

Spring 1992

# The Academic Workplace (Spring/Summer 1992): Of Petals and Purposes: The Keene State College Reorganization of Student Affairs


New England Resource Center for Higher Education at the University of Massachusetts Boston

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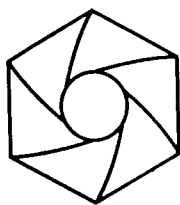
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# The Academic Workplace



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Mary-Beth McGee, *Editor*

## Letter from the Director

I was struck the other day by a phrase in a paper by one of my graduate students. Toby Maguire, an English teacher, argued for the importance of involving workers---be they teachers, nurses, or laborers---in the evaluation of their work. Relying exclusively on administrators and others outside the classroom leads to simplifying the complexity of teaching. "Without being fully immersed in a situation like the classroom," he wrote, "a person cannot assume an *adequate perspective of the practice.*"

Maguire's paper reminded me yet again how important it is for administrators and policymakers to take "an adequate perspective of the practice." Administrators, even those who formerly taught, often lose that perspective. They appoint faculty to badly run committees---which consume so much time that faculty are hard pressed to prepare a good class or write a well-thought-out article. They make changes in budgets, such as reductions in classroom maintenance or library acquisitions, that undermine the quality of the core activities of their institutions.

The problem of undermining the quality of core activities is not limited to college and university administrators, who are often less guilty than others. School principals, for example, may reassign teachers with little warning and fail to provide them with the tools they need to teach. Heads of social service agencies may require therapists to punch a time clock. Only from the "perspective of the practice," when there is a serious effort to understand *what it takes to do a good job*, do efforts to increase efficiency and accountability achieve their goals without undermining quality.

Judgments about quality must take another perspective into account, that of the consumer, the client, or the student. Just as administrators lose the faculty perspective, so almost everyone loses the perspective of the student. I have become

aware of how little my colleagues and I know about our students' lives. Even when we have regular conferences or make assignments that require students to apply course material to their own lives, we know little about their experiences outside the classroom.

One of the aims of the Resource Center is to keep our constituents' eyes focused squarely on the realities of life in colleges and universities today. In other words, we tell them and ourselves: Get real! Our research projects employ field methods that bring us in close touch with the colleges and universities where we carry out our research. Our think tanks and workshops attend to issues at the ground level where participants live, in ways that encourage them to compare their own experience with that of their colleagues.

All our activities this year have been focused on organizational change and restructuring and on the relationships among faculty, administrators and students that underlie change and restructuring. This issue of *The Academic Workplace* features two short takes on these matters, one on the academic department and one on student affairs. Faculty really live in their departments, and Howard Cohen presents an analysis of the department chair as a special kind of leader who makes the departmental home meaningful. Students live in their relationships with services usually provided by Student Affairs---admissions, financial aid, dining and housing, athletics, health and counseling, student activities. Delina Hickey describes how she and her colleagues at Keene State College changed the way they related to one another, in order to do a better job with their students.

As the 1991-1992 academic year ends, we send greetings to all of our friends in New England and elsewhere. We look forward to working with many of you next year. In the meantime, we wish you and your colleagues a rejuvenating summer.

Zelda F. Gamson

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### Current Research Projects

#### **Faculty Labor Market Project**

The Resource Center is just beginning the analysis of data from its study of how comprehensive colleges and universities recruit, promote, and retain faculty. Funded by the Pew Charitable Trusts and the Andrew W. Mellon Foundation, a team of researchers carried out fieldwork at three universities and one college in New England. The researchers concentrated on two arts and sciences fields (English and mathematics), two professional fields (education and business), and a fifth department that varied across the four institutions. One hundred fifty-nine interviews were conducted with 38 senior administrators, 28 department chairs, 20 Search Committee chairs, 8 Promotion and Tenure chairs, and 84 tenured, untenured, and nontenure-track faculty members.

