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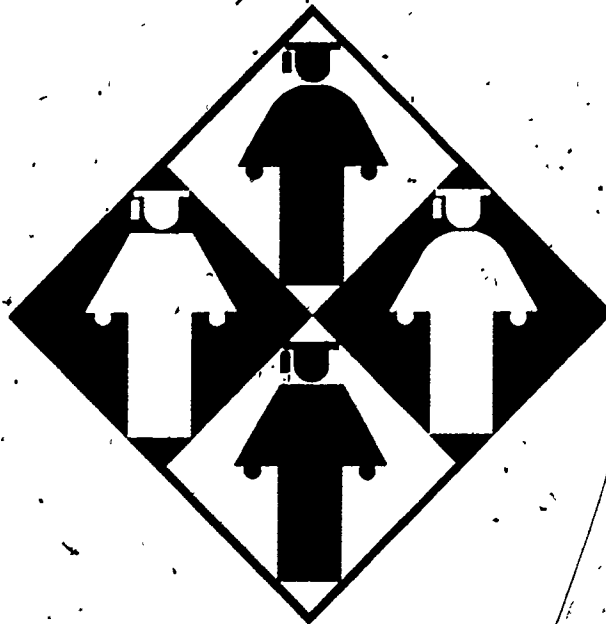
ABSTRACT

The Experimental Program for Opportunities in Advanced Study and Research in Education was a 3-year training program (1979-82) funded by the National Institute of Education to increase participation in educational research of women and minorities at the University of Tennessee, Knoxville. During the third project year, these objectives guided the program: (1) provision of practical experience for six second-year doctoral students in (a) project design and data collection in research and evaluation projects, (b) analysis and interpretation of data, (c) report writing, and (d) paper and proposal presentation; (2) student participation in colloquia and mini-courses to enhance research and administrative skills; (3) interaction of project personnel through structured exercises in group dynamics; (4) project personnel attendance and participation at regional and national conferences and training workshops; (5) student internships; and (6) student evaluation of the project. Eighteen doctoral students (1 black male, 4 black females, 13 white females) received fellowships during the project's 3 years. Each completed at least two research projects and most presented at least one paper at a national meeting. All said they had undertaken research they would not have done without the program's impetus. Most believed the experience enhanced their employability. Students valued most the opportunities to engage in interdisciplinary research, present the research results at professional meetings, and develop or strengthen professional networks. (Author/MSE)

EXPERIMENTAL PROGRAM FOR OPPORTUNITIES IN ADVANCED STUDY AND RESEARCH IN EDUCATION

1981-82 FINAL REPORT

A Project Conducted by
The Bureau of Educational Research and Service
The University of Tennessee, Knoxville
for the
National Institute of Education



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IN ADVANCED STUDY AND RESEARCH IN EDUCATION

1981-82 FINAL REPORT

National Institute of Education

Grant Number--NIE-G-79-0068

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EXPERIMENTAL PROGRAM FOR OPPORTUNITIES
IN ADVANCED STUDY AND RESEARCH IN EDUCATION

ABSTRACT

The "Experimental Program for Opportunities in Advanced Study and Research in Education" was a three-year training program (1979-1982) funded by the National Institute of Education and designed to increase participation in educational research of women and minorities at the University of Tennessee, Knoxville. During the third project year (1981-1982) the following objectives guided the program: (1) provision of practical experience for six second-year doctoral students (Student Associates) in (a) project design and data collection in research and evaluation projects, (b) analysis and interpretation of data, (c) report writing, and (d) paper and proposal presentation; (2) participation by Student Associates in colloquia and mini-courses designed to enhance research and administrative skills; (3) interaction of Project personnel through structured exercises in group dynamics; (4) attendance and participation of Project personnel at regional and national conferences and training workshops; (5) involvement in internships for Student Associates; (6) conduct by Student Associates of the Project evaluation. Eighteen doctoral students (one Black male, four Black females, thirteen white females) received fellowships during the three years of the project. Each fellow completed at least two research projects the year of association with the program and most presented at least one paper at a national meeting. All participants said they had become involved in research which they would not have undertaken without the impetus provided by the program. Most (87%) believed the experience had enhanced their employability. Students valued most their opportunities to engage in interdisciplinary research, to present the results of research at professional meetings, and to develop or strengthen professional networks.

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EXPERIMENTAL PROGRAM FOR OPPORTUNITIES
IN ADVANCED STUDY AND RESEARCH IN EDUCATION
1981-82 FINAL REPORT
1981-82 PROGRAM OBJECTIVES

The National Institute of Education program for advancement of minorities and women in educational research at the University of Tennessee, Knoxville (UTK) was guided during the 1981-82 Project year by six general program objectives. These objectives were:

1. Provision of practical experience for six second-year doctoral students (Student Associates) in (a) project design and data collection in research and evaluation projects, (b) analysis and interpretation of data, (c) report writing, and (d) paper and proposal presentation.
2. Participation by Student Associates in colloquia and mini-courses designed to enhance research skills.
3. Interaction of Project personnel through structured exercises in group dynamics.
4. Attendance and participation of Project personnel at regional and national conferences and training workshops.
5. Involvement in internships for Student Associates.
6. Conduct by Student Associates of the Project evaluation.

To achieve these objectives, it was important to establish a climate that would promote mutually beneficial collaboration among the four tiers of Project personnel: Faculty Mentors, Faculty Associates, Field Associates, and Student Associates (see Appendix A for descriptions of personnel tiers). Because there was considerable diversity of preparation, research interests, and areas of expertise among the Project participants, various ways of matching people were utilized. During the first year of the Project (1979-80) Faculty Mentors provided leadership for assigned teams consisting of individuals from each of the other tiers of Project personnel. As the Project evolved this structured grouping was abandoned to allow greater freedom of selection by all levels of participants. In early Fall 1981 a survey of research needs and interests was conducted, and all Project participants received information containing individual interest profiles and suggested personnel groupings. Initial personnel groupings then were formed on the basis of an appropriate blend of mutual interests and skills. Groupings changed during the year as various projects were completed and new ones were initiated. Topics for research projects, papers, and other activities were suggested by Faculty Mentors and Faculty Associates (referred to collectively as Faculty Associates during 1981-82), and Field Associates, as well as Student Associates.

The final report for the 1981-82 Project year is organized on the basis of the six program objectives. Progress toward the accomplishment of each objective comprises a separate section of the report.

GENERAL PROGRAM OBJECTIVE 1
PROJECT DESIGN AND DATA COLLECTION

One of the most important opportunities for students in the NIE-sponsored program at the University of Tennessee was the opportunity to participate in all phases of research and evaluation projects. The Project Director and other Faculty Mentors have employed as a guiding principle the conviction that doctoral students need more experience in the research process to precede and complement the experience obtained in writing their dissertations. During the 1981-82 Project year all Student Associates participated in proposal writing and in data collection for various research projects. Some students developed original instruments for use in program evaluations or social science research.

Data Analysis and Interpretation

While Student Associates participated in some data-gathering activities in which they did not assume responsibility for analysis and interpretation, all students acquired experience in analyzing and interpreting data under the supervision of Faculty Mentors. Two students gained experience in techniques of qualitative analysis in addition to experience in quantitative analysis.

Report Writing

In most cases Student Associates were involved in research and evaluation projects until the projects ended, including the preparation of technical reports. Several students prepared papers which were accepted for presentation at local, regional, and national conferences and/or accepted for publication. Faculty Associates offered guidance and constructive criticism of manuscripts prepared by the Student Associates. Two students gained additional writing experience by contributing chapters to a book compiled by one of the Faculty Associates.

Paper and Proposal Presentation

During the year most Project participants had the opportunity to present their ideas and research findings before a group. Several students shared aspects of their research at Project-sponsored noon-hour colloquia. Others were presentors or co-presentors at national conferences such as the American Educational Research Association and the American Psychological Association. A complete listing of papers presented at conferences and accepted for publication during each Project quarter appears in Appendix B.

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GENERAL PROGRAM OBJECTIVE 2

COLLOQUIA AND MINI-COURSES

Noon-hour or sack lunch colloquia were continued throughout 1981-82 with much success. During August 1981 the new group of NIE Student Associates met for a planning retreat during which a lengthy list of potential colloquium topics and speakers was developed. This early collaboration insured the success of, and interest in, the colloquia. Presentations were made by Faculty Associates, Field Associates, Student Associates, and private consultants. The format was informal with lively questions and discussions following each presentation.

Colloquium topics included developing a professional vita, transpersonal education, single adulthood, family adjustments for women in a diplomatic role, administrative role of women in higher education, black women's issues, dual careers, professional status of women in psychology in the Southeastern United States, textbook writing, politics in administration and strategies for moving women into administration.

Three mini-courses (three-hour presentations) were conducted. The following topics were considered: conflict negotiations in couple relationships, the art of negotiation for consultants, and grant writing.

