guides in Appendix B.

In the student advocacy area 62% of the reference group members

Table 17
Percent of All Respondents in Fundamental Agreement or Disagreement with Interview Guide Items

Item ^a	Deans of Students (N=5)		Peers/Superiors		Subordinates		Faculty		Student Leaders		Total
	+	-	+	-	+	-	+	-	+	-	
<u>Reference Groups (N=15 in each group)</u>											
<u>Student Advocacy</u>											
1	80	20	53	47	60	40	60	40	73	27	62
2	40*	40	87	13	100	0	73	27	87	13	87
3	60	40	40	60	80	20	40	60	33	67	48
4	100	0	100	0	100	0	100	0	100	0	100
5	100	0	93	7	100	0	87	13	93	7	93
6	80	20	73	27	80	20	93	7	87	13	83
7	80	20	93	7	100	0	87	13	87	13	92
<u>Social Maturity and Value Development</u>											
8	100	0	100	0	93	7	100	0	93	7	97
9	80	20	87	13	93	7	87	13	87	13	88
10	100	0	93	7	100	0	87	13	100	0	95
11	40	60	67*	27	53	47	53	47	73	27	62*
12	100	0	100	0	93	7	100	0	100	0	98
13	100	0	100	0	100	0	93	7	100	0	98
14	100	0	93*	0	100	0	93	7	93	7	95*
<u>Governance</u>											
15	100	0	93	7	93	7	100	0	100	0	97
16	60	40	33*	60	40	60	33*	60	53	47	40*
17	0	100	0	100	7	93	0	100	0	100	2
18	40*	40	60*	33	53	47	60	40	87	13	65*
19	80	20	93	7	53	47	73	27	67	33	72
20	60	40	67	33	60	40	60	40	87	13	68
21	60	40	93	7	93	7	73	27	67	33	82

Note. Fundamental agreement indicated by "+". Fundamental disagreement indicated by "-". Asterisks (*) indicate percentages totaling less than 100 because of missing responses. Individual items are identified in Appendix B.

agreed fundamentally that the dean of students should insure that his/her availability and personal relationships with students take priority consistently over the performance of administrative tasks (item 1). Of those who disagreed with this item (38%), student leaders were less inclined to do so than were peers/superiors, subordinates, or faculty. Four (80%) of the five deans agreed with this item.

Item 3, which suggested that the dean of student's primary commitment should be to the individual needs of the student, produced 48% agreement among reference group members. Subordinates (80%) agreed more with this item than did other reference groups. Three of the five deans also agreed with this item.

Although 83% of all reference group members agreed that the dean should attempt to regulate student conduct to the extent necessary for the maintenance of reasonable order in the academic community (item 6), 27% of the dean's peers/superiors disagreed. Four of the five deans agreed with this item.

In the social maturity and value development area 62% of the reference group members agreed fundamentally that it would be questionable behavior for the dean to influence students to adopt the institution's values (item 11). Subordinates and faculty were almost evenly divided on this issue (53% agreed and 47% disagreed in each group), whereas peers/superiors and student leaders were more inclined to agree (67% and 73% agreed, respectively). Two of the five deans agreed with this item.

In the governance area 40% of the reference group members agreed fundamentally that student affairs policy should be determined by a campus governance body on which the dean sits as a voting member (item 16). Although two reference group members (one each in the peer/superior and

faculty groups) did not respond to this item, student leaders appeared slightly more inclined to agree than other reference groups, and three of the five deans also agreed.

Item 18 suggested that the dean of students should permit decisions concerning visitation regulations in residence halls to be made primarily by students. More than 50% of each reference group agreed with this item but student leaders (87%) agreed more than others. One dean did not respond to this item and the remaining deans were split evenly (two favored and two opposed).

Concerning the joint accomplishment (by students, faculty, and the dean) of the adjudication of academic dishonesty problems (item 19), 72% of all reference group members agreed with this procedure. Peers/superiors (93%) agreed most and subordinates (53%) agreed least. Faculty members were generally favorable (73% agreed) to this arrangement. Four of the five deans also agreed with this item.

More reference group members agreed (68%) than disagreed (32%) with the premise that final decisions concerning student government and other organizational activities and the allocation of student activity fees should be made by students with the dean performing only in an advisory capacity (item 20). Student leaders (87%) comprised the largest proportion of those who agreed with this item. Three of the five deans also agreed.

Peers/superiors and subordinates agreed most (93% in each group) that the dean should insist that students who participate in the governance process be representative of the student population with regard to sex, race, and age (item 21). Faculty members (73%) agreed less with this item and student leaders (67%) agreed least. Although

82% of all reference group members agreed with this item, two of the five deans disagreed.

It should also be noted that 97% of all reference group members (as well as all of the deans) agreed that the dean should determine student affairs policy only after consultation with students, faculty, and other administrators (item 15). Although 40% of the reference group members would require that student affairs policy be determined by a campus governance body of which the dean would be a member (item 16), 98% were opposed to the dean determining student affairs policy without any requirement to consult with students and faculty (item 17).

The largest number of items (6) on which less than 87% of the reference group members either agreed or disagreed was found in the governance area. The student advocacy area had three items in this category and the social maturity and value development area had one. This suggests that for all institutions collectively the area of greatest congruence among reference group members was social maturity and value development, followed by a lesser congruence in the student advocacy area, and the least congruence in the governance area.

CHAPTER IV

DISCUSSION OF THE DATA

The purpose of this chapter is to discuss findings from the field portion of the study which were presented in Chapter III. In order to place this discussion in proper perspective, a review of the purpose of this study is provided. Specifically, the writer sought to determine:

1. The degree of commonalities and/or differences in the expectations for the role of the dean of students as seen by incumbent deans, peer/superior administrators, subordinate administrators, faculty, and students. This was accomplished through the use of consensus discrepancy scores. Comparisons of discrepancy score means and grand means enabled a determination of the relative "highness or lowness" (degree) of consensus among reference group members.

2. The level of intrarole conflict perceived by incumbent deans. This was accomplished through the use of intrarole conflict discrepancy scores. Comparisons of discrepancy score means and grand means enabled a determination of the relative "highness or lowness" (level) of intrarole conflict perceived by deans.

3. The nature of the relationship existing between role expectations and intrarole conflict. This was accomplished by first formulating the following general hypothesis:

Where there is a high degree of consensus on role expectations held for a particular role incumbent [dean of students] by various reference groups, there will be a low level of intrarole conflict

perceived by that role incumbent. Conversely, where there is a low degree of consensus on role expectations, the role incumbent will perceive a high level of intrarole conflict.

Second, the general hypothesis was empirically tested via three alternative hypotheses, each representing one of the three areas of responsibility (student advocacy, social maturity and value development, and governance) of the dean of students as defined in this study.

Also examined was a research question attendant to number "1" above concerning an identification of issues on which deans of students and their role-defining reference groups agreed or disagreed fundamentally. On the intrainstitutional level, these data were presented and discussed in Chapter III. On the interinstitutional level, data concerning these issues presented in Chapter III are discussed in greater detail in the current chapter.

The remainder of this chapter is divided into four major sections. In the first and second sections, the results of each of the two methods of data analysis are discussed in the context of each of the deans' three areas of responsibility (alternative hypotheses). Discussed in the third section are findings concerning areas of fundamental agreement and disagreement among deans and reference group members. The fourth section is devoted to a discussion of the relationship of findings to theory and research.

Intrainstitutional Measures of Consensus and Intrarole Conflict

On an intrainstitutional level the general hypothesis was tested 15 times (once at each of the five institutions in each of the deans' three areas of responsibility). In the student advocacy area, Alternative

Hypothesis 1 was supported at four of the five institutions. Institutions 1, 2, and 4 were found to have a low degree of consensus and a high level of intrarole conflict, whereas Institution 3 had a high degree of consensus and a low level of intrarole conflict. Alternative Hypothesis 1 was not supported at Institution 5 which had a high degree of consensus and a high level of intrarole conflict.

In the social maturity and value development area, Alternative Hypothesis 2 was supported at four of the five institutions. Institutions 1, 3, 4, and 5 were found to have a high degree of consensus and a low level of intrarole conflict. Alternative Hypothesis 2 was not supported at Institution 2 which had a low degree of consensus and a low level of intrarole conflict.

In the governance area, Alternative Hypothesis 3 was supported at three of the five institutions. Institution 2 was found to have a high degree of consensus and a low level of intrarole conflict whereas Institutions 3 and 5 had a low degree of consensus and a high level of intrarole conflict. Alternative Hypothesis 3 was not supported at Institution 1, which had a low degree of consensus and a low level of intrarole conflict, or at Institution 4, which had a high degree of consensus and a high level of intrarole conflict.

On the intrainstitutional level 11 (73%) of the 15 alternative hypothesis tests were supported. These data suggest the existence of a strong inverse relationship between the degree of consensus on expectations held for the dean of students and the level of intrarole conflict perceived by the dean.

Two basic explanations are offered for the four instances in which

alternative hypotheses were not supported. First, during previous interactions with reference group members, the deans may have perceived inaccurately the expectations of these reference group members regarding some issues contained in the various areas of responsibility. Second, reference group members may not have communicated accurately their expectations during previous interactions with the deans. Additionally, a combination of misperception and miscommunication could also have produced these results.

Two of the four instances in which alternative hypotheses were not supported occurred in the governance area, and one each in the areas of student advocacy and social maturity and value development. No explanation is apparent for this finding. However, it may be noted that each of these four instances occurred in different institutions.