Over the next year, members of the research team will be immersing themselves in the wealth of data yielded by the interviews. They will try to understand the culture, functioning, and external forces operating on comprehensive universities, an understudied sector in higher education, as they have coped with changes in the academic labor market. They will compare the cultures of departments and disciplines within and across each of the four institutions. They will recount the experience of search committee and promotion and tenure committees with respect to strategies pursued to recruit and retain faculty, competition with other institutions, and efforts to increase diversity. That experience will be compared to faculty members' accounts of their own experiences of recruitment, promotion, and tenure. These analyses will enable the team to assess the meaning of "faculty shortage" in comprehensive universities at a time when many of them are undergoing severe financial stress.

The project team has already produced several Working Papers; see #2, #3, #6, and #10, listed on page 12. Dorothy Finnegan of Oklahoma State

University, Robert Ross of Harvard University, Ted Youn of Boston College, and Zelda Gamson of the University of Massachusetts at Boston presented preliminary findings at the Association for the Study of Higher Education; Dorothy Finnegan and Zelda Gamson addressed the issue of the class system in higher education from their experience with comprehensive institutions in a session at the annual conference of the American Association for Higher Education; and Ted Youn and Zelda Gamson will deliver a paper at the annual meetings of the American Sociological Association.

#### **The General Education Project**

The Implementation of General Education project, funded by the Exxon Education Foundation, is completing its third year. The research team traveled to twelve New England colleges to complete a series of site visits to comprehensive and less selective liberal arts colleges. In addition, they visited three comprehensive institutions in different parts of the country, which were nominated by knowledgeable informants as having effectively implemented new general education programs. Project members will analyze the results of their site visits in the next year and hope to produce a handbook on the implementation of general education programs and to organize a practitioners' network to assist other institutions working to make changes in general education.

The project has produced case studies of two fictitious institutions---Weservall University and Littleton State College---which are composites based on several real institutions. These cases, as well as data from the study, have been presented at conferences of the Council of Colleges of Arts and Sciences, the Association of American Colleges, the Association for General and Liberal Studies, the Association for the Study of Higher Education, the American Association for Higher Education, and the Asheville Institute on General Education by Sandra Kanter, director of the project and professor at the University of

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Massachusetts at Boston; Howard London, professor of sociology at Bridgewater State College; Jana Nidiffer of the Harvard Graduate School of Education; and Zelda Gamson. Kanter and London conducted a successful workshop on the implementation of general education at the University of Massachusetts at Boston in May. Working Papers #5 and #9, listed on page 12, report preliminary conclusions of the project. A paper by Kanter, London, and Gamson, "The Implementation of General Education: Some Early Findings," appeared in volume 40 of the *Journal of General Education*, and another paper, "General Education Reform: Moving Beyond the Rational Model of Change," by London, Kanter, and Gamson, will be published in the Spring/Summer 1992 issue of *Perspectives*.

### **News from the Think Tanks**

#### **Academic Affairs Round Table**

The Academic Affairs Round Table, whose members include chief academic officers of colleges and universities throughout the New England region, have been convening for four years. Discussions have ranged over a variety of issues during 1991-1992: Sandra Elman, associate director of the New England Association of Schools and Colleges, presided over a wide-ranging discussion of current federal involvement in accreditation. Susan Sgorbati, dean of faculty at Bennington College, led the group through a profound and moving conversation about conflicts between faculty members and administrators and about the declining quality of relationships on campus. Ernest Lynton, senior associate and convener of the Round Table, presented his analysis of the "new scholarship" and faculty rewards. **Next year's sessions will focus on Organizational Change and Improvement in Academic Affairs**. If you are the senior academic officer and wish to be considered for membership in the Round Table, please contact Ernest Lynton at (617) 232-5046.

#### **New England Student Affairs Think Tank**

The New England Student Affairs Think Tank completed its fourth year with an all-day retreat at Roger Williams College. Several veteran members of the group will have served out their terms this year: Bobbie Knable, dean of students at Tufts University; Sheila Murphy, dean of students at Mount Holyoke College; and Nancy Stoll, dean of students at Suffolk University. New members are being invited to take their places.