An evaluation form was adopted for the colloquia and mini-courses and was used throughout the year. A copy of the form is found in Appendix C. Evaluations indicated that topics were highly relevant to students' interests and were well presented.

GENERAL PROGRAM OBJECTIVE 3
INTERACTION OF PROJECT PERSONNEL

During 1981-82 Student Associates continued to assume responsibility for Project management, including arranging and conducting meetings, communicating Project developments to all levels of participants, preparing quarterly and final reports, and developing evaluation procedures.

The Project year began in August 1981 with a planning retreat held at a cabin on Douglas Lake near Knoxville. The Project Director led the Student Associates in two days of comprehensive program planning. Focus was on both individual Project goals and on long-term professional goals. Student Associates got to know one another and began to plan their Project activities.

Each Student Associate assumed responsibility for carrying out activities related to one of the six general program objectives specified for the NIE-ARIE (Advanced Research in Education) Project at UTK. Subsequently, each Associate prepared that section of the quarterly and final reports pertaining to her area of responsibility. Due in large part to the careful planning accomplished at the retreat, Project goals were implemented systematically throughout the year.

The positions of Chairperson, Scribe, and Budget Monitor were rotated quarterly so that every Student Associate had an opportunity to serve in a variety of leadership roles. The Scribe compiled and edited a newsletter for all Project Associates (see Appendix H).

In addition to bi-weekly business meetings, several social events were held during the year. These included a 1940s party, a pizza supper, a progressive dinner, a Mexican dinner, several luncheons, a barbeque, a Sunday afternoon at a cabin on Douglas Lake, and an international supper at the 1982 World's Fair. Student Associates and other Project personnel valued these opportunities for informal social contacts.

GENERAL PROGRAM OBJECTIVE 4
REGIONAL/NATIONAL CONFERENCES AND TRAINING WORKSHOPS

As part of the Project experience all Student Associates and several Faculty Associates had the opportunity to attend national and regional professional conferences and workshops. The trips were designed to enhance Student Associates' research skills, professional competence, and personal confidence through paper presentations and training workshops. Many students also had the opportunity to develop and/or extend professional/personal networks. A listing of travel experiences supported by Project funds is included in Appendix D.

Early in Fall 1981 a committee of Project personnel was named to consider requests for travel funds in relation to criteria that had been established the previous year by Student Associates and other Project members. Criteria were followed strictly by the committee, which was composed of a Student Associate and three Faculty Associates. While highest priority was given to financing trips and internships for Student Associates, travel funds also were available for other Project personnel who were presenting papers and workshops that were directly related to Project research and involved a Student Associate.

GENERAL PROGRAM OBJECTIVE 5

INVOLVEMENT IN INTERNSHIPS FOR STUDENT ASSOCIATES

The NIE program at UTK included an internship component designed to help women and minorities overcome barriers that typically confront them when they pursue administrative careers. According to the literature, internships have been an important part of doctoral education for students in educational administration. However, internships traditionally have been scheduled as a student nears completion of an academic program. As part of the NIE Project internships were available throughout the doctoral program. Since the administrative role is still an atypical one for most women, it engenders some performance anxiety. Placement of interns in supportive settings which could facilitate acquisition of confidence as well as skills was attempted. NIE internships grew out of individual goals and objectives formulated by Student Associates and were designed to reduce the problems associated with traditional internships through careful selection of directors and sponsoring agencies, appropriate timing, and specification of internship requirements and expectations.

Four Student Associates took advantage of internships during the 1981-82 Project year. Two were involved in long-term internships with a Faculty Associate, one participated in a corporate internship, two worked in internship settings with the Dean of Research at UTK, and one completed an experience with the 1982 World's Fair. Two Associates participated in multiple internships. For each internship experience, Student Associates were encouraged to develop specific goals and objectives which they hoped to accomplish. Some goals were experiential while others were specifically skill-oriented. A description of the 1981-82 internships, including goals and objectives specified, and assessments of the experiences is included in Appendix E.

For the purpose of collecting evaluative information regarding internship experiences a questionnaire was sent to all Student Associates who completed internships during 1981-82. Appendix E contains a copy of the questionnaire with item responses summarized. The following is a brief discussion of the results of the internship survey.

It appears that the 1981-82 internship experiences were not particularly conducive to the establishment of mentor relationships. Of the five survey respondents, only one indicated that a mentor relationship was initiated as a direct result of the internship. This Student Associate indicated that she had established "a base for future research activities" since her interests coincided with those of the person she worked with during her internship.

Potential benefits of internship participation appear to be numerous. All respondents identified more than one benefit which accrued as a result of participation in this kind of experience. The types of benefits and the frequency of response is listed below.

<u>Response</u>	<u>#</u>
a. Practical experience in putting theory into practice	4
b. Observation of effective role models	4
c. Assessment of personal strengths	3
d. Assessment of personal limitations	2

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<u>Response</u>	<u>#</u>
e. Increased self-confidence	3
f. Increased professional poise	2
g. Increased information about career opportunities	2
h. Other (e.g., insight into the administrative arena; a better understanding of the supply/demand characteristics of the workplace)	2

The length of internships varied greatly, although most internships (4) were longer in duration than the 80-hour (2-week) period usually considered adequate for such experiences. All Student Associates felt their experiences were long enough to accomplish the goals set for them. This highlights the critical nature of setting reasonable goals and objectives and articulating them with internship supervisors.

Four of the five Student Associates who completed internships indicated that those experiences were among the most meaningful of the Project. Obviously, the opportunity to "try out" skills in the practical, real world was a highly valued feature of the NIE Project. A comment from one Student Associate who is now employed sums up the feeling quite well: "The experience was terrific. I'm applying what I learned right now in my work situation."

GENERAL PROGRAM OBJECTIVE 6

EVALUATION

Evaluation Design

As in previous years the Project evaluation for 1981-82 was conducted by the Student Associates. It was felt that the conduct of the evaluation in this manner would provide not only a valuable experience in project evaluation for the students but also would permit more accurate and in-depth assessment of the experiences of the Project year than could have been provided by an external evaluator. In addition, Project personnel believed that an intense personal look at the experience of each Student Associate would, when viewed in combination, provide a detailed and informative Project evaluation.

Plans for the evaluation were initiated during the planning retreat held in August 1981 and continually were revised and implemented throughout the Project year. The projected evaluation consisted of three major parts:

- (1) the use of a pre- and post-test format employing various measuring instruments to assess Project impact on individual feelings, skills, and attitudes;
- (2) the use of both short- and long-term goal statements to assess individual progress toward meeting these goals; and
- (3) the use of two comprehensive questionnaires to determine the Student Associates' actual levels of participation in Project activities and their feelings about the Project's impact on their professional lives.

In addition to the three information sources described above students also kept weekly activity logs and, four times during the Project year, students filled out Activity Survey Forms. Both of these sources provided not only information on what activities were being carried out by students but also helped keep students aware of and in touch with both their short- and long-term goals.

Pre- and Post-Tests

Four survey instruments were used as pre- and post-tests. These four were the "Individual Development Continuum," the "Time Management Effectiveness Scale," "The Attitudes Toward Women Scale," and the "Leadership Style Questionnaire." Copies of each of these may be found in Appendix F. The four general areas covered by these scales (individual development, time management, women's issues, and leadership skills) were chosen because each was determined to be an important aspect of desirable growth during the Project year. While these are generally considered areas in which change is slow, the pre- and post-test format was chosen as a way of providing useful information to individual participants in addition to allowing for analysis and introspection.

On the Individual Development Continuum respondents were asked to rate themselves in relation to their ideal in 22 skill and leadership areas. The median scores were computed for each respondent on both the pre- and post-tests. Two Associates' scores remained the same while the four others improved,

in one case from 3.5 to 7. These results illustrated progress during the year in many skill areas, ranging from technical writing and research design to communication and leadership skills. The scores on the Time Management Effectiveness Scale showed similar growth. Two respondents' scores remained the same, while the others improved. Again, one respondent evidenced a marked change, in this case from a median score of 2 to 3.5 (on a scale of 5).

Scores on the Attitudes Toward Women Scale did not change appreciably. It was felt, however, that new information (often provided through colloquia and mini-courses) influenced perceptions in this area on a deeper level than was evidenced in this scale. Information obtained from the two questionnaires that were sent to each participant in the third phase of the evaluation process appeared to support this assumption.

As might be expected over the brief time span of one year, scores on the Leadership Style Questionnaire remained constant; where styles did change it was generally in the direction of a meshing of the task, individual, and climate aspects of leadership. In two cases, however, there were marked changes. In both of these instances the respondents leaned more toward climate concerns when assessing their leadership styles on the post-test. These four scales were valuable not only because they provided useful information on the Project experience as a whole, but also because they served to both define and analyze progress in relation to short- and long-term goals, the development and continual analysis of which comprised the second major phase of the evaluation process.