Interinstitutional Measures of Consensus and Intrarole Conflict

On an interinstitutional level the general hypothesis was tested 15 times (once at each of the five institutions in each of the deans' three areas of responsibility), and an additional three times (once in each of the three areas of responsibility) by combining respectively all consensus measure discrepancy scores and all intrarole conflict measure discrepancy scores for responses at all institutions. In the student advocacy area, Alternative Hypothesis 1 was supported at three of the five institutions. Institutions 2, 3, and 5 were found to have a high degree of consensus and a low level of intrarole conflict. Alternative Hypothesis 1 was not supported at Institution 1, which had a high degree of consensus and a high level of intrarole conflict, or at Institution 4, which had a low degree of consensus and a low level of intrarole conflict.

In the social maturity and value development area, Alternative Hypothesis 2 was supported only at Institution 4, which was found to have a high degree of consensus and a low level of intrarole conflict. Alternative Hypothesis 2 was not supported at Institution 1, which had a high degree of consensus and a high level of intrarole conflict, or at Institutions 2, 3, and 5, which had a low degree of consensus and a low level of intrarole conflict.

In the governance area, Alternative Hypothesis 3 was supported at two of the five institutions. Institution 1 was found to have a low degree of consensus and a high level of intrarole conflict, and Institution 2 had a high degree of consensus and a low level of intrarole conflict. Alternative Hypothesis 3 was not supported at Institutions 3 and 5, which had a low degree of consensus and a low level of intrarole conflict, or at Institution 4, which had a high degree of consensus and a high level of intrarole conflict.

The three tests of the general hypothesis accomplished by comparing the combined consensus measure discrepancy scores and the intrarole conflict measure discrepancy scores for all institutions resulted in support for Alternative Hypotheses 1, 2, and 3. The student advocacy and governance areas were found to have a low degree of consensus and a high level of intrarole conflict, and the social maturity and value development area had a high degree of consensus and a low level of intrarole conflict.

On the interinstitutional level nine (60%) of the 15 alternative hypothesis tests were not supported. These data seem to suggest that there is not an inverse relationship between the degree of consensus on expectations held for the dean of students and the level of intrarole

conflict perceived by the dean. An explanation which might mitigate this finding could be based on the possibility that misperception on the part of the dean and/or miscommunication on the part of reference group members might have occurred, as was suggested regarding findings on the intra-institutional level. A more plausible explanation, however, is indicated by the data in Tables 13, 14, and 15 which show the intrarole conflict discrepancy score means in each of the three areas of responsibility of the dean at Institution 1 to be substantially higher than the corresponding discrepancy score means for the deans at all of the remaining institutions. The unusually high discrepancy score means at Institution 1 significantly affected the interinstitutional intrarole conflict discrepancy score grand mean such that an accurate representation of the average level of conflict perceived among the five deans in a given area of responsibility was rendered impossible.

Another finding mitigates further the suggestion that there is not an inverse relationship between the degree of consensus on expectations held for the dean and the level of intrarole conflict perceived by the dean. The comparison of combined consensus measure discrepancy scores to the intrarole conflict measure discrepancy scores for all institutions (Table 16) resulted in the support of Alternative Hypotheses 1, 2, and 3. This finding suggests that the inverse relationship described above does exist, and stands in direct conflict with the suggestion that no such relationship is apparent. One may conclude that results derived from the interinstitutional analysis method are contradictory at the very least and, therefore, inconclusive.

Fundamental Agreement or Disagreement Among Respondents

Fundamental agreement or disagreement among respondents was examined on intrainstitutional and interinstitutional levels. Data for Institutions 1-5 were presented in Tables 4, 6, 8, 10, and 12 respectively. Data for all institutions were presented in Table 17.

Intrainstitutional Agreement-Disagreement

On the intrainstitutional level the area of social maturity and value development was the area of greatest congruence at all institutions. However, this distinction was shared with the area of governance at Institution 2, and with the area of student advocacy at Institution 3.

The governance area was found to be an area of lesser congruence at Institutions 1 and 4, and was the area of least congruence at Institution 3. At Institution 5 governance and student advocacy were the areas of least congruence, and at Institution 2 governance and social maturity and value development were the areas of greatest congruence.

The student advocacy area was found to be the area of least congruence at Institutions 1, 2, 4, and 5, although this distinction was shared at Institution 5 with the governance area. Both student advocacy and social maturity and value development were the areas of greatest congruence at Institution 3.

On the intrainstitutional level the area of social maturity and value development was more frequently the area of greatest congruence. Governance was more frequently the area of lesser congruence, and student advocacy was more frequently the area of least congruence. This indicates that deans and reference group members at individual institutions, with regard to similarities and/or differences in their expectations for the

dean's role, held similar expectations more frequently on issues in the social maturity and value development area, less frequently on issues in the governance area, and least frequently on issues in the student advocacy area.

Interinstitutional Agreement-Disagreement

On the interinstitutional level, the area of social maturity and value development was found to be the area of greatest congruence. Student advocacy was the area of lesser congruence, and governance was the area of least congruence. This indicates that reference group members at all institutions, with regard to similarities and/or differences in their expectations for the dean's role, held similar expectations more frequently on issues in the social maturity and value development area, less frequently on issues in the student advocacy area, and least frequently on issues in the governance area.

A comparison of the intrainstitutional agreement-disagreement results to the interinstitutional agreement-disagreement results shows no discrepancy with regard to the area of greatest congruence (social maturity and value development). However, this comparison shows a reverse in the relative standing of the other two areas of responsibility. In the intrainstitutional analysis, more congruence was shown in the governance area than in the student advocacy area. In the interinstitutional analysis more congruence was shown in the student advocacy area than in the governance area. Because the results of the intrainstitutional analysis were based on "composite" response scores representing an average response score for three reference group members, and because the results of the interinstitutional analysis were based on the actual

response scores of each reference group member, the interinstitutional analysis results are considered to be the more valid indicator of congruence on role expectations held for the dean of students.

Relationship of Findings to Theory and Research

The relationship of findings in this study to theory and previous research is discussed in two sections. Addressed in the first section are findings which support or do not support theories upon which this study's general hypothesis was based. The second section is directed to a discussion of those interview guide items on which respondents at all institutions agreed or disagreed fundamentally. In this section the findings on most interview guide items are compared to the research of Dutton, Appleton, and Birch (1970) because the data-collection instrument used in their study (the assumptions and beliefs of selected members of the academic community) contained many items also used, with some modifications, in the current study.

Findings Concerning the General Hypothesis

The propositions which served as a basis for the development of the general hypothesis were based primarily on the role conflict theory of Gross, Mason, and McEachern (1966) and, to a limited extent, that of Getzels, Lipham, and Campbell (1968). With regard to the relationship between the degree of consensus on expectations held for the dean of students by various reference groups in the academic community and the level of intrarole conflict perceived by the dean, 15 alternative hypothesis tests on the intrainstitutional level showed the existence of an inverse relationship in 11 instances (73%). These data provide support for the

predictive proposition derived from the theories of Gross et al. and Getzels et al.

On the interinstitutional level 15 alternative hypothesis tests showed the existence of an inverse relationship in only six instances (40%). These data seem to provide a basis for the rejection of the predictive proposition derived from the theories of Gross et al. and Getzels et al. However, this finding was mitigated by: (a) the nonrepresentative nature of some results caused by unusually high intrarole conflict discrepancy scores for the dean of students at Institution 1; and (b) contradictory findings resulting from a comparison of combined consensus measure discrepancy scores to the intrarole conflict measure discrepancy scores for all institutions. These findings on the interinstitutional level, therefore, are inconclusive and do not provide a basis to either support or reject theories upon which the general hypothesis was based.

Findings Concerning Fundamental Agreement-Disagreement Among Respondents

In the student advocacy area at least 87% of all reference group members agreed fundamentally that: (a) although counseling and discipline may be closely related, the dean should give priority consistently to the counseling needs of students (item 2); (b) the dean must be willing to engage in frank and open debate with students (item 4); (c) the dean should, if necessary, advocate positions on policy matters that are in opposition to those held by peers or superiors (item 5); and (d) the privacy rights and confidences of counseling relationships should not be violated except for safety considerations (item 7). With regard to item 6, 83% of all respondents agreed that the dean should regulate student conduct to the extent necessary for the maintenance of reasonable order

in the academic community. These findings generally support those of Dutton et al. (1970).

With particular respect to item 2, however, results of the current study showed a substantially higher percentage of reference group members who seemed to agree that the functions of counseling and discipline, as interrelated responsibilities of the dean, can be accommodated effectively if the counseling function is given priority consistently. This notion is supportive of the view expressed by Williamson and Biggs (1975, p. 168), but is contrary to Rickard's (1972) opinion that the traditional practice of combining the counselor-disciplinarian roles should be abolished in order to eliminate much of the role ambiguity in student personnel work (p. 220).

Student leaders were much more inclined than other reference group members to agree that the dean's relationship with students should take priority over administrative tasks (item 1). Although the results for item 1 approximated findings in the Dutton et al. (1970) study, the premise that the dean's primary commitment should be to the individual needs of the student (item 3) was met with much less acceptance in the current study than in the previous one. This may indicate either that members of the academic community wish the dean to feel a greater responsibility to the student body as a group (or system of sub-groups), or that results of the previous study were more representative of respondents at smaller institutions (less than 10,000 students), or that both the former conditions exist.

It should also be noted that 100% of all respondents agreed fundamentally that the dean must be willing to engage in frank and open

debate with students if he or she disagrees with them on an issue. This was the only item on which a unanimous fundamental response was received.