After three years of conversation and dissemination about community standards, diversity, and developmental approaches to student life, the Think Tank turned to organizational issues. Members spent their five meetings this year talking about appropriate organizational structures, practices, and structures for Student Affairs, especially in light of budgetary constraint. Total quality management, integrative structures, and collaborative leadership were some of the promising approaches discussed in the group. The essay on reorganizing student affairs in this issue of *The Academic Workplace* by Think Tank member Delina Hickey, Vice President for Student Affairs at Keene State College, is one expression of the concern among student affairs leaders with organizational matters. The Think Tank will present its assessment of organizational change at conferences and other venues in the 1992-1993 academic year.

#### **Associate Deans Group**

The Associate Deans Group has met for two years under the leadership of Associate Dean Milton Kornfeld of Brandeis University. Members, drawn from the Boston area, discussed ethical admissions and the recruitment of special populations like foreign students or learning disabled students; the problems of adjunct faculty and staff; dealing with parents of students; problems of gender and class, especially as they affect dealing with parents and advising students; managing with decreasing resources and redistributing needs; and servicing the needs of special populations.

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**Education Research Seminar**

The Education Research Seminar, whose membership consists of faculty and administrators from the University of Massachusetts at Boston with a select group of scholars from other countries and from other institutions in the region, has ranged widely this year. Howard London, professor of sociology at Bridgewater State College, and Victoria Steinitz, a psychologist on the faculty of the College of Public and Community Service at UMass/Boston, led two lively sessions on first-generation college students. Gordon Arnold, a researcher on the general education project from Boston College, presented his findings on the politics of academic reform. Karen Harbeck, a lawyer and anthropologist, presented her findings from research on gay, lesbian, and bisexual youth. Ernest Lynton, senior associate in the Resource Center, guided the seminar through the complex questions involved in "the new scholarship" and changing faculty roles and rewards. David Entin, a sociologist who is dean of Arts and Sciences at Wentworth Institute of Technology, organized a session entitled "Restructuring the Academic Workplace: Doing Better with Less."

**Women Presidents Group**

This group of women presidents of colleges and universities in Massachusetts has been meeting for a year under the auspices of the University of Massachusetts at Boston. It has focused on policies that affect poor women and succeeded in getting the commonwealth of Massachusetts not to implement plans to reduce access to higher education for AFDC recipients. Members will continue to work on policy issues related to women. Responsibility for convening the group will rotate among member institutions; Radcliffe College will be the convening institution next year.



**Of Petals and Purposes:  
The Keene State College Reorganization  
of Student Affairs**

Delina Hickey

At Keene State College we speak of our future and our strategic plan for the next decade as Vision 2000. The chief components of that vision are to focus on academic excellence within the classroom and quality of life outside the classroom---in other words, to educate the intellect and the heart. It was within this context that the president requested the organizational structure of the Division for Student Affairs be examined. The formal organizational structure is flat, with a vice president for Student Affairs (an associate dean for Student Affairs position was vacant) and the directors of Safety and Security, Health Services, Counseling, Admissions, Student Financial Management, Career Services, Residential Life and Dining, Student Academic Services, Upward Bound, the Judicial Office, and the Student Union.

Subsequent discussions with members of the New England Student Affairs Think Tank made it clear to me that we were beginning the process with the great advantage of having the endorsement for this change come from the top. In addition, we informed all those affected by the change so that they can understand from the start of the process the extent to which they will be involved in the decision making.

Experience teaches us that the more involvement the directors have in the process, the smoother will be the change that takes place. However, specific time lines need to be made public so that everyone knows how and when transitions will take place. Ideally, changes should occur during good times---not necessarily as a crisis management technique. This was clearly pointed out by members of the Student Affairs Think Tank. Individuals can, and often do, become immobilized during times of severe budget cuts, and thus have difficulty absorbing new perspectives.