Short- and Long-Term Goals

During the planning retreat held in August 1981 Student Associates were asked to list both their short- and long-term goals. Short-term goals were generally considered as attainable during the Project year, while long-term goals might or might not have been attainable within this time span. The purpose of this phase of the evaluation was to monitor participant achievement of their individual goals. Throughout the year Student Associates were encouraged to evaluate their activities in relation to these goals.

At the end of the Project year, participants were asked to make a statement about each of their goals (both short- and long-term) in relation to progress made. Examples of both phases of this activity may be found in Appendix G. This process was seen as not only useful for evaluation for this Project but also useful as a general method of monitoring professional activities. As can be seen in the goal statements of each participant, definite progress was made in the attainment of many of each participant's goals.

Participant Questionnaires

The third and final phase of Project evaluation involved the administration of two questionnaires which were designed to elicit in-depth responses from Student Associates concerning their own individual participation and their perception of the value of the NIE experience. Detailed information about the participation of minorities and women in educational research was sought. In addition to the 1981-82 group of Student Associates, all SAs who received fellowship support during the three years of the NIE Project at UTK were questioned about all aspects of their participation, including individual skill development in educational research and development and experiences valued most.

The first questionnaire listed 22 Project activities and directed the respondents to rate each in two ways using a 5-point continuum: (1) the extent of their participation in each activity, and (2) the perceived value of the experience. Again using a 5-point scale the respondents were asked to evaluate 19 skills and abilities on the basis of (1) perceived level of expertise in each, and (2) the extent to which that expertise was related to participation in the NIE Project. (Complete lists of skills and activities appear in the questionnaires which are presented in Appendix F.)

Three open-ended questions were also included in the first questionnaire:

- (1) What opportunities or experiences which were available to you as a participant in the NIE Project most clearly differentiated your experience as a doctoral student from that of your fellow students who were not NIE Project participants?
- (2) What opportunity or experience associated with your participation in the NIE Project do you consider to have been of most value to you?
- (3) What opportunity or experience associated with your participation in the NIE Project do you consider to have been of least value to you?

The second questionnaire for SAs was designed following a detailed review of responses to the first. This form solicited further information about aspects of the Project that had been identified previously as most valuable. Questions were included to acquire additional details concerning the mentorship relationship, professional networking, various aspects of group research, and issues pertaining to minorities and women. In addition, respondents were asked to describe a critical incident characteristic of the NIE experience.

The second questionnaire also solicited data about the projects undertaken and/or completed during the period of participation in the NIE program. Student Associates were asked to list the total number of research and/or evaluation projects undertaken as well as research summary reports prepared, papers prepared for presentation, papers accepted for presentation, articles prepared for publication, articles accepted for publication, and any other projects that were begun and/or completed during the period of their participation in the Project. Respondents were asked to characterize each of these as either completed or in progress and to state which ones were undertaken as a result of Project participation and which ones were independent of the Project.

Finally, the second questionnaire solicited comments on how the NIE Project had influenced the ability to participate in research and use research results. Information about current and projected involvement in educational research was sought.

First Survey

Extent of participation in and perceived value of Project activities.

Eighteen of eighteen Student Associates completed and returned the first questionnaire. Initially they were asked to rate on a 5-point continuum each of 22 project activities on the basis of (1) the degree to which they personally had participated in the activity, and (2) the value which they perceived the activity to have had for them. In general, the median degree of participation was closely aligned with the perceived value of the experience (see Table I). However, in some cases the SAs considered their participation to be low or

TABLE I

SAs' Responses to Value and Extent of Participation in Project Activities

Median Extent of Participation	Median Value of Experience	Activity
3.5	5	Engaging in an internship
2	5	Travel to obtain training
3	5	Travel to present at professional meeting
4	4.5	Developing a written report of research
3	4.5	Presenting research results orally
4	4.5	Effectively managing time
3.5	4	Working with a mentor through NIE
3	4	Defining a research topic
3	4	Studying research design/methodology
3	4	Developing research design
3	4	Developing methodology for data collection
3	4	Developing management skills through project management
3	4	Increasing/strengthening professional networks
3	4	Designing/carrying out program evaluation
3	4	Using automated data processing methods
3	4	Developing a grant proposal
3	4	Developing leadership skills
4	4	Increasing understanding of issues re: women/minorities
4	4	Developing interpersonal skills
3	3.5	Selecting/developing method of analyzing data
2	3	Developing/monitoring a budget for a research project
2	3	Developing skills as a professional consultant

moderate, but rated the value of the experience high. This group of activities included:

- a. engaging in an internship,
- b. traveling to obtain training,
- c. traveling to present papers at professional meetings, and
- d. presenting research results orally.

Apparently these activities were perceived to be quite valuable even though they were not done often by anyone, and some SAs were not able to do them at all. The median rating for all activities was above the moderate level (3), and in no case did the median level of participation exceed the median perceived value. In short, it appeared that all activities associated with the NIE Project were considered worthwhile by Project participants.

Skill levels and perceived relationship to the Project. SAs also were asked to rate their levels of expertise on 19 skills or abilities and to estimate the degree to which that expertise was related to their involvement in the NIE experience. Many of the skills and abilities were those needed to accomplish the activities listed in the previous question. For SAs the median self-assessment of level of expertise ranged from 3 (moderate) to 4 (above average). Results are summarized in Table II. In most cases the SAs' estimate of the degree to which their level of skill was related to NIE participation attained a median score of 3 (moderately related). The lowest ratings for relationship to the NIE Project were obtained on the following items:

- a. skill in automated data processing (rating: 2 - somewhat related),
- b. skill in defining a research topic (rating: 2.5),
- c. ability to perform the role of professional consultant (rating: 2.5).

Five skills or abilities received median ratings of 4 (highly related) for relationship to the NIE Project experience. These included:

- a. the ability to engage effectively in an internship,
- b. the ability to develop a written report of research results,
- c. skill in increasing/strengthening professional network ties,
- d. increasing understanding of issues related to women and minorities,
- e. the ability to work effectively with a mentor.

Value of Project activities and perceived relationship to the Project. Table III lists Project activities and respondents' median ratings of (1) the value of the experience and (2) the relationship of the experience to participation in the NIE Project. The correspondence between the two median scores was high in the case of the following activities:

1. engaging in an internship,
2. developing a written report of research,
3. increasing and strengthening professional networks,
4. increasing understanding of issues relating to women and minorities.

TABLE II

Level of SA Expertise and
Relation of That Level to the NIE Experience

Median Response to Level of Expertise	Median Response to Relationship to NIE Experience	Skill/Ability
4	4	Ability to engage effectively in an internship
4	4	Ability to develop a written report of research results
4	3	Ability to effectively manage time
4	4	Skill in increasing/strengthening professional network ties
4	4	Increased understanding of issues re: women/minorities
4	4	Ability to work effectively with a mentor
4	3	Skill in presenting research results at professional meetings
3.5	3.5	Skill in presenting research results orally
3	3	Skill in research design/methodology
3	2.5	Skill in defining a research topic
3	3	Skill in developing appropriate research designs
3	3	Skill in developing appropriate data collection techniques
3	3	Skill in managing a project such as NIE
3	3.5	Skill in designing/carrying out program evaluation
3	2	Skill in using automated data processing
3	3	Skill in developing a grant proposal
3	3	Ability to select appropriate methods of data analysis
3	3	Ability to develop/monitor a project budget
3	2.5	Ability to perform the role of professional consultant

TABLE III

Median Value of Experience and Perceived Relationship to NIE Project

Median Score Value of Experience	Median Score Relationship to NIE Project	Activity
5	4	Engaging in internship
5		Engaging in travel to obtain training
5		Engaging in travel to present research results
4.5	4	Developing written report of research
4.5	3.5	Presenting research results orally
4.5	3	Effectively managing time
4	3	Working with a mentor through NIE
4		Studying research design/methodology
4	2.5	Defining research topic
4	3	Developing research design
4	3	Developing research methodology of data collection
4	3	Developing managerial skills through project management
4	4	Increasing/strengthening professional networks
4	3.5	Designing/carrying out program evaluation
4	2	Using automated data processing
4	3	Developing a grant proposal
4	3	Developing leadership skills
4	4	Increasing understanding of issues concerning minorities and women
4	2	Developing interpersonal skills

These were highly valued experiences and apparently were most linked in the minds of SAs to their experience as NIE Project participants.

If the correspondence between the value of the activity and the relationship to the Project was negative or low, the Project appeared not to have had a substantial influence on the individual respondent. Activities in this category include:

1. defining a research topic,
2. using automated data processing,
3. developing interpersonal skills.

These findings may indicate that these activities are ordinarily part of a doctoral program.

Activities with a moderate correspondence between value of experience and relationship to Project participation were:

1. presenting research results orally,
2. working with a mentor,
3. designing and carrying out a program evaluation,
4. developing a grant proposal.