In the social maturity and value development area at least 87% of all reference group members agreed fundamentally that: (a) the dean should initiate programs manifesting the institution's concern for the maturity and value development of the student (item 8); (b) social maturity and value development are integral to the student's intellectual attainment (item 9); (c) the dean should allow students to make their own personal decisions (item 10); (d) programs and activities sponsored by the dean should help students develop their own set of values (item 12); (e) the dean should exert influence on the institutional environment to support individual students (item 13); and (f) student growth may be hindered if the dean attempts to protect students from experiencing "defeats" (item 14). Only 62% of all reference group members agreed that it would be questionable behavior for the dean to attempt to influence students to adopt the institution's values (item 11). Student leaders were more inclined to agree with item 11 than other reference group members.

With the exception of item 11, findings in the social maturity and value development area closely approximated those of Dutton et al. (1970). A substantially greater proportion of peer/superior administrators, subordinate administrators, and faculty members in the current study appeared to question the degree of value-oriented influence which the dean should attempt to exert over students. This finding may be a general reflection of an increasing tendency in our society to question traditional, "institutionalized" values, or at least to question the abilities of individuals to transmit these values appropriately. It may also be an

indication that the academic community recognizes that students are more aware of what their own values are (or may become) than previous generations may have been, and that such an awareness level should be allowed to develop in an environment which is relatively unrestricted by traditional influences.

Additionally, the 88% agreement among reference group members on item 9 seems to refute Terenzini's (1973) finding that administrators superior to the dean were less inclined than deans to see the academic and intellectual pursuits of students as appropriate concerns for student personnel programs. No such dichotomy was found in the current study.

In the governance area 97% of all reference group members agreed fundamentally that the dean should consult students, faculty, and other administrators before developing student affairs policy (item 15), and 98% disagreed fundamentally with the proposition that the dean should have no requirement to consult with students and faculty before determining policy (item 17). Only 40% of the reference group members felt that student affairs policy should be determined by a campus governance body on which the dean sits as a voting member. The findings with regard to these three items seems to indicate that all members of the academic community favored a collegial approach to policy determination in the student affairs area, and that the majority of them did not feel it necessary to restrict the dean's authority by reducing it to the level of a voting member of a campus governance body.

More than 50% of each reference group agreed with both the suggestions that the dean should permit decisions concerning visitation regulations in residence halls to be made primarily by students (item 18),

and that the dean's role should be limited to an advisory capacity to students on issues concerning student activities and the allocation of student activity fees (item 20). Predictably, a substantially greater percentage of student leaders favored these two items than did other reference groups.

Although 72% of all reference group members favored the adjudication of academic dishonesty problems through joint participation of students, faculty, and the dean (item 19), a considerably greater percentage of concurrence was found among peer/superior administrators than in other groups. The findings for items 15-20 are in accord with those reported by Dutton et al. (1970). However, the failure of Anton (1976) to find students, as perceived by deans and other members of the academic community, considered a distinct role-defining reference group of the dean is irreconcilable with what appears to be an overwhelming recognition of that status in the current study. The responses of reference group members concerning: (a) the desirability for consultation with students by the dean before determining student affairs policy; (b) student involvement in determining residence hall visitation regulations; (c) student participation in the adjudication of academic dishonesty problems; and (d) the decision-making role of students in the allocation of student activity fees, items 15, 18, 19, and 20, clearly show a general acceptance of students as significant role-definers of the dean of students.

Eighty-two percent of all reference group members felt that the dean should insist that student participation in the governance process be representative of the student population with regard to sex, race, and age (item 21). Peer/superior administrators and subordinate administrators were more supportive of this premise than were other

reference groups. Student leaders were least inclined to agree that this should be a responsibility of the dean of students. Student leaders may have believed this responsibility to be their own.

The findings of this study, concerning the fundamental agreement or disagreement on role expectations held for the dean of students among various reference groups in the academic community, generally support suggestions from the scholarly literature that the dean of students operates in an environment of widely conflicting expectations (Blue, 1973; Dutton et al., 1970; Sandeen, 1971). In this study, these conflicting expectations were found to occur more often on issues in the governance and student advocacy areas of the dean's responsibility than on issues in the social maturity and value development area.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The general focus of this study was to test the applicability of theoretical propositions, derived from the scholarly literature on role conflict and reference group consensus, concerning the level of conflict perceived by deans of students in selected universities and the degree of consensus on role expectations held for these deans among selected reference groups in the academic community. Specifically, the study was designed to determine the nature of the relationship existing between reference group role expectations and the intrarole conflict perceived by deans of students. In order to determine this relationship it was necessary to quantify: (a) the degree of commonalities and/or differences in the expectations for the role of the dean of students as seen by various members of the academic community; and (b) the level of intrarole conflict perceived by incumbent deans. This study also provided an identification of issues on which deans of students and their role-defining reference groups agreed or disagreed fundamentally.

The following general hypothesis was formulated from a review of the scholarly literature and tested (via three specific alternative hypotheses) in each of the deans' three areas of responsibility (student advocacy, social maturity and value development, and governance) as defined in this study:

Where there is a high degree of consensus on role expectations held for a particular role incumbent [dean of students] by various reference groups, there will be a low level of intrarole conflict perceived by that role incumbent. Conversely, where there is a low degree of consensus on role expectations, the role incumbent will perceive a high level of intrarole conflict.

The field portion of this study was developed in two basic stages. The first stage involved the development of an instrument which would allow the determination of role expectations held for deans of students by themselves and other reference group members in the academic community. A questionnaire, originally designed by the Division of Research and Program Development, National Association of Student Personnel Administrators (Dutton, Appleton, & Birch, 1970, p. 33) to measure the assumptions and beliefs of selected members of the academic community regarding the chief student personnel officer's role and functions, was redesigned into a structured interview guide. This interview guide contained items which could be classified into three general areas of responsibility of a dean of students: student advocacy, social maturity and value development, and governance. A panel of five student personnel experts was then asked to evaluate the instrument in terms of its content validity and clarity, and to recommend changes or additional items which might be included. Changes were made on the basis of the recommendations of this panel.

The second stage was initiated by requesting the participation of 10 public universities located in the southeastern United States. Five institutions were selected from among those promptly indicating their willingness to participate. Visitations were made to each of the five institutions selected and data were collected by interviewing the dean of students and twelve members of various reference groups on each campus. Structured interview guide forms were used to record the data.

The data were analyzed primarily by deriving item and mean discrepancy scores from the coded responses of all participants to items on the structured interview guides. Mean score comparisons were made to test the validity of the three alternative hypotheses. Issues on which deans of students and their role-defining reference groups agreed or disagreed fundamentally were analyzed by determining the frequency with which discrepant responses occurred and the percentages of members of the various reference groups indicating fundamental agreement or disagreement on each interview guide item. All data were analyzed on both an intrainstitutional and an interinstitutional level.

The results of this study with regard to the relationship between reference group consensus on role expectations and the level of intrarole conflict perceived by deans of students are presented in statements which are essentially associative in nature. Statements of association may indicate that relationships exist between two variables but do not indicate that a change in one variable will cause a change in the other. Following are the major findings of this study:

1. On the intrainstitutional level a total of 15 tests of the general hypothesis (five each in the areas of student advocacy, social maturity and value development, and governance) showed the existence of an inverse relationship between the degree of reference group consensus on role expectations and the level of intrarole conflict perceived by the dean of students on 11 (73%) of the tests. The remaining four tests (27%) showed this relationship to be one of high consensus and high intrarole conflict, or low consensus and low intrarole conflict. No distinctive differences concerning this relationship were found among the three areas of the deans' responsibility.

2. On the interinstitutional level 15 tests of the general hypothesis (five each in the areas of student advocacy, social maturity and value development, and governance) showed the existence of an inverse relationship between the degree of reference group consensus on role expectations and the level of intrarole conflict perceived by the dean of students on 6 (40%) of the tests. The remaining nine tests (60%) showed this relationship to be one of high consensus and high intrarole conflict, or low consensus and low intrarole conflict. However, three additional tests of the general hypothesis, accomplished by combining respectively all consensus measure discrepancy scores and all intrarole conflict measure discrepancy scores, all showed this relationship to be an inverse one; thus contradicting the majority of the initial 15 tests on the interinstitutional level. No distinctive differences concerning this relationship were found among the three areas of the deans' responsibility.

3. With regard to the relative degree of congruence on the fundamental expectations held by reference group members for deans of students, the area of social maturity and value development was found to be the area of greatest congruence. Student advocacy was the area of lesser congruence, and governance was the area of least congruence.

4. A substantial amount of conflicting expectations was found in the area of social maturity and value development concerning the extent to which the dean of students should attempt to influence students to adopt values held to be important by the institution.

5. A substantial amount of conflicting expectations was found in the area of student advocacy concerning: (a) the extent to which the dean's personal relationships with students should take priority over

administrative tasks; (b) the degree of commitment which the dean should give to the individual needs of students; and (c) the dean's role in the regulation of student conduct.

6. A substantial amount of conflicting expectations was found in the area of governance concerning the extent to which the dean: (a) should be required to consult with students and faculty when formulating student affairs policy; (b) should allow students to make decisions concerning residence hall visitation regulations, student government activities, and the allocation of student activity fees; (c) should be involved in the adjudication of academic dishonesty problems; and (d) should ensure that students who participate in the institution's governance process are representative of the student body with regard to sex, race, and age.

Conclusions

In light of the major findings of this study the following conclusions were drawn:

1. On an intrainstitutional level a strong inverse relationship exists, in the areas of student advocacy, social maturity and value development, and governance, between the degree of reference group consensus on role expectations held for the dean of students and the level of intrarole conflict perceived by the dean.

2. On an interinstitutional level contradictory results preclude any statement concerning the relationship between the degree of reference group consensus on role expectations held for the dean of students and the level of intrarole conflict perceived by the dean.

3. Propositions derived from the scholarly literature on role

conflict and reference group consensus are applicable to the role of the dean of students as defined in this study.