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There can be several agendas, and therefore it is essential to be honest with one's staff from the beginning. If organizational change, as part of its agenda, means cutting positions, they need to know. For any process of change to be successful, it needs to be perceived as beneficial to the individual unit. How will these changes support the Student Affairs staff member in doing his or her job more effectively? That is the question which informs such a process.

We began with several underlying assumptions: the purpose of the changes was to provide more support for directors; to empower directors in their decision making; and to move away from the hierarchical decision-making model. We assumed that everyone embraced the notion of moving to a more participatory model of decision making; however, this assumption was met with healthy skepticism. Not everyone embraces change with the same degree of enthusiasm. Understanding and respecting this difference proved to be essential.

Another assumption was that functional systems would change, but reporting lines and our formal organizational chart would remain the same. Members of the Think Tank also reinforced the essential assumption---supported by organizational behavior literature---that the person closest to the action understands the problems best and, if asked and listened to, provides sound and creative solutions. Based on these assumptions, the quest for change began.

A faculty member with a background in organizational behavior worked with the directors to determine which particular offices or groups interacted in any given day

or week. A series of clusters or petals (each group chose to refer to itself as a developing flower) emerged.

The process was additionally complicated by the vacancy in the position of associate dean for Student Affairs. The directors began to explore how this position could be redesigned to best serve their needs without changing the formal reporting lines. It became clear that what the position needed was a facilitator/coordinator who would work closely with the directors and facilitate the petal discussions. However, it was also clear that the directors did not want to change formal reporting and supervisory lines, and this has been honored.

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Through this activity, it also became quite clear that some directors spent a great deal of time with each other on a regular basis. What emerged were four groups (petals)---Student Advocacy, Student Life, Judicial, and Enrollment Management. These functional, working groups, with decision-making power, meet twice a month with the associate dean.

They are loosely coupled groups in that they can, and occasionally do, bring in representatives from offices in other divisions across campus to resolve problems. All the directors still meet biweekly with the vice president for Student Affairs. These large group meetings are conceptually designed to discuss issues and trends, such as changing campus culture and the changing economy and its implications for our students. To use organizational/management language, the internal organization of the division looks

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Changing the formal structure with shifts in the reporting lines would not have worked in our situation. All the directors still report to and are "supervised" by the vice president for Student Affairs. In Keene State's particular case, attempting to shift formal reporting lines would have blocked some change. These are some of the trade-offs that need to be made in participatory administration. Some pieces needed to remain the same to provide those units or departments with a sense of security and stability.

One year later, at a division retreat, an evaluation of the petals bore some interesting fruit. The directors indicated that the functional structure was working. The surprise was that each group had a different reason for its positive evaluation.

The members of the Enrollment Management petal, for example, felt that they were able to make administrative changes to better serve incoming students and more able to review their processes of data communication. The Student Advocacy petal members found the meetings helpful in providing support for each other and the opportunity to share relevant information on students.

Those in the Judicial petal felt they were working together regarding student-related incidents and the reporting of statistical data and developing policies and guidelines for dealing with judicial matters on campus. The Student Life petal members work to coordinate activities and

programs offered to students on campus. The changes have enabled this staff to streamline its efforts and distinguish redundancies of process.

With the support of the Student Affairs Think Tank, we began to discuss the issues of organizational structures of the respective departments of Student Affairs. In our presentation of this case study to the Think Tank, the following points emerged:

**A mandate of support from the president is essential to facilitate change.**

**Not everyone wants change, and individuals fall along a continuum in their desire to embrace change.**

**Change and discussion about change take a great deal of time.**

**The motivation for any organizational change needs to be perceived by those directly affected by it as a method to facilitate their work.**

**There needs to be a high level of trust among those affected by the change, that they will be heard and will continue to be heard.**

**The functional structure needs to be assessed regularly---is it still meeting our needs?**

**Functions are fluid and need to be flexible enough to be modified along the way while remaining stable enough to be usable.**

**New data about the organization funding, staffing, and profile of student populations, mega and meta analysis, and a continued evaluation of priorities needs to be available.**

**Professionals on the line know best how to run their operations, especially if they have been there a long time.**

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Each group will find its voice and identity and agenda with the proper coaching and support.