These activities may or may not be included in a typical doctoral program. It is clear that Project participation afforded opportunities not available to the typical student.

In order to provide unstructured opportunities for similar impressions of the value of the NIE experience to be expressed, three open-ended questions were included in the first questionnaire for SAs. The initial question provided an opportunity for the SAs to list the activity or activities associated with the Project which they considered to be of most value. A listing of these responses is presented in Table IV.

The activity most often mentioned (by 56% of the respondents) as valuable was the opportunity to participate in research projects at varying stages of development with persons outside one's own department. Opportunities for professional travel, becoming part of a professional network, and meeting and working with graduate students from other colleges and disciplines also were identified as particularly valuable experiences.

The second open-ended question allowed SAs to identify the types of experiences which, in their opinion, differentiated their NIE experience from that of a typical doctoral program. Half of the respondents listed the chance to work on many different research tasks and projects as a contributor rather than as merely a student "go-fer," and 44% identified both (1) the chance to work with students and faculty from many different departments and colleges and (2) the opportunity to engage in professional travel. Responses are summarized in Table V.

Finally, SAs were asked to list the Project-related experiences which they considered to be least valuable. This item received fewer responses than did the first two, and in several cases the responses were accompanied by qualifying statements which indicated that the choice of a least-valued experience was difficult to make in light of the overall positive value of the experience. The most commonly-mentioned experience (4 responses) was the internship. Accompanying comments indicated that this was the result of a poor matching of internship to SA -- a determination which was the

TABLE IV

Activities Identified as "Most Valued" By Student Associates

% of Respondents Listing Response	Response
56	Opportunity to participate in research projects at varying stages of development with people outside one's own department
28	Travel to attend and/or present at professional meetings
17	Becoming part of professional networks
17	Opportunity to meet and work with graduate students from other colleges and/or disciplines
11	Colloquia and workshops
11	Internships
11	Increased awareness of women's/minority issues
11	Chance to work with/learn from mentors
11	Everything!
6	The variety of experiences available
6	Project management

-TABLE V

Activities Differentiating the NIE Experience from a Typical Doctoral Program

No. of SAs Giving Response	Response
50	Chance to work on many different research tasks and projects as a contributor rather than as just a "go-fer"
44	Chance to work with faculty and students from many different departments and colleges
44	Chance to travel to and/or present at professional meetings
19	Chance to intern in self-selected settings with Project support
19	Chance to work with mentors outside one's own department
11	Chance to participate/present in colloquia and mini-courses
11	Chance to learn more about women's/minority issues
6	Chance to participate in workshops
6	Help in establishing/expanding a professional network
6	Access to specialized consultants

responsibility of the SA. Three respondents mentioned that some colloquium topics did not appeal to them. Two respondents listed "social activities" as least valuable, whereas three respondents could find no experiences which they considered of "least value." All responses are summarized in Table VI.

Second Survey

The second questionnaire for Student Associates was used to secure additional detail for some of the responses obtained from the first questionnaire. Specifically addressed were (a) the mentor relationship, (b) networking, (c) group research, (d) issues concerning women and minorities, and (e) SAs' participation in research.

The mentor relationship. SAs first were asked to provide a description of their perceptions of a mentor. These descriptions or definitions tended to fall into three categories:

- (1) The "interested party" role model who does not participate actively in decision-making (10 respondents);
- (2) The "experienced comrade" who gives advice and takes a relatively active role in guiding the novice (4 respondents);
and
- (3) The "instrumental" mentor who acts as a ground-breaker and gives career guidance (3 respondents).

Twelve SAs said that indeed they had had a mentor as a result of their NIE involvement. All rated the experience as extremely positive or somewhat positive (5 or 4 on a 1-5 scale). When asked how the NIE experience had enhanced their opportunity for a mentor experience, 37% responded that the Project structure encouraged such relationships, 22% said it facilitated such relationships with persons from outside their base departments, and 11% said it provided an opportunity for skill development. Responses are summarized in Table VII.

SAs also were asked to list the benefits of a relationship with a mentor. The responses to this question tended to parallel the SAs' definitions of mentors and are presented in Table VIII.

Networking. SAs were asked to provide their own definition of a professional network. Most respondents viewed networks as sources of information. Others saw them as more actively facilitative in that they would be sources of job or research opportunities, as in an "old boy network." About half of the respondents thought that NIE participation allowed them to develop new network ties, whereas about one-third thought that NIE participation had helped strengthen existing ties. The SAs said network development had been enhanced through (1) travel to professional meetings or for training, (2) relationships with other students, and (3) opportunities to work with faculty.

Group research. In the first questionnaire for SAs, group research was an often-mentioned benefit of the NIE Project. When asked on the second questionnaire whether they had participated in research as part of a group, all but one SA answered in the affirmative. However, about half the respondents felt that their productivity would be greater working alone. The SAs also were asked to list the research tasks they thought could best be accomplished in a group. Their responses are presented in Table IX.

TABLE VI
Experiences Listed as "Least Valuable"

No. of Responses	%	Response
4	22%	Internships
3	17%	Some colloquium topics
3	17%	None were least valuable
2	11%	"Social Activities"
1	6%	Limited time allowed for colloquia
1	6%	Activity logs
1	6%	Project management
1	6%	Technical coursework in research design and evaluation
1	6%	Networking
1	6%	"Mentor" structure
1	6%	Project evaluation
1	6%	Mini-courses
1	6%	A specific research project

TABLE VII

Ways in Which the NIE Experience Enhanced Mentor Relationships

%	Response
37	Project structure encouraged such relationships
22	Encouraged such relationships with persons outside one's own base department
11	Provided opportunity for skill development
6	Internships developed into mentor relationships
6	Helped SAs learn how to find a mentor
6	Helped SAs learn how to be a mentor
6	Provided role models

TABLE VIII

Benefits of a Relationship With a Mentor

response	Response
44	Mentor is a source of knowledge
44	Mentor is a source of technical support
27	Mentor can enhance networking opportunities
16	Mentor is a source of emotional support
6	Mentor can provide a role model
6	Mentor can aid in job placement
6	Mentor can provide research opportunities

TABLE IX

Research Tasks Best Accomplished in Groups

No. of Responses	Response
4	Developing a paper for presentation or publication
3	Evaluation research
3	Data collection
3	Data analysis
2	Forming hypotheses
1	Instrument development

Awareness of minorities' and women's issues. The SAs were asked to list ways in which the NIE Project had enhanced their awareness of issues relating to women and minorities. Most mentioned the colloquia as important sources of information about these issues. Colloquium topics were selected by SAs and presentations were invited from faculty and outside consultants. Approximately half of the SAs mentioned informal group discussion as a source of information, and one-fourth mentioned workshops or conferences. Internships, research involvements, and the SAs' own research also were mentioned. When asked how their increased knowledge would influence them professionally, 39% said it had increased (1) their awareness of problems and/or skill in dealing with them, and (2) their willingness and desire to provide support to other women and minorities. Sixteen percent said their own behavior had been changed (e.g., more assertive, less passively accepting). Others said they had become active politically or had changed career goals.

Effects of Project participation on employability. An important objective of the NIE Project at UTK was to increase the likelihood that participants would be classified in the "most qualified applicant" pool when they applied for employment. While only five of the SAs had obtained full-time employment at the time the follow-up questionnaires were administered, 16 of 18, or 87% of the respondents believed Project participation had significantly enhanced their employability.

SAs were asked to describe the effects of NIE participation on the likelihood of their being placed in the "most qualified applicant" pool. Their responses indicated that the research experience gained during the course of the Project was valued by prospective employers. In some cases the NIE experience itself, especially the internship, led to part- or full-time employment.

Research utilization. The real pay-off of a project such as that supported by NIE at UTK may be the degree to which participants alter their use of, or participation in, educational research. To assess how SAs were affected by the NIE-ARIE Project in this sense, SAs were asked to respond to four questions:

1. How has the Project influenced your ability to participate in/benefit from educational research?
2. To what extent are you currently using the results of educational research?
3. To what extent are you currently engaged in educational research?
4. What are your plans for future research involvements?

Most SAs stated that the provision of research experience via the Project had influenced their ability to participate in or benefit from educational research by enhancing the development of their research skills. Other comments included an increased awareness of research issues, increased ability to critically analyze disseminated research, new skills in the technical aspects of research dissemination and new skills in the solicitation of appropriate assistance ("asking the right questions"). When asked how they currently were using the results of educational research, four SAs responded that they were using results as student consumers, three as classroom instructors, and one each as a critical assessor of disseminated research, as a program evaluator, as a data collector, and in developing a model for application in industrial on-the-job training.

SAs described their current research involvements as work on a dissertation (37%), continuation of projects begun through NIE participation (37%), data collection as a part of employment (11%), writing position papers (6%), and developing industrial models (6%). Only one student stated that her involvement in research was limited or non-existent.