4. Members of various reference groups in the academic community, who serve as role-definers for the dean of students, hold similar expectations more frequently on issues concerning the dean's role in the area of social maturity and value development, less frequently on issues in the area of student advocacy, and least frequently on issues in the area of governance.

5. Issues producing the greatest amount of conflicting expectations held by the dean's role-defining reference group members involved the dean's role with regard to: (a) influencing students to adopt the institution's values; (b) the degree of commitment given to the individual needs of students; (c) the regulation of student conduct; (d) the priority given to personal relationships with students versus administrative tasks; (e) consultation with students and faculty when formulating student affairs policy; (f) allowing students to make decisions concerning visitation regulations, student government activities, and the allocation of student activity fees; (g) the adjudication of academic dishonesty problems; and (h) ensuring that students who participate in the institution's governance process are representative of the student body with regard to sex, race, and age.

Implications

The results of this study suggest that the theoretical propositions in the literature concerning role conflict and reference group consensus are applicable to the role performed by the dean of students. Theories of role conflict and consensus should help deans of students understand

better their own role and should enable them to do a better job of performing activities associated with that role. Consequently, deans of students should develop a thorough understanding of these theories.

The results also suggest that deans of students tend to encounter greater amounts of conflicting expectations in some areas of their responsibility than in others. They must therefore exert greater efforts in some areas to achieve their own role expectations in the facilitation of the holistic concept of student development.

The relative degree of agreement or disagreement on individual issues among and within the dean's reference groups changes as the assumptions and beliefs held by members of these reference groups change. These changes necessitate a continual reassessment by deans of students of the expectations held for their role by members of the academic community. The instrument developed in this study provides a means by which this reassessment can be accomplished on an intra-institutional level.

Recommendations for Further Research

The ex post facto design used in this study did not permit statements of causal relationships to be made from these data. However, a strong inverse association was found on the intrainstitutional level regarding the degree of reference group consensus on role expectations held for the dean of students and the level of intrarole conflict perceived by the dean. Therefore, further study seems warranted in this area to support the validity of this finding. Additional research in this area might also address the need to

further refine the data-collection instrument and data-analysis techniques used in this study.

No attempt was made in this study to determine the value to the dean of greater or lesser amounts of conflicting expectations. The perception of conflicting expectations may or may not have a detrimental effect on the job performance of a dean of students. Further research could be done to correlate measures of job performance with the level of intrarole conflict perceived by deans of students. This effort could reveal the effects, if any, of varying amounts of perceived conflict on the quality of a dean's performance.

APPENDICES

APPENDIX A

LETTERS OF REQUEST, INSTITUTIONAL PARTICIPATION
ACKNOWLEDGMENT, AND FOLLOW-UP LETTER

March 12, 1976

Dear

The Institute of Higher Education and the Student Affairs Office at the University of Florida are lending their joint support to a study of role conflict and reference group consensus involving deans of students in large state universities. This study is being conducted by Mr. Bernard Mackey in partial fulfillment of the requirements for his doctoral degree in Educational Administration.

Mr. Mackey is working closely with Dr. Art Sandeen, Vice President for Student Affairs, on this project. They will be contacting you in the near future with further details.

I would very much appreciate your help in this study. We will plan to share the conclusions with you when it is completed.

Cordially,

James L. Wattenbarger, Director
Institute of Higher Education
University of Florida

March 12, 1976

Dear

In conjunction with the Institute of Higher Education at the University of Florida, Mr. Bernard Mackey is conducting for his doctoral dissertation a study of the relationships between role conflicts experienced by deans of students and the degree of consensus on role expectations held for them by various groups in the academic community. Because the focus of this study is on the large state university setting, we would appreciate the cooperation of your institution.

The extent of your institution's participation would include personal interviews, each approximately one hour in duration, to be conducted by Mr. Mackey with the dean of students, three of the dean's peers/superiors, three of the dean's subordinate professional staff, three faculty members, and three student leaders. Please be assured that the confidentiality of all participants would be carefully preserved.

To avoid confusion arising from the various titles held by persons performing the role under investigation, the "dean of students" is considered to be the student personnel administrator whose primary responsibilities include the development and evaluation of appropriate student services and co-curricular programs which facilitate student development. This person serves as the university's chief staff communicator with the student body and may or may not be designated by the university as its chief student personnel administrator.

May we ask that you use the enclosed "Institutional Participation Acknowledgement" to:

1. Indicate the willingness of your institution to participate in our study.
2. Identify the person at your institution who has the duties and responsibilities of the "dean of students" as described above.
3. Request the person identified as your institution's "dean of students" to indicate preferred dates when personal interviews may be conveniently conducted.

It is also requested that the "Institutional Participation Acknowledgment" be returned in the enclosed envelope before March 26, 1976.

March 12, 1976
Page Two

We very much appreciate your thoughtful attention and assistance in the completion of this investigation.

Sincerely,

C. Arthur Sandeen
Vice President for Student Affairs
University of Florida

Bernard A. Mackey
Research Associate
Institute of Higher Education
University of Florida

Enclosure

INSTITUTIONAL PARTICIPATION ACKNOWLEDGMENT

Please complete and return before March 26, 1976, to:

Bernard A. Mackey
 Institute of Higher Education
 College of Education
 University of Florida
 Gainesville, Florida 32611

1. Name of Institution _____
2. Our institution will participate in your study. Yes ___ No ___
3. Person identified as "dean of students": _____
 Official University Title _____
 Address _____

 Phone _____
4. Preferred dates for personal interviews (please rank order first, second, and third choices).

April 5-9	_____
April 12-16	_____
April 19-23	_____
April 26-30	_____
May 3-7	_____
May 10-14	_____

April 8, 1976

Dear

Thank you very much for indicating that your institution will participate in our study of role conflict among deans of students.

I would like to confirm the period of April/May which we agreed upon in our telephone conversation as a convenient time for personal interviews to be conducted on your campus. I expect to arrive at your institution early on Monday morning of that week and will remain until the interviews have been completed.

Your assistance in the selection of other participants will be greatly appreciated. Following are the procedures we would like to follow in the selection process:

1. The dean of students will designate three peer/superior administrators who have some knowledge of the role functions performed by the dean.
2. Three faculty participants are to be selected by requesting each of the deans of the three colleges having the largest undergraduate enrollments to designate one full-time faculty member who has some knowledge of the functions performed by the dean of students.
3. Three subordinate administrators will be chosen by the interviewer from the professional staff of the dean of students.
4. Three student leaders will be selected by the interviewer after consultation with the student affairs advisor to student government/organizations.

If possible, we would like your office to arrange interview appointments with peer/superior administrators and faculty members prior to my arrival. If you are unable to do this, I will schedule appointments with these and the remaining participants when I reach your campus.

Thanks again for your continued cooperation and assistance. I look forward to meeting with you and other members of your academic community.

Sincerely,

Bernard A. Mackey
Research Associate
Institute of Higher Education
University of Florida

APPENDIX B

DATA COLLECTION INSTRUMENT (FORMS 1 AND 2)

INTERVIEW GUIDE FOR DEANS OF STUDENTS
Form 1

The purpose of this study is to gather data on the role expectations held for deans of students by selected members of the academic community in large university settings. The data collected should provide a basis for examining role conflicts perceived by deans of students, similarities and/or differences in the role expectations held for the deans by different groups in the academic community, and relationships which may exist between the level of conflict perceived by deans and the degree of agreement or disagreement on role expectations which others hold for them. It is hoped that a thorough understanding of these relationships will enable student personnel administrators to improve the performance of their functions and participate more effectively in the learning environment.

So that you may feel free to be frank in your expression, be assured that your responses will remain confidential.

DIRECTIONS:

For each item listed below please indicate first the extent to which you personally agree or disagree with the statement. Second, please indicate your estimate of how each of your role-defining reference groups (peers and superiors, subordinates, faculty, and students) would respond to the item. All responses will be recorded by the interviewer.

Estimate of reference group responses
Peers/ Sub-
Superiors ordinates Faculty Students

1. The dean of students should insure that his or her availability and personal relationships with students take priority consistently over the performance of administrative tasks.

Strongly Agree Agree Disagree Strongly Disagree

Estimate of reference group responses
Peers/ Sub-
Superiors ordinates Faculty Students

- | | | | | | |
|---|-----|----------------|-----|----------|-----|
| | ___ | ___ | ___ | ___ | ___ |
| 2. While counseling and discipline may be closely related, the dean of students should give priority consistently to the counseling needs of students. | ___ | Strongly Agree | ___ | Disagree | ___ |
| 3. The dean of student's primary commitment should be to the individual needs of the student. | ___ | Strongly Agree | ___ | Disagree | ___ |
| 4. Even at the risk of jeopardizing his/her rapport with students, the dean of students must be willing to engage in frank and open debate with them if (s)he disagrees with their position on an issue. | ___ | Strongly Agree | ___ | Disagree | ___ |
| 5. In the interest of enabling students to feel that they have a "friend in court," it may be necessary for the dean of students to advocate positions on policy matters that are in opposition to those held by the president, academic dean, or business manager. | ___ | Strongly Agree | ___ | Disagree | ___ |
| 6. The dean of students should attempt to regulate student conduct only to the extent that it is necessary to maintain a reasonable amount of order in the academic community. | ___ | Strongly Agree | ___ | Disagree | ___ |

Estimate of reference group responses
 Peers/ Sub-
 Superiors ordinates Faculty Students

- | | | | | | | | |
|---|-----|----------------|-----|----------|-----|-------------------|-----|
| 7. In order to protect the privacy rights of students and the confidentiality of counseling relationships, the dean of students should violate these rights and confidences only in situations where safety is the major consideration. | ___ | Strongly Agree | ___ | Disagree | ___ | Strongly Disagree | ___ |
| 8. The dean of students should strive to establish policies and initiate programs which manifest the institution's concern for the social maturity and value development of the student. | ___ | Strongly Agree | ___ | Disagree | ___ | Strongly Disagree | ___ |
| 9. The dean of students would be correct in the assumption that social maturity and value development are integral to the student's intellectual attainment. | ___ | Strongly Agree | ___ | Disagree | ___ | Strongly Disagree | ___ |
| 10. The dean of students should allow students freedom to make their own personal decisions in order to enhance their attainment of social maturity. | ___ | Strongly Agree | ___ | Disagree | ___ | Strongly Disagree | ___ |
| 11. Attempts by the dean of students to influence students to adopt values held to be important by the institution are questionable behaviors. | ___ | Strongly Agree | ___ | Disagree | ___ | Strongly Disagree | ___ |

Estimate of reference group responses
Peer/ Sub-
Superiors ordinates Faculty Students

- 12. Programs and activities sponsored by the dean of students should provide opportunities for individual students to develop their own set of values.