Assume that everyone wants to be engaged and seen as a competent professional.

Don't assume that everyone holds the same values. Discuss the differences and similarities often and in depth. Respect the individual differences--- strengths and weaknesses.

Doing things differently, changing processes, may not initially seem more efficient; change most assuredly will take more time than not but will be worth the effort in the long run.

Delina Hickey, vice president for Student Affairs and professor of education at Keene State College, is a former member of the New Hampshire House of Representatives.



**The Chair as Leader in the  
Academic Department**

Howard Cohen

The role of the department chair within the university is notoriously complex. The complexity derives from its uneasy mixture of both faculty and administrative responsibilities. Chairs are expected to function as colleagues: teaching, maintaining an appropriate level of research or professional activity, and interacting collegially at departmental functions. They are also expected to function as managers: organizing departmental work, responding to higher administrative requests, overseeing personnel and curricular matters, maintaining budgets, supervising staff, resolving student or faculty problems, and representing the department to the external world. How in this conflicted environment of contradictory pulls is the department chair to be a good leader?

Leadership, as I am defining it here, involves two key elements: having a conception of what an organization is supposed to do or how it is supposed to develop (its mission or goals); and using the authority of one's office to help participants achieve the organization's goals.

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In order to accomplish departmental goals, the chair is required to exercise the power that supports his or her authority. Organizational theorists have identified three forms of power available to persons in authority: coercive power, contractual power, and persuasive power.



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(Amitai Etzioni, *A Comparative Analysis of Complex Organizations*, New York: Free Press, 1961.) Briefly, coercive power operates by demanding compliance through threats of harm. Contractual power operates through an agreement, typically bargained. The agreement sets out what the authority may demand in exchange for considerations---typically monetary---to the participants. Contractual power is generally legal, explicit, and limited. Persuasive power operates through reason and argument. It depends upon a presumption of a set of shared interests among group members and the sense of attachment each member feels toward the group. It presumes that there are commonalities in long-term goals that bind the group together and promote cooperation.

The academic department is an organization of sufficient social magnitude that all of these forms of power are available to the chair. Because departments have great potential impact on their faculty members' professional standing, faculty are exposed to the possibility of coercion. Because departments employ them explicitly to teach students and perform other specified tasks for compensation, faculty are subject to contractual power. Because departments provide a stimulating intellectual environment of colleagues with which many faculty strongly desire association, faculty are subject to persuasive power.

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*Department chairs must rely primarily on persuasive power if they are to be good leaders.*

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Although, in point of fact, all of these forms of power are available to the chair, department chairs must rely primarily on persuasive power if they are to be good leaders. That makes efficiency and effectiveness more difficult than they might be with judicious reliance on contractual and coercive power, but in the long run, the chair will be a better leader for taking

persuasive action to the greatest extent possible. This is not to say that the chair cannot or should not use other forms of power. Sometimes the use of contractual or coercive power is required. However, it is necessary to recognize that these uses of power exact a price for good leadership, at least in terms of involvement in departmental life by the faculty.

There are certain kinds of organizations in which leaders must rely upon persuasive power because they have no other choice. These are voluntary associations that members join for the pleasure of the activities and without expectation of financial reward. They include social clubs, charitable organizations, informal sports teams, and so on. Such voluntary associations have three central features:

**Individuals are not compelled to participate. They do so of their own choice and may stop without tangible penalty.**

**Individuals join voluntary associations because they desire to participate in the group's activities and identify with the group's values.**

**Participation in the association provides satisfactions that one could not attain as an individual. These include participation in projects or activities that require a group and/or public association with the organization's goals and values.**

In order to make a voluntary association work, its leaders must continually reinforce the attractions of these features. Although this may seem daunting, the positive side is that leaders may begin with the presumption that the group members do, indeed, share the group's goals and values or they would not remain in the group.