Projections for future involvement in educational research also were solicited. Only one respondent replied that her involvement was likely to be negligible. Two SAs were largely concerned with their dissertations. Others mentioned specific research interests in varying stages of development, including maternal satisfaction in home vs. professional settings, black children in the community, and women in management, among many others. The quantity and well-developed nature of the projected involvements strongly suggest that the impact of the NIE-ARIE Project may be felt for years to come in the field of educational research.

Project output. A project which attempts to increase the research participation of women and minorities also may be evaluated on the basis of the products -- research projects and disseminated research -- which it generates. In this regard, the NIE Project at UTK was particularly successful. The quantity of products generated by SAs appears to have exceeded that typically produced by doctoral students at UTK (see Table X).

Taken together the three components of the 1981-82 Project evaluation provided a detailed picture of the Project as a whole, as well as an assessment of the impact of the Project on the professional development of each participant.

TABLE X

1981-82 Student Associates' Project-Related Productions

Total Number of Productions
by Student Associates

PRESENTATIONS

Paper	20
Workshop	2
Panel Moderator	2
Seminar	2
Curriculum Showcase	1

COMMITTEE SERVICE

21

GRANT PROPOSALS

4

PUBLICATIONS

14

APPENDIX A

DESCRIPTIONS OF PERSONNEL TIERS
AND
PROJECT PERSONNEL

STUDENT ASSOCIATES

Perquisites

- * Stipend (\$400/mo.)
- * Tuition & fee waiver
- * Computer/Duplication/Secretarial Services
- * Travel Budget: for paper presentation, training conferences & workshops, internships, and data collection.

The Project Provides:

1. Support of student for completion of prescribed program.
2. Provision of additional coursework as necessary to provide adequate foundation for research activities.
3. Provision of opportunities for involvement in ongoing research.
4. Opportunity for consultation with established researchers in development of student-generated research.
5. Entry into a "system" of known/established researchers who, by interacting with the SAs in professional activities, come to know the SAs' professional strengths and, one hopes, will remember the SAs when professional/research opportunities become available.

Responsibility to the Project:

1. Involve himself/herself in research activities (beyond those required to meet doctoral dissertation needs) with other Project participants.
2. Act responsibly in his/her professional relationships, meeting any ~~commitments for research involvement~~ made as a part of the Project.
3. To actively seek out research involvement with other tiers.
4. Reach out to others once his/her own professional career is established.

*ONLY SAs RECEIVE A STIPEND; ALL OTHER TIERS ARE ELIGIBLE FOR TRAVEL MONEY IF PRESENTING A PAPER, AND FOR STATED SUPPORT SERVICES.

FACULTY MENTORS

Perquisites

- * Travel money for presentation of papers.
- * "Free labor"; that is, the services of other tier members who are interested in working on the Faculty Mentor's research.

Responsibility to Project:

1. To accept the services of, work with and train members of other tiers who wish to participate in Faculty Mentor's research.
2. To assist other tier members in the initiation, implementation, and writing for dissemination of their own original research.
3. To become an anchor member of an assertive professional support network including women and minorities, and to operate with a "raised consciousness" in suggesting women and minorities (especially Project members) for professional positions, including them in research efforts, and computing implicit or explicit "isms" in the existing network of researchers.
4. To actively seek out involvement with other tier members.
5. On occasion, to provide mini-course instruction and/or colloquia on topics of their specialties.

FACULTY ASSOCIATES

Perquisites

- * Travel money for presentation of papers.
- * Access to computer, duplication & secretarial services on Project-related activities.

The Project Provides:

1. Opportunity to take academic coursework and/or mini-courses to increase research-related skills.
2. Opportunity to generate research and/or offer research opportunities to SAs or other tier members, and/or to become involved in research generated by other tier members.

Responsibility to Project:

1. To become part of a network of researchers, agreeing to advance the cause of qualified women/minority researchers, especially Project members.
2. To increase the amount of energy devoted to research activities and/or to increase the dissemination of research results ("become more active").
3. When possible, to provide opportunities for research involvement and/or internships for SAs and other interested tier members.
4. To actively seek out research involvement with other tiers.

The major difference between Field and Faculty Associates is that while most faculty positions encourage/demand research involvement, few field positions do. Thus, Field Associates can be expected to provide "real life" experience internships, but their research productivity cannot reasonably be expected to equal that of Faculty Associates. On the other hand, research is seen as a vital component of professional accomplishment if a faculty member is to be promoted; therefore the Field Associates should hope to gain from the Project the support (including personnel) to allow a greater-than-usual research effort resulting in an increase in completed and disseminated research.

FIELD ASSOCIATES

Perquisites

- * Travel money for presentation of papers.
- * Access to computer, duplication & secretarial services on Project-related activities.*

The Project Provides:

1. Opportunity to take academic coursework and/or mini-courses to increase research-related skills.
2. Opportunity to generate research and/or offer research opportunities to SAs or other tier members, and/or to become involved in research generated by other tier members.

Responsibility to Project:

1. To become part of a network of researchers, agreeing to advance the cause of qualified women/minority researchers, especially Project members.
2. To increase the amount of energy devoted to research activities and/or to increase the dissemination of research results ("become more active").
3. When possible, to provide opportunities for research involvement and/or internships for SAs and other interested tier members.
4. To actively seek out research involvement with other tiers.

NIE PROJECT PERSONNEL

1981-82

Faculty Associates

Trudy W. Banta: Director, NIE Project; Professor, Bureau of Educational Research and Service (BERS)

Charles Achilles: Professor, BERS

Jacquelyn DeJonge: Professor and Head, Textiles, Merchandising and Design

Marianne DeVoe: Assistant Professor, Human Services

Charles Faïres: Associate Professor; Director, Educational Media Center

Imogene Ford: Associate Professor, Textiles, Merchandising and Design

Maureen Groer: Assistant Professor, College of Nursing

Schuyler Huck: Professor, Educational and Counseling Psychology

Anne McIntyre: Associate Professor, Psychology

Norma Mertz: Director, Sex Equity Center, BERS

Charlene Michael: Associate Director, Mid-Atlantic/Appalachian Race Desegregation Assistance Center (MAARDAC)

Marcia Riley: Assistant Director, MAARDAC

Robert Roney: Professor, Educational Administration and Supervision

Fred Venditti: Professor and Director, MAARDAC

Olga M. Welch: Assistant Professor, Special Education and Rehabilitation

Priscilla White: Professor and Head, Child and Family Studies

Robert Williams: Professor, Educational and Counseling Psychology

Donna Young: Project Director, BERS

Field Associates

LaJuana Cochrane: Associate Professor, Psychology, Knoxville College

Harriet Crump: Director of Elementary and Secondary Education, Shelby County

Marcia Donelson: Professor, Education, Knoxville College

Aaron Means: Administrative Coordinator-Pupil Personnel, Knoxville City Schools

Yvonne Ralston: Assistant Vice-President, Academic Affairs, University of South Florida, Tampa

Ida Lou Stephens: Principal, Linden School, Oak Ridge

Student Associates

1979-1982

Wilma Józwiak - Child and Family Studies

Judson Reese-Dukes - Educational and Counseling Psychology

Lu Poole - Educational Administration and Supervision

Jenny Campen - Educational Administration and Supervision

Oneida Martin - Curriculum and Instruction

Pat Freeman - Educational Administration and Supervision

Dulcie Peccolo - Home Economics

Vicki Dean - Educational Administration and Supervision

Sandy Shoun - Educational and Counseling Psychology

Nan Lintz - Educational Administration and Supervision

Karen Weddle - Home Economics

Althia Canty - Educational Administration and Supervision

Sandra Thomas - Educational and Counseling Psychology

Phyllis Casavant - Educational Administration and Supervision

Maureen Grasso - Textiles, Merchandising and Design

Paula MacMorran - Educational and Counseling Psychology

Jennifer Friday - Psychology

Kay Albrecht - Child and Family Studies

APPENDIX B

QUARTERLY PROJECT-RELATED EXPERIENCES
OF
STUDENT ASSOCIATES
◆ 1981-82

First Quarter Experiences
of
Student Associates
1981-82

1. <u>Presentations</u>	<u>Category</u>	<u>Title</u>	<u>Authors/Presenters</u>
Tennessee Nurses Association Convention	Paper	"Adjustment to Divorce: From Crisis to Recovery"	<u>Sandra Thomas</u> , Student Associate
Transcollege Seminar, College of Education, UTK	Paper	"Stress Factors Affecting Career Development of Married Professional Women"	<u>Sandra Thomas</u> , Student Associate
NIE Colloquium	Paper	"Black Women's Issues"	<u>Jennifer Friday</u> , Student Associate
Church St. Methodist Church Retreat	Workshop	"Stress Management"	<u>Paula MacMorran</u> , Student Associate
Methodist Minister's Wives Meeting	Paper	"Do We Have to Be Bionic Women?"	<u>Paula MacMorran</u> , Student Associate
2. <u>Committee Service</u>			<u>Participants</u>
Comprehensive Department Review, College of Home Economics			<u>Kay Albrecht</u> , Student Associate
Textile Merchandising and Design Advisory Committee for Comprehensive Review			<u>Maureen Grasso</u> , Student Associate
Women in Management Committee			<u>Maureen Grasso</u> , Student Associate
Chairman's Student Advisory Committee, Psychology Department			<u>Jennifer Friday</u> , Student Associate
3. <u>Grants</u>	<u>Agency</u>	<u>Author</u>	
Proposal for NIE Continuation	College of Home Economics	<u>Kay Albrecht</u> , <u>Maureen Grasso</u> , <u>Pam Freeman</u> , Student Associates	

(First Quarter, continued)

4. PublicationsAuthorStress Management

In R.L. Williams and J.D. Paula MacMorran, Student
 Long, Toward a Self-Managed Associate
Lifestyle, 3rd edition.
 Boston: Houghton Mifflin,
 in press.