___ Strongly Agree	___ Disagree	___ Strongly Disagree	
--------------------	--------------	-----------------------	--

- 13. The dean of students should consciously attempt to influence certain aspects of the institutional environment in ways which support or promote the development of individual students.

___ Strongly Agree	___ Disagree	___ Strongly Disagree	
--------------------	--------------	-----------------------	--

- 14. Student growth may actually be hindered if the dean of students attempts to protect the student from experiencing some "defeats" in the pursuit of his/her goals.

___ Strongly Agree	___ Disagree	___ Strongly Disagree	
--------------------	--------------	-----------------------	--

- 15. The dean of students should determine student affairs policy only after consultation with students, faculty, and other administrators.

___ Strongly Agree	___ Disagree	___ Strongly Disagree	
--------------------	--------------	-----------------------	--

- 16. Student affairs policy should be determined by a campus governance body on which the dean of students sits as a voting member.

___ Strongly Agree	___ Disagree	___ Strongly Disagree	
--------------------	--------------	-----------------------	--

Estimate of reference group responses
Peers/ Sub-
Superiors ordinates Faculty Students

- | | | | |
|--|--|------------------------|------------------------|
| <p>17. Because the dean of students is primarily responsible for the development and evaluation of appropriate student services, (s)he should determine policy without any requirement to consult with students and faculty.</p> | <p>___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree</p> | <p>___ ___ ___ ___</p> | <p>___ ___ ___ ___</p> |
| <p>18. The dean of students should permit decisions concerning visitation regulations in residence halls to be made primarily by students.</p> | <p>___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree</p> | <p>___ ___ ___ ___</p> | <p>___ ___ ___ ___</p> |
| <p>19. The adjudication of academic dishonesty problems should be accomplished jointly by students, faculty, and the dean of students.</p> | <p>___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree</p> | <p>___ ___ ___ ___</p> | <p>___ ___ ___ ___</p> |
| <p>20. Final decisions concerning student government and other organizational activities and the allocation of student activity fees should be made by students with the dean of students performing only in an advisory capacity.</p> | <p>___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree</p> | <p>___ ___ ___ ___</p> | <p>___ ___ ___ ___</p> |
| <p>21. The dean of students should insist that students who participate in the governance process be representative of the student population with regard to sex, race, and age.</p> | <p>___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree</p> | <p>___ ___ ___ ___</p> | <p>___ ___ ___ ___</p> |

INTERVIEW GUIDE FOR REFERENCE GROUPS
Form 2

The purpose of this study is to gather data on the role expectations held for deans of students by selected members of the academic community in large university settings. The data collected should provide a basis for examining role conflicts perceived by deans of students, similarities and/or differences in the role expectations held for the deans by different groups in the academic community, and relationships which may exist between the level of conflict perceived by deans and the degree of agreement or disagreement on role expectations which others hold for them. It is hoped that a thorough understanding of these relationships will enable student personnel administrators to improve the performance of their functions and participate more effectively in the learning environment.

So that you may feel free to be frank in your expressions, be assured that your responses will remain confidential.

Title of Respondent: _____

DIRECTIONS:

For each item listed below please indicate the extent to which you personally agree or disagree with the statement. All responses will be recorded by the interviewer.

1. The dean of students should insure that his/her availability and personal relationships with students take priority consistently over the performance of administrative tasks.
_____ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree
2. While counseling and discipline may be closely related, the dean of students should give priority consistently to the counseling needs of students.
_____ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree

3. The dean of students primary commitment should be to the individual needs of the student. Strongly Agree Agree Disagree Strongly Disagree
4. Even at the risk of jeopardizing his/her rapport with students, the dean of students must be willing to engage in frank and open debate with them if (s)he disagrees with their position on an issue. Strongly Agree Agree Disagree Strongly Disagree
5. In the interest of enabling students to feel that they have a "friend in court," it may be necessary for the dean of students to advocate positions on policy matters that are in opposition to those held by the president, academic dean, or business manager. Strongly Agree Agree Disagree Strongly Disagree
6. The dean of students should attempt to regulate student conduct only to the extent that it is necessary to maintain a reasonable amount of order in the academic community. Strongly Agree Agree Disagree Strongly Disagree
7. In order to protect the privacy rights of students and the confidentiality of counseling relationships, the dean of students should violate these rights and confidences only in situations where safety is the major consideration. Strongly Agree Agree Disagree Strongly Disagree
8. The dean of students should strive to establish policies and initiate programs which manifest the institution's concern for the social maturity and value development of the student. Strongly Agree Agree Disagree Strongly Disagree

9. The dean of students would be correct in the assumption that social maturity and value development are integral to the student's intellectual attainment. Strongly Agree Agree Disagree Strongly Disagree
10. The dean of students should allow students freedom to make their own personal decisions in order to enhance their attainment of social maturity. Strongly Agree Agree Disagree Strongly Disagree
11. Attempts by the dean of students to influence students to adopt values held to be important by the institution are questionable behaviors. Strongly Agree Agree Disagree Strongly Disagree
12. Programs and activities sponsored by the dean of students should provide opportunities for individual students to develop their own set of values. Strongly Agree Agree Disagree Strongly Disagree
13. The dean of students should consciously attempt to influence certain aspects of the institutional environment in ways which support or promote the development of individual students. Strongly Agree Agree Disagree Strongly Disagree
14. Student growth may actually be hindered if the dean of students attempts to protect the student from experiencing some "defeats" in the pursuit of his/her goals. Strongly Agree Agree Disagree Strongly Disagree
15. The dean of students should determine student affairs policy only after consultation with students, faculty, and other administrators. Strongly Agree Agree Disagree Strongly Disagree

16. Student affairs policy should be determined by a campus governance body on which the dean of students sits as a voting member. Strongly Agree Agree Disagree Strongly Disagree
17. Because the dean of students is primarily responsible for the development and evaluation of appropriate student services, (s)he should determine policy without any requirement to consult with students and faculty. Strongly Agree Agree Disagree Strongly Disagree
18. The dean of students should permit decisions concerning visitation regulations in residence halls to be made primarily by students. Strongly Agree Agree Disagree Strongly Disagree
19. The adjudication of academic dishonesty problems should be accomplished jointly by students, faculty, and the dean of students. Strongly Agree Agree Disagree Strongly Disagree
20. Final decisions concerning student government and other organizational activities and the allocation of student activity fees should be made by students with the dean of students performing only in an advisory capacity. Strongly Agree Agree Disagree Strongly Disagree
21. The dean of students should insist that students who participate in the governance process be representative of the student population with regard to sex, race, and age. Strongly Agree Agree Disagree Strongly Disagree

APPENDIX C

INDIVIDUAL AND COMPOSITE REFERENCE GROUP
RESPONSE SCORES

Table C-1

Individual and Composite Reference Group Response Scores for Institution 1

Item	Peers/Superiors		Subordinates		Faculty		Student Leaders	
	Individual	Composite	Individual	Composite	Individual	Composite	Individual	Composite
1	2	2 - 2 - 3	4	2 - 2 - 3	<u>Student Advocacy</u>	2	3	3 - 3 - 4
2	3	3 - 3 - 4	3	3 - 3 - 4	2 - 2 - 2	3	3	3 - 3 - 2
3	3	3 - 2 - 3	3	3 - 2 - 3	3 - 4 - 2	2	2	2 - 2 - 2
4	4	4 - 4 - 4	4	4 - 4 - 4	2 - 2 - 2	3	4	4 - 4 - 4
5	4	4 - 3 - 4	4	4 - 4 - 4	4 - 3 - 3	4	4	4 - 4 - 4
6	3	3 - 4 - 2	3	3 - 2 - 4	4 - 4 - 3	3	3	3 - 4 - 2
7	4	4 - 2 - 4	3	3 - 3 - 4	4 - 2 - 2	3	4	4 - 4 - 4
8	4	4 - 4 - 4	4	4 - 4 - 4	<u>Social Maturity and Value Development</u>	4	3	3 - 4 - 3
9	3	4 - 1 - 4	4	4 - 4 - 4	3 - 4 - 4	3	3	4 - 4 - 1
10	4	4 - 3 - 4	4	3 - 4 - 4	3 - 2 - 4	4	4	4 - 4 - 4
11	2	2 - 1 - 3	3	3 - 3 - 2	4 - 4 - 3	3	2	2 - 2 - 4
12	4	4 - 4 - 4	4	4 - 4 - 4	4 - 3 - 1	4	3	3 - 3 - 4
13	4	4 - 4 - 4	4	4 - 4 - 4	4 - 4 - 3	4	4	3 - 4 - 4
14	4	4 - 3 - 4	4	4 - 4 - 4	4 - 4 - 4	3	4	4 - 3 - 4
15	3	3 - 3 - 3	2	2 - 4 - 4	<u>Governance</u>	3	3	3 - 4 - 3
16	2	3 - 1 - 3	2	2 - 3 - 1	4 - 3 - 3	2	3	3 - 2 - 3
17	1	2 - 1 - 1	2	3 - 1 - 2	1 - 2 - 2	1	1	2 - 1 - 1
18	2	2 - 2 - 3	3	3 - 2 - 4	1 - 1 - 2	2	4	4 - 4 - 4
19	4	4 - 3 - 4	4	4 - 4 - 4	2 - 3 - 2	3	2	3 - 1 - 1
20	2	2 - 1 - 3	3	3 - 2 - 4	3 - 3 - 2	3	4	4 - 3 - 4
21	4	3 - 3 - 4	4	4 - 3 - 4	3 - 3 - 2	3	3	3 - 3 - 4