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Ernest Lynton, senior associate at the Resource Center, and Betty Diener, professor of marketing in the College of Management of the University of Massachusetts at Boston, led a workshop entitled "The Liberal Arts and Professional Education." Karen Romer, associate dean at Brown University, William Whipple, associate dean at Albright College, and Zelda Gamson conducted a workshop on "Collaboration in Undergraduate Education." Sandra Kanter, director of the Implementation of General Education project, and Howard London, professor of sociology at Bridgewater State College and a member of the general education project, led a workshop on "Implementing General Education."

Next year's theme for the workshop series is **the quality of faculty life**. For more information about workshops for 1992-1993, please contact the Office of Professional Training and Programs of the Division of Continuing Education at UMass/Boston at (617) 287-7290.

### Interstate Interchange

**Massachusetts Bay Community College** held its Third Annual Colloquium on Undergraduate Teaching and Learning on March 26-27, 1992. The conference theme was "Cases, Classroom Research, and Conversations from the Teaching/Learning Community." Over the two-day period, the colloquium attracted more than 250 faculty, instructional developers, and administrators from two- and four-year institutions who are interested in strengthening the teaching/learning process. Participants explored the use of teaching cases as well as the ways classroom research promotes inquiry for college teachers and learners and how it intersects with various innovative instructional practices.

In addition, Mass Bay and the American Association for Higher Education's Teaching Initiative cosponsored a Pre-Conference Workshop

on Teaching Cases. Like stories, teaching cases prompt discussion about teaching and learning. Patricia Hutchings, director of the AAHE Teaching Initiative, conference director Elizabeth Fideler, and several experienced case writers representing different fields/disciplines were workshop coleaders. The conference proceedings will be published in fall 1992 in Mass Bay's journal, *Educational Forum*. To obtain a copy, send a check for \$5.00 to the Mass Bay Press, c/o Elizabeth Fideler, Editor, 50 Oakland Street, Wellesley Hills, Massachusetts 02181.

**The Massachusetts Faculty Development Consortium** is dedicated to the professional development of faculty and administrators in the state's institutions of higher education. The consortium publishes a newsletter and a *Compendium of Faculty Developers*, sponsors regional workshops on improving teaching, and holds an annual conference, to be held this year at Bentley College on February 12, 1993. For membership or further information about the consortium, write to Dr. Susan A. Holton, MFDC, Bridgewater State College, Bridgewater, Massachusetts 02325 or call (508) 697-1201 (fax [508] 697-1701), or e-mail [sholton@rcnvms.rcn.mass.edu](mailto:sholton@rcnvms.rcn.mass.edu)).

**Advising Network**---An e-mail journal devoted to advising has been formed. It is run by Hal Caldwell at Ball State University, whose bitnet address is [00hlcaldwell@bsuvaxl.bitnet](mailto:00hlcaldwell@bsuvaxl.bitnet). New members are welcome.

### Visiting Fellows

The Resource Center will welcome two visiting fellows during 1992-1993. **David Entin**, dean of the College of Arts and Sciences at Wentworth Institute of Technology, will work on a project on the ways colleges and universities are changing in response to fiscal and demographic forces. He is especially interested in looking at innovative responses to adverse

conditions and organizational constraints. David received a Ph.D. in applied social science and sociology at Boston University and a Master's in public administration from the John F. Kennedy School of Government, Harvard. Before becoming an academic administrator, he worked for more than fifteen years in economic opportunity programs.

**Elizabeth (Bettina) Blake**, vice chancellor for Academic Affairs at the University of Minnesota at Morris, will join the Resource Center for the fall to write about selective public liberal arts colleges, sometimes called "public ivies." Bettina received her Ph.D. from Columbia in French and taught at Wellesley College, where she was also dean of Academic Programs and on the faculty of the French department.