Countering Substance Abuse
and Healthful Eating

In R.L. Williams and J.D. Sandra Thomas, Student
 Long, Toward a Self-Managed Associate
Lifestyle, 3rd edition.
 Boston: Houghton Mifflin,
 in press.

"The Adventures of Joey
 in Patientland: A Futur-
 istic Fantasy"

Accepted by Nursing Forum Sandra Thomas, Student
 Associate

"Home Economists at Work"

Submitted for publication Nancy Belck,
 Jay Stauss,
Kay Albrecht, Student
 Associate

5. InternshipsMentor

Kay Albrecht

Priscilla White, Department of
 Child and Family Studies

6. Completed Doctoral Dissertations

Sandra Shoun
 Althia Canty

Second Quarter Experiences
of
Student Associates

<u>1. Presentations</u>	<u>Category</u>	<u>Title</u>	<u>Presenters</u>
Knoxville College	Paper	"How to get into Graduate School in the '80's"	<u>Jennifer Friday,</u> Student Associate
U.T. College of Nursing	Paper	"Health locus of control and related concepts"	<u>Sandra Thomas,</u> Student Associate
Martin Luther King Student Leadership Conference	Panel Moderator	"Practical Aspects of Leadership"	<u>Jennifer Friday,</u> Student Associate
The Smoky Mountain Chapter of the Tennessee Society for Respiratory Therapy	Seminar	"Stress: Therapist Style"	<u>Paula MacMorran,</u> Student Associate
<u>2. Committee Service</u>			<u>Participants</u>
NIE Consultant Project			<u>Kay Albrecht,</u> <u>Paula MacMorran,</u> Student Associates
Search and Screen Committee, Child and Family Studies Dept., College of Home Economics			<u>Kay Albrecht,</u> Student Associate
Student representative, faculty meetings, Dept. of Educational Administration and Supervision, College of Education			<u>Phyllis Casavant,</u> Student Associate
Administrative assistant, Tennessee Association of Secondary School Principals			<u>Phyllis Casavant,</u> Student Associate
Minority Admissions Committee; Chairman's Student Advisory Committee, Dept. of Psychology, College of Liberal Arts			<u>Jennifer Friday,</u> Student Associate
Textile Merchandising and Design Search Committee			<u>Maureen Grasso,</u> Student Associate
NCHEMS/Kellogg Student Outcomes Project task forces			<u>Phyllis Casavant,</u> <u>Jennifer Friday,</u> <u>Maureen Grasso,</u> <u>Kay Albrecht,</u> Student Associates.
<u>3. Publications</u>			<u>Author(s)</u>
"Determinants of Marital Quality and Stability in Dual Career Couples"		Submitted to <u>Journal of</u> <u>Family Issues</u>	<u>Sandra Thomas,</u> <u>Kay Albrecht,</u> Student Associates Priscilla White Sandra Shoun Charles Faires

(Second Quarter, continued)

3. Publications (continued)

"Response to Burton White"

Submitted to
Young Children

Author(s)
Kay Albrecht,
Maureen Grasso,
Student Associates
Sharon Felts,
Ruth Highberger

"Window Shades in Energy Conservation"

Accepted by
Home Economics
Research Journal

Maureen Grasso,
Student Associate

"Assessing Psychological Problems from
a Cardiologists's Point of View"

Proceedings of
the 2nd World
Conference on
Cardiac Rehabili-
tation. Skerger
Publishing Co.,
Basel, Munchen,
Paris, London,
New York, Sidney

Paula MacMorran,
Student Associate
Dr. Joseph Acker, Jr
James W. Friedblob
Charles C. Wade

4. Internships

Kay Albrecht

Mentor

Priscilla White, Dept. of
Child and Family Studies

5. Proposals

"Comparison of U.T. Interdisciplinary
Ph.D. Graduates to AHEA members with
Ph.D.'s"

Author(s)

Kay Albrecht,
Student Associate
Jay Stauss

40
Third Quarter Experiences
of
Student Associates

1. <u>Presentations</u>	<u>Category</u>	<u>Title</u>	<u>Presenters</u>
American Educational Research Association	Paper	"The Development of a Naturalistic Self-Management Inventory"	<u>Sandra Thomas</u> , Student Associate R.L. Williams Damaris Olsen
American Educational Research Association	Paper	"Identifying Approaches Toward Behavior Change"	<u>Paula MacMorran</u> , Student Associate Mark Hector Tom English
University of Texas at Austin	Paper	"Precision of Instruments that Measure Heat Transfer through Windows"	<u>Maureen Grasso</u> , Student Associate
University of Tennessee, Knoxville	Paper	"Importance of Dress in the Professional World"	<u>Maureen Grasso</u> , Student Associate
American Apparel Manufacturers Association Educational Committee	Paper	"Women in Management in the Textile and Apparel Industries"	<u>Maureen Grasso</u> , Student Associate
American Personnel and Guidance Association	Paper	"Burnout Workshops for Helping Professionals"	<u>Jennifer Friday</u> , Student Associate Marianne DeVoe
National Association of Black Studies	Paper	"Black Women and Feminism: How Liberated Are We?"	<u>Jennifer Friday</u> , Student Associate Oneida Martin
Southeastern Psychological Association	Paper	"Depression and Black Women: A Theoretical Perspective"	<u>Jennifer Friday</u> , Student Associate
New England Educational Research Association Annual Convention	Evaluation	Students' Evaluation of Voluntary Feedback Sessions Concerning Performance on the 16PF Personality Inventory	<u>Paula MacMorran</u> , Student Associate
Knoxville Association for Education of Young Children	Workshop	Cost Effective Day Care: Is the Price Too High?	<u>Kay Albrecht</u> , Student Associate

2. Committee Service

Participants

Department Chairman's Advisory Committee,
Minority Admissions Committee, Psychology
Department

Jennifer Friday,
Student Associate

(Third Quarter, continued)

2. Committee Service (continued)ParticipantsDepartment of Textiles, Merchandising and
Design Search CommitteeMaureen Grasso,
Student Associate

NCHEIS, Kellogg Student Outcomes

Maureen Grasso,
Jennifer Friday,
Student AssociatesSearch and Screen Committee, Department of
Child and Family Studies; American Home
Economics Association, Family Relations and
Child Development Program Planning Committee
for 1983 International ConferenceKay Albrecht,
Student Associate3. PublicationsAuthor(s)"How to Conduct an Assertion Training
Course for Nursing Students: A Step-
by-Step Plan for Instruction"In Journal of Nursing
Education, March 1982.Sandra Thomas,
Student Associate

"Parent Education Programs"

In Primary Prevention
Focused Educational
Models and Programs:
A State of the Art
Paper, National Insti-
tute on Drug AbuseKay Albrecht,
Student Associate4. InternshipsParticipantsSponsoring Agency

Kay Albrecht

Dr. Priscilla White, Department
Head, Child and Family Studies

Jennifer Friday

Dr. Doris Crawford, Consultant,
Personnel Department, 1982 World's
Fair

Maureen Grasso

Dr. Priscilla White, Department
Head, Child and Family Studies

Maureen Grasso

Dr. Marla Peterson, Dean of Research,
University of Tennessee5. GrantsQuantitative Analysis of the Functional
Design Process, University of Texas at
AustinMaureen Grasso,
Student Associate6. OtherParticipantCompleted dissertation proposal; took
and passed comprehensive exams