Table C-2
Individual and Composite Reference Group Response Scores for Institution 2

Item	Peers/Superiors		Subordinates		Student Advocacy		Faculty		Student Leaders	
	Individual	Composite	Individual	Composite	Individual	Composite	Individual	Composite	Individual	Composite
1	3 - 3 - 3	3	3 - 2 - 1		2 - 2 - 4	3	3 - 2 - 3	3	3 - 2 - 3	3
2	3 - 3 - 4	3	4 - 4 - 4		2 - 4 - 3	3	4 - 4 - 4	4	4 - 4 - 4	4
3	3 - 3 - 2	3	3 - 2 - 2		2 - 2 - 4	3	3 - 2 - 2	3	3 - 2 - 2	2
4	4 - 4 - 4	4	4 - 4 - 3		4 - 4 - 4	4	4 - 3 - 4	4	4 - 3 - 4	4
5	3 - 3 - 4	3	3 - 4 - 4		2 - 3 - 4	3	2 - 3 - 4	3	2 - 3 - 4	3
6	2 - 3 - 4	3	3 - 4 - 4		3 - 3 - 3	3	3 - 4 - 4	3	3 - 4 - 4	4
7	4 - 3 - 3	3	4 - 4 - 4		4 - 4 - 3	4	4 - 3 - 4	4	4 - 3 - 4	4
<u>Social Maturity and Value Development</u>										
8	4 - 4 - 4	4	4 - 4 - 4		4 - 4 - 4	4	3 - 4 - 4	4	3 - 4 - 4	4
9	2 - 4 - 4	3	4 - 4 - 1		4 - 4 - 4	4	4 - 4 - 4	4	4 - 4 - 4	4
10	4 - 4 - 3	4	3 - 4 - 4		4 - 4 - 3	4	3 - 4 - 3	4	3 - 4 - 3	3
11	1 - 2 - 3	2	2 - 2 - 2		1 - 1 - 2	1	2 - 2 - 3	1	2 - 2 - 3	3
12	4 - 4 - 4	4	3 - 4 - 2		3 - 4 - 3	3	3 - 4 - 4	3	3 - 4 - 4	4
13	3 - 4 - 4	4	3 - 3 - 4		4 - 4 - 4	3	4 - 4 - 4	4	4 - 4 - 4	4
14	4 - 3 - 3	3	4 - 4 - 4		4 - 4 - 3	4	3 - 2 - 4	4	3 - 2 - 4	3
<u>Governance</u>										
15	4 - 3 - 3	3	4 - 4 - 4		4 - 3 - 4	4	4 - 4 - 4	4	4 - 4 - 4	4
16	1 - 2 - 1	1	2 - 1 - 1		* - 1 - 2	2	2 - 2 - 2	2	2 - 2 - 2	2
17	1 - 1 - 1	1	2 - 1 - 2		2 - 1 - 1	1	1 - 1 - 1	1	1 - 1 - 1	1
18	4 - 2 - 3	3	2 - 4 - 3		1 - 2 - 1	1	3 - 3 - 2	1	3 - 3 - 2	3
19	4 - 3 - 4	4	4 - 1 - 3		4 - 1 - 3	3	3 - 2 - 4	3	3 - 2 - 4	3
20	4 - 4 - 4	4	4 - 4 - 3		3 - 4 - 2	3	4 - 4 - 3	3	4 - 4 - 3	4
21	4 - 2 - 4	3	4 - 3 - 3		4 - 3 - 3	3	3 - 4 - 3	3	3 - 4 - 3	3

An asterisk () indicates a missing response.

Table C-3
Individual and Composite Reference Group Response Scores for Institution 3

Item	Peers/Superiors		Subordinates		Student Advocacy		Faculty		Student Leaders	
	Individual	Composite	Individual	Composite	Individual	Composite	Individual	Composite	Individual	Composite
1	2	4	2	3	4	3	4	3	3	3
2	3	3	3	3	4	4	4	4	4	4
3	2	2	4	4	3	3	2	3	1	2
4	3	4	4	4	4	4	4	4	4	4
5	3	4	4	4	3	4	4	4	4	4
6	3	3	3	3	2	4	4	3	4	4
7	4	3	3	4	4	4	4	4	4	4
8	4	3	4	3	4	4	4	4	4	3
9	4	4	4	4	4	4	4	4	4	3
10	3	3	4	4	3	3	2	3	4	4
11	2	2	4	3	3	3	2	3	4	3
12	3	4	4	4	4	4	3	4	4	4
13	4	3	4	4	4	4	4	4	3	3
14	3	3	4	4	4	4	4	4	3	3
15	3	4	4	3	3	3	3	3	4	4
16	2	3	3	2	2	2	2	2	2	3
17	2	2	2	1	1	1	1	1	2	1
18	2	3	2	3	3	3	3	3	3	4
19	1	3	2	2	4	4	3	3	3	4
20	2	3	3	2	2	3	4	3	4	3
21	3	3	4	3	2	2	2	2	2	2

Social Maturity and Value Development

Governance

Table C-4
Individual and Composite Reference Group Response Scores for Institution 4

Item	Peers/Superiors		Subordinates		Student Advocacy		Faculty		Student Leaders	
	Individual ^a	Composite	Individual	Composite	Individual	Composite	Individual	Composite	Individual	Composite
1	2 - 2 - 3	2	3 - 3 - 4	3	3 - 2 - 3	3	3 - 2 - 3	3	3 - 2 - 3	3
2	2 - 3 - 3	3	4 - 3 - 4	4	2 - 2 - 4	3	3 - 3 - 3	3	3 - 3 - 3	3
3	2 - 2 - 3	2	3 - 3 - 4	3	4 - 4 - 2	3	4 - 2 - 2	3	4 - 2 - 2	3
4	4 - 4 - 4	4	3 - 4 - 3	3	4 - 4 - 4	4	3 - 4 - 4	4	3 - 4 - 4	4
5	4 - 3 - 2	3	3 - 4 - 4	4	4 - 3 - 3	3	4 - 3 - 4	4	4 - 3 - 4	4
6	4 - 4 - 3	4	2 - 3 - 4	3	4 - 4 - 3	4	1 - 4 - 3	4	1 - 4 - 3	3
7	3 - 4 - 3	3	4 - 4 - 4	4	4 - 3 - 4	4	1 - 3 - 2	4	1 - 3 - 2	2
8	3 - 3 - 3	3	3 - 4 - 1	3	4 - 4 - 3	4	2 - 3 - 4	4	2 - 3 - 4	3
9	3 - 3 - 3	3	4 - 4 - 3	4	2 - 4 - 4	3	4 - 4 - 4	3	4 - 4 - 4	4
10	4 - 4 - 3	4	4 - 4 - 4	4	4 - 1 - 3	3	4 - 4 - 4	3	4 - 4 - 4	4
11	2 - 3 - 3	3	3 - 4 - 4	4	4 - 1 - 2	3	4 - 4 - 4	3	4 - 4 - 4	4
12	3 - 4 - 4	4	4 - 4 - 4	4	3 - 4 - 3	3	4 - 4 - 4	3	4 - 4 - 4	4
13	3 - 3 - 4	3	4 - 4 - 4	4	4 - 4 - 2	3	3 - 4 - 4	3	3 - 4 - 4	4
14	3 - 4 - 4	4	3 - 4 - 4	4	4 - 4 - 4	4	4 - 4 - 4	4	4 - 4 - 4	4
15	2 - 4 - 3	3	4 - 4 - 4	4	4 - 4 - 3	4	4 - 4 - 4	4	4 - 4 - 4	4
16	2 - 2 - 2	2	3 - 3 - 3	3	3 - 4 - 3	3	3 - 4 - 3	3	3 - 4 - 3	3
17	1 - 1 - 2	1	1 - 1 - 1	1	1 - 1 - 1	1	1 - 1 - 1	1	1 - 1 - 1	1
18	3 - * - 3	3	3 - 2 - 1	2	4 - 2 - 3	3	4 - 4 - 4	3	4 - 4 - 4	4
19	3 - 3 - 4	3	2 - 2 - 4	3	4 - 3 - 2	3	2 - 4 - 3	3	2 - 4 - 3	3
20	3 - 3 - 4	3	4 - 3 - 2	3	4 - 2 - 3	3	4 - 4 - 4	3	4 - 4 - 4	3
21	3 - 3 - 4	3	4 - 3 - 3	3	4 - 2 - 3	3	2 - 3 - 3	3	2 - 3 - 3	3

^aAn asterisk (*) indicates a missing response.