#### **Staff Notes**

**Ernest Lynton** is intensifying his work on faculty roles and rewards. A topic that has concerned him for many years, it is discussed in his and Sandra Elman's book, New Priorities for the University. The recent publication of Ernest Boyer's Scholarship Reconsidered has increased interest in the subject. Lynton is working with Boyer on a follow-up to Scholarship Reconsidered, emphasizing the relationship among the four dimensions of scholarship mentioned in the Boyer report. They are especially interested in the criteria for and documentation of scholarly activity.

Lynton has also been appointed a senior fellow of the American Association for Higher Education (AAHE) in order to work with Russell Edgerton on the development of an action agenda on faculty rewards and roles. Plans have been initiated for the first of a series of national conferences on the subject, tentatively scheduled for January 1993.

In addition, Lynton continues as executive editor of the quarterly journal Metropolitan Universities. A second national conference on metropolitan universities will take place in March 1993 at the University of North Texas. Lynton welcomes contributions to and inquiries about the journal.

**Zelda Gamson** has been working closely with a committee of faculty members from different departments at the University of Massachusetts at Boston on a new Ed.D. program in urban leadership, with concentrations in higher education and elementary and secondary education. The higher education concentration should be ready to admit a maximum of twelve students to begin in summer 1993. Focused on preparing practitioners to work for change in urban community colleges, colleges, and universities, students in each entering class will take most of their courses together. The program makes use of intensive summer workshops, courses which that once a week in a block, an internship or mentorship, professional development seminars, and occasional weekend sessions. For more information, please contact Dr. Suzy Groden, Associate Dean, Graduate College of Education, UMass/Boston, Boston, Massachusetts 02125-3393.

The staff of the Resource Center is moving onto new endeavors. **Mary-Beth McGee**, projects administrator, will begin graduate study in the Ph.D. program in history at Boston College. **Oguz Engiz** has completed his master's in business administration and will return to his home in Turkey. **Elizabeth Young** graduates with a master's in education and will be working next year at her practicum placement to complete her certificate in advanced graduate studies.

**We would like to thank Max-Karl Winkler for his permission to reprint his cartoon.**

*Working Papers*

**Working Paper #1:**

Sandra E. Elman  
*The Academic Workplace:  
Perception versus Reality*  
Fall 1989

**Working Paper #2:**

Zelda F. Gamson, Dorothy E. Finnegan and  
Ted I. K. Youn  
*Assessing Faculty Shortages in Comprehensive  
Colleges and Universities*  
Fall 1990

**Working Paper #3:**

Ted I. K. Youn  
*The Sociology of Academic Careers and Academic  
Labor Markets*  
Fall 1990

**Working Paper #4:**

Ernest A. Lynton  
*New Concepts of Professional Expertise:  
Liberal Learning as Part of Career-  
Oriented Education.*  
Fall 1990

**Working Paper #5:**

Sandra Kanter, Howard London, and  
Zelda F. Gamson  
*Implementing General Education:  
Initial Findings*  
Fall 1990

**Working Paper #6:**

Dorothy E. Finnegan  
*Opportunity Knocked: The Origins of  
Comprehensive Colleges and Universities.*  
Winter 1990

**Working Paper #7:**

Sandra E. Elman  
*The Status of Black and Hispanic Faculty in  
Massachusetts Colleges and Universities*  
Spring 1991

**Working Paper #8**

Ernest A. Lynton  
*The Mission of Metropolitan Universities in the  
Utilization of Knowledge: A Policy Analysis*  
Spring 1991

**Working Paper #9:**

Sandra Kanter  
*The Buck Stops Here: Outside Grants and the  
General Education Curriculum Change Process*  
Fall 1991

**Working Paper #10:**

Ted I. K. Youn  
*The Characteristics of Faculty in Comprehensive  
Institutions*  
Spring 1992

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