Kay Albrecht

Attended Washington Policy Seminar,
Institute of Educational Leadership

Phyllis Casavant

Fourth Quarter Experiences
of
Student Associates

1. <u>Presentations</u>	<u>Category</u>	<u>Title</u>	<u>Authors/Presenters</u>
Sigma Theta Tau Research Day, UTK College of Nursing	Paper	"Determinants of Marital Quality in Dual Career Marriages"	<u>Sandra Thomas,</u> Student Associate
Window Energy Conference	Paper	"Precision Analysis of Instruments That Measure Heat Loss Through Windows"	<u>Maureen Grasso,</u> Student Associate
Seminar, Department of Educational Administration and Supervision, UTK	Talk	"Current Funding Trends"	<u>Phyllis Casavant,</u> Student Associate
Graduation Ceremony, St. Mary's Medical Center	Paper	"The Pursuit of Meaning"	<u>Sandra Thomas,</u> Student Associate
American Psycho- logical Association	Paper	"Determinants of Marital Quality in Dual Career Marriages"	<u>Sandra Thomas,</u> <u>Kay Albrecht,</u> Student Associates Priscilla White Charles Faires
Association of College Professors of Textiles and Clothing	Paper	"Precision Analysis and Evaluation of Research Methodology Used in Window Energy Studies"	<u>Maureen Grasso,</u> Student Associate
American Home Economics Association	Curriculum Showcase	"Consumer Survival for Low Income Families"	<u>Kay Albrecht,</u> Student Associate Judy Allen
2. <u>Committee Service</u>			
NIE Consultant Project			<u>Kay Albrecht,</u> <u>Sandra Thomas,</u> Student Associates
4. <u>Publications</u>			
	<u>Title</u>	<u>Journal</u>	<u>Author(s)</u>
	"After Divorce: Personality Factors Related to the Process of Adjustment"	<u>Journal of Divorce,</u> Vol. 5, No. 3, 1982	<u>Sandra Thomas,</u> Student Associate
	"Assignment of Primary Care- givers in Infant Day Care"	<u>Young Children</u>	<u>Kay Albrecht,</u> Student Associate Ruth Highberger

(Fourth Quarter, continued)

5. InternshipsParticipant

Jennifer Friday

Maureen Grasso

Maureen Grasso

Kay Albrecht

Kay Albrecht

Other

Graduate Assistant for
Superintendent's Conference,
July 27-29, UTK

Attended Association of Black
Psychologists, Cincinnati, Ohio

Attended American Psychological
Association in August, 1982

Initiated into Sigma Theta Tau
Nursing Honorary Society

Recipient of the Hilton Smith
Fellowship for 1982-83

Recipient of Erma Graff
Scholarship for 1982-83,
Department of Educational
Administration & Supervision

Sponsoring Agency

Dr. Doris Crawford,
Special Assistant for
Minority Participation
in 1982 World's Fair

Dr. Priscilla White,
Department Head,
Child and Family Studies

Dr. Marla Peterson,
Dean of Research,
University of Tennessee

Russel Shuck,
Personnel Benefits Planning,
IBM Corporation,
Armonk, New York

Dr. Priscilla White,
Department Head,
Child and Family Studies

Participant

Phyllis Casavant

Jennifer Friday

Kay Albrecht,
Jennifer Friday,
Sandra Thomas

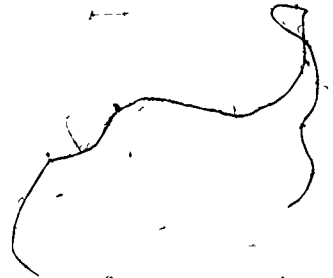
Sandra Thomas

Sandra Thomas

Phyllis Casavant

APPENDIX C

COLLOQUIUM TOPICS
AND
EVALUATION FORM



1 Colloquia/Mini-Courses

- Oct. 14 Ida Lou Stephens
(Her role in administration at UT Martin)
- Oct. 30 Sandy Smith
(Administrative Negotiations)
- Nov. 11 Jennifer Friday
(Black Women's Issues)
- Dec. 5 Dr. Judy Wilson
(Communications and Women in Administration
and Role Conflict Between Couples)
- Jan. 27 Dr. Maureen Groer
(Textbook Writing)
- Feb. 10 Sandra Thomas
(Dual Careers)
- Feb. 24 Dr. Marla Peterson
(Politics in Administration: The Realities
of the Partnership)
- Mar. 5 Dr. Norma Mertz
(Moving Women into Administration)
- Mar. 31 Betty Craig
(Vita-writing)
- Apr. 7 Dr. John Ray
(Research with Adolescents)
- May 5 Dr. Marianne DeVoe
(Transpersonal Education)
- May 26 Dr. Cheryl Travis
(Academic Women in Higher Education)
- July 21 Kay Albrecht
(Revelations from a Corporate Internship)
- Aug. 4 Lunch with Peter Stein
(Singlehood)

COLLOQUIUM EVALUATION FORM

Please take time to evaluate this program. Your comments will help us in planning future presentations.

1. The overall quality of this program was:

Excellent Good Average Fair Poor

2. The information presented was:

Very relevant, helpful; valuable
 of some relevance and value
 of limited value
 of no value

3. Length of the presentation was:

Appropriate
 Too lengthy
 Too brief

4. Speaker's material was:

very well organized, flowed logically
 fairly well organized
 unorganized, rambling

5. Voice quality of the speaker was:

excellent (volume and diction)
 fair (volume and diction)
 poor volume and diction (difficult to hear and understand)

6. Visual aids, handouts, other supplements were:

effective, helpful
 fair, somewhat effective
 poor, ineffective
 none used

7. Physical facilities (sound, equipment, seating, etc.) were:

adequate fair poor

8. I would like to add the following comments:

APPENDIX D

POLICIES GOVERNING TRAVEL
FOR
NIE PROJECT PARTICIPANTS

and

LISTING OF TRAVEL EXPERIENCES
1981-82

Policies Governing Travel for NIE Project Participants

Several changes have been made concerning travel for NIE Project Participants. A travel committee was selected at the general meeting in September 1981. Committee meetings will be held as required or called, but at least quarterly. Written justifications must be received one month in advance of the proposed travel or in ample ~~time~~ for consideration at meetings of the committee. (Requests will be considered after the fact, if appropriate.) The committee will decide whether or not the proposed travel is justified, according to the following criteria:

Travel must be directly related to the NIE Project; i.e., to (1) present a paper, (2) participate in a training workshop that is clearly related to a research project in which the individual is engaged, (3) participate in an internship experience, (4) collect data related to one's research, or (5) to gain exposure to networks and/or job possibilities. Any requests for a travel authorization must be accompanied by a written justification for the trip.

- Allocations for conferences/training workshops will be:
 - \$850 per student associate,
 - Other groups as determined by priority.

At mid-year (January 1982) each Project participant's actual and anticipated travel expenses will be reviewed. At that time, only unallocated travel funds will be reallocated among those participants who have expended their own allocations and can justify additional travel.

• Each of the NIE field participants will be funded for one trip to Knoxville for meetings.

• Funding for student associates for additional internships and data collection will be competitive.

• Appeals should be directed to the Project Director.

31

NIE TRAVEL JUSTIFICATION FORM

Instructions for Completing Form: Complete form and submit to any member of the travel committee by noon on the day before meeting date. "Directly related" refers to definition/criteria provided in the "Policies Governing Travel for NIE Project Participants." Contact Pat Keck (974-4165) after monthly meeting to find out whether request has been approved before submitting UTK Travel Authorization form.

PERSON REQUESTING TRAVEL _____

DATE REQUEST SUBMITTED _____

PURPOSE OF TRAVEL _____

JUSTIFICATION (HOW IS THIS "DIRECTLY RELATED" TO NIE PROJECT?) _____

DEPARTURE DATE _____ RETURN DATE _____

TRANSPORTATION: _____ AIR _____ UT AUTOMOBILE _____ UT VAN
_____ PRIVATE AUTO _____ OTHER

ESTIMATED TOTAL COST (INCLUDE ROOM, BOARD, TRANSPORTATION, ETC.) _____

FOR COMMITTEE USE

DATE REQUEST CONSIDERED _____

_____ APPROVED _____ DISAPPROVED

- Committee:
- C. Achilles
 - J. Friday
 - J. DeJongé
 - C. Michael

Student Associates' Travel Experiences - 1981-82

- Oct. 20-23 Jennifer Friday attended a workshop entitled "Black Stress" in Tuscaloosa, Alabama.
- Nov. 7-11 Althia Canty attended the annual meeting of the National Association of State Universities and Land Grant Colleges in Washington, D.C.
- Nov. 9-10 Paula MacMorran attended the Masters and Johnson Human Sexuality Conference in Cincinnati, Ohio.
- Dec. 13-21 Maureen Grasso traveled to New York, New York to collect data for her dissertation.
- Dec. 15-Jan. '6 Jennifer Friday traveled to St. Thomas in the Virgin Islands to do research at schools there for her dissertation.
- Jan. 17-30 Maureen Grasso traveled to New York, New York to collect data for her dissertation.
- Feb. 16-19 Maureen Grasso made a presentation at the American Apparel Manufacturers Association National Education Meeting in Ft. Collins, Colorado.
- Mar. 17-18 Jennifer Friday presented a paper at the American Personnel and Guidance Association conference in Detroit, Michigan.
- Mar. 18-19 Jennifer Friday presented a paper at the National Association of Black Studies conference in Chicago, Illinois.
- Mar. 19-23 Jennifer Friday attended the American Educational Research Association's annual conference in New York, New York.
- Mar. 18-22 Sandra Thomas presented a paper at the American Educational Research Association's annual conference in New York, New York.
- Mar. 18-22 Paula MacMorran attended the American Educational Research Association's annual conference in New York, New York.
- Mar. 25-28 Jennifer Friday presented a paper at the Southeastern Psychological Association convention in New Orleans, Louisiana.
- Apr. 25-28 Phyllis Casavant attended the Washington Policy Seminar of the Institute for Educational Leadership in Washington, D.C.
- Apr. 28-29 Paula MacMorran presented a paper at the New England Research Association conference in Lenox, Massachusetts.
- June 6-18 Kay Albrecht participated in an internship with the IBM Corporation in Armonk, New York.