Table C-5
Individual and Composite Reference Group Response Scores for Institution 5

Item	Peer/Superiors		Subordinates		Faculty		Student Leaders	
	Individual	Composite	Individual	Composite	Individual	Composite	Individual	Composite
1	3 - 2 - 3	3	2 - 1 - 3	2	4 - 4 - 3	4	2 - 3 - 3	3
2	4 - 2 - 3	3	3 - 4 - 3	3	4 - 3 - 4	4	3 - 4 - 3	3
3	1 - 3 - 2	2	3 - 4 - 3	3	2 - 4 - 2	3	3 - 2 - 4	3
4	3 - 3 - 3	3	4 - 4 - 4	4	4 - 4 - 3	4	3 - 4 - 4	4
5	3 - 3 - 3	3	4 - 4 - 3	4	2 - 3 - 3	3	3 - 4 - 3	3
6	3 - 2 - 4	3	2 - 3 - 3	3	3 - 3 - 3	3	4 - 3 - 3	3
7	4 - 4 - 3	4	3 - 4 - 4	4	4 - 4 - 4	4	3 - 3 - 3	3
			<u>Student Advocacy</u>					
8	4 - 4 - 4	4	3 - 4 - 4	4	4 - 4 - 4	4	3 - 4 - 3	3
9	4 - 4 - 3	4	3 - 4 - 4	4	4 - 4 - 4	4	3 - 4 - 3	3
10	4 - 4 - 3	4	3 - 3 - 3	3	4 - 4 - 3	4	3 - 3 - 4	3
11	2 - * - 2	2	2 - 2 - 3	2	2 - 2 - 3	2	3 - 4 - 3	3
12	4 - 4 - 4	4	3 - 4 - 4	4	3 - 4 - 4	4	3 - 3 - 3	3
13	4 - 4 - 3	4	4 - 4 - 3	4	3 - 4 - 4	4	3 - 3 - 3	3
14	3 - * - 3	3	3 - 4 - 4	4	2 - 4 - 3	3	3 - 3 - 3	3
			<u>Social Maturity and Value Development</u>					
15	4 - 3 - 3	3	3 - 3 - 3	3	4 - 4 - 4	4	3 - 4 - 4	4
16	3 - * - 3	3	2 - 1 - 2	2	4 - 3 - 1	3	2 - 3 - 2	2
17	1 - 1 - 1	1	1 - 1 - 2	1	1 - 1 - 1	1	2 - 1 - 2	2
18	3 - 3 - 3	3	2 - 2 - 3	2	3 - 3 - 3	3	2 - 3 - 3	3
19	3 - 3 - 3	3	2 - 4 - 2	3	3 - 4 - 4	4	4 - 2 - 3	3
20	2 - 3 - 2	2	2 - 2 - 2	2	2 - 2 - 2	2	2 - 3 - 3	3
21	3 - 4 - 3	3	2 - 4 - 3	3	4 - 4 - 3	4	2 - 4 - 3	3
			<u>Governance</u>					
15	4 - 3 - 3	3	3 - 3 - 3	3	4 - 4 - 4	4	3 - 4 - 4	4
16	3 - * - 3	3	2 - 1 - 2	2	4 - 3 - 1	3	2 - 3 - 2	2
17	1 - 1 - 1	1	1 - 1 - 2	1	1 - 1 - 1	1	2 - 1 - 2	2
18	3 - 3 - 3	3	2 - 2 - 3	2	3 - 3 - 3	3	2 - 3 - 3	3
19	3 - 3 - 3	3	2 - 4 - 2	3	3 - 4 - 4	4	4 - 2 - 3	3
20	2 - 3 - 2	2	2 - 2 - 2	2	2 - 2 - 2	2	2 - 3 - 3	3
21	3 - 4 - 3	3	2 - 4 - 3	3	4 - 4 - 3	4	2 - 4 - 3	3

An asterisk () indicates a missing response.

APPENDIX D

INDIVIDUAL RESPONSE SCORES OF DEANS OF STUDENTS

Table D-1

Individual Response Scores of the Dean of Students
at Institution 1

Item	Dean's Response	Dean's Estimate of Reference Group Responses			
		Peers/ Superiors	Subordinates	Faculty	Student Leaders
<u>Student Advocacy</u>					
1	3	2	3	3	4
2	2	1	2	3	3
3	4	3	4	3	4
4	4	4	3	4	2
5	4	4	4	2	4
6	2	4	2	4	2
7	2	1	2	2	3
<u>Social Maturity and Value Development</u>					
8	4	3	3	2	3
9	2	3	3	2	2
10	4	4	4	3	4
11	3	4	2	3	4
12	4	4	4	3	3
13	4	4	4	3	4
14	4	4	4	4	3
<u>Governance</u>					
15	4	4	4	3	4
16	4	4	4	3	3
17	1	1	1	2	2
18	1	1	2	1	4
19	4	4	4	4	2
20	4	4	4	2	4
21	4	4	4	2	4

Table D-2
Individual Response Scores of the Dean of Students at
Institution 2

Item	Dean's Response	Dean's Estimate of Reference Group Responses			
		Peers/ Superiors	Subordinates	Faculty	Student Leaders
<u>Student Advocacy</u>					
1	3	3	3	3	4
2	4	4	4	4	4
3	3	3	3	3	4
4	4	3	3	3	3
5	3	3	3	3	4
6	3	3	3	3	3
7	4	3	3	3	3
<u>Social Maturity and Value Development</u>					
8	4	4	4	4	3
9	4	4	4	4	4
10	4	4	4	4	4
11	1	1	1	1	2
12	4	4	4	4	4
13	4	4	4	4	4
14	4	4	4	4	4
<u>Governance</u>					
15	4	4	4	4	4
16	2	2	2	2	3
17	1	1	1	1	1
18	3	3	3	3	3
19	4	4	4	4	4
20	4	4	4	4	4
21	3	3	3	3	3

Table D-3
 Individual Response Scores of the Dean of Students at
 Institution 3

Item	Dean's Response	Dean's Estimate of Reference Group Responses			
		Peers/ Superiors	Subordinates	Faculty	Student Leaders
<u>Student Advocacy</u>					
1	3	4	3	3	3
2	4	4	4	4	4
3	3	4	3	3	3
4	4	4	4	4	4
5	4	4	4	4	4
6	4	3	4	3	4
7	4	4	4	4	4
<u>Social Maturity and Value Development</u>					
8	4	3	4	3	3
9	4	4	4	3	4
10	4	3	4	3	4
11	1	2	2	2	2
12	3	3	3	3	3
13	4	3	3	3	3
14	4	3	4	3	3
<u>Governance</u>					
15	4	4	4	4	4
16	2	2	2	2	2
17	1	2	1	2	1
18	4	3	4	3	4
19	1	2	2	1	3
20	1	1	1	1	1
21	1	2	2	2	2

Table D-4
Individual Response Scores of the Dean of Students at
Institution 4

Item	Dean's Response	Dean's Estimate of Reference Group Responses			
		Peers/ Superiors	Subordinates	Faculty	Student Leaders
<u>Student Advocacy</u>					
1	3	3	2	3	4
2	*	*	*	*	*
3	2	2	2	2	2
4	4	4	4	4	4
5	4	3	4	4	4
6	4	4	4	4	4
7	4	3	3	4	4
<u>Social Maturity and Value Development</u>					
8	4	4	4	3	3
9	4	4	4	3	3
10	4	4	4	4	4
11	3	3	3	3	4
12	4	4	4	4	4
13	4	4	4	4	4
14	4	4	4	4	4
<u>Governance</u>					
15	4	4	4	4	4
16	4	3	3	4	4
17	1	1	1	1	1
18	*	*	*	*	*
19	4	3	3	3	4
20	4	3	3	3	4
21	2	3	2	3	2

Note. An asterisk (*) indicates a missing response.

Table D-5
 Individual Response Scores of the Dean of Students at
 Institution 5

Item	Response	Dean's Estimate of Reference Group Responses			
		Peers/ Superiors	Subordinates	Faculty	Student Leaders
<u>Student Advocacy</u>					
1	2	3	2	3	3
2	2	2	2	3	2
3	2	2	2	3	3
4	4	4	4	4	4
5	3	3	3	3	3
6	3	3	3	3	3
7	4	4	4	4	4
<u>Social Maturity and Value Development</u>					
8	3	3	3	3	3
9	3	3	3	3	3
10	3	3	3	3	3
11	1	2	2	2	2
12	3	3	3	3	3
13	3	3	3	3	3
14	3	3	3	3	3
<u>Governance</u>					
15	3	3	3	3	3
16	3	3	3	3	3
17	2	2	2	2	2
18	2	2	2	3	3
19	3	3	3	3	3
20	1	2	2	2	3
21	3	3	3	3	3

APPENDIX E

CONSENSUS AND INTRAROLE CONFLICT
DISCREPANCY SCORE TOTALS

Table E-1

Consensus Discrepancy Score Totals for the
Student Advocacy Area at Institution 1

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
1	0	16	16
2	0	12	12
3	0	16	16
4	6	0	6
5	0	0	0
6	0	0	0
7	6	0	6

^aArea discrepancy score mean 8.00, standard deviation 6.83.

Table E-2

Intrarole Conflict Discrepancy Score Totals for the
Student Advocacy Area at Institution 1

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
1	4	12	16
2	2	16	18
3	8	0	8
4	4	12	16
5	0	12	12
6	0	16	16
7	4	12	16

^aArea discrepancy score mean 14.57, standard deviation 3.41.

Table E-3

Consensus Discrepancy Score Totals for the
Social Maturity and Value Development Area
at Institution 1

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
8	6	0	6
9	6	0	6
10	0	0	0
11	0	12	12
12	6	0	6
13	0	0	0
14	6	0	6

^aArea discrepancy score mean 5.14, standard deviation 4.14.

Table E-4

Intrarole Conflict Discrepancy Score Totals for the
Social Maturity and Value Development Area
at Institution 1

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
8	0	12	12
9	0	16	16
10	6	0	6
11	4	12	16
12	8	0	8
13	6	0	6
14	6	0	6

^aArea discrepancy score mean 10.00, standard deviation 4.62.

Table E-5

Consensus Discrepancy Score Totals for the
Governance Area at Institution 1

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
15	6	0	6
16	8	0	8
17	8	0	8
18	4	12	16
19	0	12	12
20	0	12	12
21	0	12	12

^aArea discrepancy score mean 10.57, standard deviation 3.41.

Table E-6

Intrarole Conflict Discrepancy Score Totals for the
Governance Area at Institution 1

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
15	0	0	0
16	0	12	12
17	6	0	6
18	2	16	18
19	4	12	16
20	4	12	16
21	6	0	6

^aArea discrepancy score mean 10.57, standard deviation 6.70.

Table E-7

Consensus Discrepancy Score Totals for the
Student Advocacy Area at Institution 2

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
1	0	12	12
2	8	0	8
3	0	16	16
4	0	0	0
5	6	0	6
6	8	0	8
7	6	0	6

^aArea discrepancy score mean 8.00, standard deviation 5.03.

Table E-8

Intrarole Conflict Discrepancy Score Totals for the
Student Advocacy Area at Institution 2

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
1	6	0	6
2	0	0	0
3	6	0	6
4	0	0	0
5	6	0	6
6	0	0	0
7	0	0	0

^aArea discrepancy score mean 2.57, standard deviation 3.21.

Table E-9

Consensus Discrepancy Score Totals for the
Social Maturity and Value Development Area
at Institution 2

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
8	0	0	0
9	8	0	8
10	6	0	6
11	4	12	16
12	8	0	8
13	6	0	6
14	8	0	8

^aArea discrepancy score mean 7.43, standard deviation 4.72.

Table E-10

Intrarole Conflict Discrepancy Score Totals for the
Social Maturity and Value Development Area
at Institution 2

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
8	6	0	6
9	0	0	0
10	0	0	0
11	6	0	6
12	0	0	0
13	0	0	0
14	0	0	0

^aArea discrepancy score mean 1.71, standard deviation 2.93.

Table E-11

Consensus Discrepancy Score Totals for the
Governance Area at Institution 2

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
15	6	0	6
16	8	0	8
17	6	0	6
18	0	12	12
19	6	0	6
20	6	0	6
21	0	0	0

^aArea discrepancy score mean 6.29, standard deviation 3.55.

Table E-12

Intrarole Conflict Discrepancy Score Totals for the
Governance Area at Institution 2

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
15	0	0	0
16	0	12	12
17	0	0	0
18	0	0	0
19	0	0	0
20	0	0	0
21	0	0	0

^aArea discrepancy score mean 1.71, standard deviation 4.54.

Table E-13
 Consensus Discrepancy Score Totals for the
 Student Advocacy Area at Institution 3

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
1	0	0	0
2	8	0	8
3	2	16	18
4	0	0	0
5	6	0	6
6	6	0	6
7	6	0	6

^aArea discrepancy score mean 6.29, standard deviation 6.05.

Table E-14
 Intrarole Conflict Discrepancy Score Totals for the
 Student Advocacy Area at Institution 3

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
1	6	0	6
2	0	0	0
3	6	0	6
4	0	0	0
5	0	0	0
6	8	0	8
7	0	0	0

^aArea discrepancy score mean 2.86, standard deviation 3.63.

Table E-15

Consensus Discrepancy Score Totals for the
Social Maturity and Value Development Area
at Institution 3

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
8	8	0	8
9	6	0	6
10	8	0	8
11	0	12	12
12	6	0	6
13	6	0	6
14	8	0	8

^aArea discrepancy score mean 7.71, standard deviation 2.14.

Table E-16

Intrarole Conflict Discrepancy Score Totals for the
Social Maturity and Value Development Area
at Institution 3

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
8	6	0	6
9	6	0	6
10	6	0	6
11	0	0	0
12	0	0	0
13	0	0	0
14	6	0	6

^aArea discrepancy score mean 3.43, standard deviation 3.21.

Table E-17

Consensus Discrepancy Score Totals for the
Governance Area at Institution 3

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
15	6	0	6
16	0	16	16
17	8	0	8
18	4	12	16
19	0	12	12
20	0	0	0
21	0	12	12

^aArea discrepancy score mean 10.00, standard deviation 5.77.

Table E-18

Intrarole Conflict Discrepancy Score Totals for the
Governance Area at Institution 3

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
15	0	0	0
16	0	0	0
17	8	0	8
18	8	0	8
19	4	12	16
20	0	0	0
21	0	0	0

^aArea discrepancy score mean 4.57, standard deviation 6.29.

Table E-19

Consensus Discrepancy Score Totals for the
Student Advocacy Area at Institution 4

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
1	0	12	12
2	6	0	6
3	0	16	16
4	6	0	6
5	8	0	8
6	8	0	8
7	4	12	16

^aArea discrepancy score mean 10.29, standard deviation 4.39.

Table E-20

Intrarole Conflict Discrepancy Score Totals for the
Student Advocacy Area at Institution 4

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
1	4	12	16
2	*	*	*
3	0	0	0
4	0	0	0
5	6	0	6
6	0	0	0
7	8	0	8

Note. Missing responses, indicated by an asterisk (*), were computed as "0" discrepancies.

^aArea discrepancy score mean 5.00, standard deviation 6.52.

Table E-21

Consensus Discrepancy Score Totals for the
Social Maturity and Value Development Area
at Institution 4

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
8	6	0	6
9	8	0	8
10	6	0	6
11	8	0	8
12	6	0	6
13	8	0	8
14	0	0	0

^aArea discrepancy score mean 6.00, standard deviation 2.83.

Table E-22

Intrarole Conflict Discrepancy Score Totals for the
Social Maturity and Value Development Area
at Institution 4

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
8	8	0	8
9	8	0	8
10	0	0	0
11	6	0	6
12	0	0	0
13	0	0	0
14	0	0	0

^aArea discrepancy score mean 3.14, standard deviation 3.98.

Table E-23

Consensus Discrepancy Score Totals for the
Governance Area at Institution 4

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
15	6	0	6
16	0	12	12
17	0	0	0
18	4	12	16
19	0	0	0
20	6	0	6
21	0	0	0

^aArea discrepancy score mean 5.71, standard deviation 6.37.

Table E-24

Intrarole Conflict Discrepancy Score Totals for the
Governance Area at Institution 4

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
15	0	0	0
16	8	0	8
17	0	0	0
18	*	*	*
19	6	0	6
20	6	0	6
21	0	16	16

Note. Missing responses, indicated by an asterisk (*), were computed as "0" discrepancies.

^aArea discrepancy score mean 6.00, standard deviation 5.93.

Table E-25

Consensus Discrepancy Score Totals for the
Student Advocacy Area at Institution 5

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
1	4	12	16
2	6	0	6
3	0	16	16
4	6	0	6
5	6	0	6
6	0	0	0
7	6	0	6

^aArea discrepancy score mean 8.00, standard deviation 5.89.

Table E-26

Intrarole Conflict Discrepancy Score Totals for the
Student Advocacy Area at Institution 5

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
1	0	12	12
2	0	12	12
3	0	16	16
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0

^aArea discrepancy score mean 5.71, standard deviation 7.25.

Table E-27

Consensus Discrepancy Score Totals for the
Social Maturity and Value Development Area
at Institution 5

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
8	6	0	6
9	6	0	6
10	8	0	6
11	0	12	12
12	6	0	6
13	6	0	6
14	6	0	6

^aArea discrepancy score mean 7.14, standard deviation 2.27.

Table E-28

Intrarole Conflict Discrepancy Score Totals for the
Social Maturity and Value Development Area
at Institution 5

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
13	0	0	0
14	0	0	0

^aArea discrepancy score mean 0.00, standard deviation 0.00.

Table E-29

Consensus Discrepancy Score Totals for the
Governance Area at Institution 5

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
15	6	0	6
16	0	16	16
17	6	0	6
18	0	12	12
19	6	0	6
20	0	12	12
21	6	0	6

^aArea discrepancy score mean 9.14, standard deviation 4.14.

Table E-30

Intrarole Conflict Discrepancy Score Totals for the
Governance Area at Institution 5

Item	Minor Discrepancy Total	Major Discrepancy Total	Item Discrepancy Total ^a
15	0	0	0
16	0	0	0
17	0	0	0
18	0	16	16
19	0	0	0
20	0	12	12
21	0	0	0

^aArea discrepancy score mean 4.00, standard deviation 6.93.

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BIOGRAPHICAL SKETCH

Bernard A. Mackey was born February 25, 1947, in Augusta, Georgia. He received his elementary and secondary education in the public schools of Jacksonville, Florida. Upon completion of high school in 1964, he entered the University of Florida, Gainesville, Florida, where he received a Bachelor of Fine Arts degree (with high honors) in music education in December 1968.

While serving in the United States Air Force from 1969 to 1973, Mr. Mackey attended the University of South Florida, Tampa, Florida, where he received the Master of Arts degree in guidance in June 1972.

From January 1973 to August 1974, he was employed as a counselor/advisor and special advisor to minority students at the University of South Florida. In September 1974, he was awarded a State University System of Florida Equal Opportunity Grant to pursue doctoral studies in educational administration at the University of Florida. In September 1975, he received a Graduate Council Fellowship to continue his work for the doctorate.


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Mr. Mackey is married to Martha R. Mackey of Tampa, Florida, and they have three children, Justin, Darryl, and Kimberly.


I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


James L. Wattenbarger, Chairman
Professor of Educational Administration


I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



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This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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