(Student Associates' Travel Experiences continued on the next page)

- June 27-30 Kay Albrecht participated in a curriculum showcase at the American Home Economics meeting in Cincinnati, Ohio.
- Aug. 22-27 Kay Albrecht attended the American Psychological Association conference in Washington, D.C.
- Aug. 22-27 Sandra Thomas attended the American Psychological Association conference in Washington, D.C.

Faculty Associates' Travel Experiences - 1981-82

- Jan. 27-30 Trudy Banta attended the NCHMS Project Directors Meeting in Boulder, Colorado.
- Feb. 16-19 Jacquelyn DeJonge presented at the National Education Board of the American Manufacturers Association in Ft. Collins, Colorado.
- Mar. 17-18 Marianne DeVoe presented a paper at the American Personnel and Guidance Association's annual convention in Detroit, Michigan.
- Mar. 18-23 Marianne DeVoe presented a paper at the American Educational Research Association's annual conference in New York, New York.
- Mar. 18-23 Schuyler Huck presented 2 papers at the American Educational Research Association's annual conference in New York, New York.
- Mar. 18-23 Charles Achilles participated as a discussant in two presentations and a critic in another at the American Educational Research Association's annual conference in New York, New York.
- Mar. 19-23 Trudy Banta presented 3 papers at the American Educational Research Association's annual conference in New York, New York.
-

Field Associates' Travel Experiences - 1981-82

- Mar. 17-23 Wilma Jozwiak presented a paper at the American Educational Research Association's annual conference in New York, New York.
- Mar. 18-19 Oneida Martin presented a paper at the National Association of Black Studies conference in Chicago, Illinois.
- Mar. 19-23 Oneida Martin attended the American Educational Research Association's annual conference in New York, New York.
-

APPENDIX E

1981-82 INTERNSHIPS

Description of Each Internship

Summary Questionnaire

Student Associate: Kay Albrecht

Internship Supervisor: Dr. Priscilla White, Department Head, Child and Family Studies, College of Home Economics

Purpose: To participate in departmental administrative activities in order to gain experience in the administrative process.

- Objectives:
1. To review and discuss materials from Departmental Leadership Institute.
 2. To discuss topics of interest such as leadership styles, dealing with unsatisfactory performance, cohesiveness among faculty, grievances and complaints, and confrontation skills.
 3. To discuss the departmental review process and departmental search and screen committee responsibilities.
 4. To review departmental role and scope for insight into the process of program planning.

Outcomes: Provided insight into administrative arena and opportunity for close observation of an effective role model.

Student Associate: Kay Albrecht

Internship Supervisor: Russell Schuck, Manager, Benefits Planning,
IBM Corporation

Duration: 2 weeks, 8 hours/day

Purpose: To observe the decision-making process related to benefits planning.

Objectives: To gain insight into the corporate benefits planning process
and its funding.

Outcome: Completed preliminary plans for a referral service for IBM
families.

Student Associate: Maureen Grasso

Internship Supervisor: Dr. Marla Peterson, Dean of Research, UTK

Duration: 1 quarter; 8 hours/week

Purpose: To gain experience in the administrative aspects of research projects.

- Objectives:
1. Identify reference materials dealing with funding sources.
 2. Identify funding opportunities in Textiles and Apparel and Home Economics.
 3. Understand the characteristics of private sector funding programs (foundations, industry).
 4. Interpret proposal guidelines for funding programs.
 5. Understand agency requirements for grant/contract accountability as they relate to the university's responsibilities with regard to state and federal audit.
 6. Understand the programmatic and financial differences between grants and contracts.
 7. Understand how to use subcontracting to maximum advantage in large or multi-institutional projects.
 8. Understand the statutory provisions and criteria for matching funds and cost sharing.
 9. Interpret balance sheets for grants and contracts.
 10. To compile research opportunities for Home Economics with emphasis in the Textiles and Clothing area.

Outcome: Compiled a listing of research opportunities for home economics; learned what references were available in seeking funding sources.

Student Associate: Mauræen Grasso

Internship Supervisor: Dr. Priscilla White, Department Head, Child and Family Studies, College of Home Economics

Duration: 2 quarters; 1-2 hours/week

Purpose: To gain insight into the dynamics of administration in an academic unit.

- Objectives:
1. Review and discuss materials from Departmental Leadership Institute; discuss leadership styles and how to integrate different styles within a department.
 2. Gain insight into techniques for faculty motivation and annual review.
 3. Gain insight into the tenure process and problems of motivation after tenure is reached.
 4. Understand the budgetary process; assigning priority levels to different programs, assessing programs; presentation of budget to higher administration.
 5. Understand long-range planning.
 6. Gain insight into the art of negotiation within a department; what things you can negotiate and how; what techniques you can use.
 7. Gain insight into the daily operation of a department.
 8. Gain insight into ways to handle stress; understand people problems (faculty and student).
 9. Understand the role of public relations with the community.
 10. Identify the necessary tools and skills to be an effective department head.

Outcomes: Understanding of the role of department head in dealing with goal setting, motivation, confrontation, evaluation, etc.

Student Associate: Jennifer Friday

Internship Supervisor: Dr. Doris Crawford, Special Assistant for Minority Participation, Knoxville International Energy Exposition.

Duration: 120 hours

Objectives: To gain insight into the development and actual implementation of an equal opportunity program on a short-term employment project.

Outcomes: An understanding of how an organization functions in attempting to attain employment quotas; acquiring knowledge of federal and local legislation regarding equal opportunity employment; also, a thorough introduction to paperwork and red tape.

Student Associate: Sandra Thomas

Internship Supervisor: Dr. Marla Peterson, Dean of Research, UTK

Purpose: To gain experience in the administrative aspects of research projects.

- Objectives:
1. Learn more about the funding process by reviewing proposals which were funded and those which were not funded.
 2. Attend Dean's meetings and meetings of the Research Cabinet.
 3. Participate in the Human Subjects committee and learn more about its functioning.
 4. Gain a broader perspective on all aspects of the research process.
 5. Learn more about successful grantsmanship and obtaining contracts.

SUMMARY QUESTIONNAIRE

NIE INTERNSHIP EXPERIENCE EVALUATION

1. Briefly describe each internship in which you participated. Include the setting, number of hours spent, objectives, and outcomes for each internship.

2. Were any mentor relationships initiated as a result of your experiences?
If so, what was the nature of those relationships?

YES = 1

NO = 4

3. The project proposal includes a number of potential benefits from internship experiences. Which of the following do you feel accrued to you during your internship?

4 = a. Practical experience in putting theory into practice

4 = b. Observation of effective role models

3 = c. Assessment of personal strengths

2 = d. Assessment of personal limitations

3 = e. Increased self-confidence

2 = f. Increased professional poise

2 = g. Increased information about career opportunities

2 =/h. Other, please specify:

Insight into the administrative arena; a better understanding of the supply/demand characteristics of the workplace.

4. Was the length of your internship adequate to meet your objectives?

Yes = 4

No = 0

If no, what would be an adequate length for the internship experience?

2 quarters (1); 120 hours (1); 80 hours (1); 3 quarters (1);
1 quarter (1).

5. How would you rate your internship experience compared with the remainder of your NIE experiences?

4 = a. One of the most meaningful experiences of the project

1 = b. A meaningful experience but not the most meaningful

c. A good component of the project but not a critical one

d. Not a necessary component of the project

e. Other, please specify:

APPENDIX F

1981-82 EVALUATION INSTRUMENTS

Student Associate Log

Activity Survey Form

Four Scales for Individual Assessment

Individual Development Continuum

Time Management Effectiveness Scale

The Attitudes Toward Women Scale

Leadership Style Questionnaire

Project Participant Questionnaires

NIE PROJECT
Student Associate Log

Name:

Week:

Type of Activity	Amount of Time	Briefly Describe the Project
1. NIE Grant Management		
2. NIE Meetings		
3. Other Meetings, Workshops		
4. Test/Questionnaire Construction		
5. Data Collection/Analysis		
6. Technical Writing		
7. Non-Technical Writing		
8. Proposal Preparation		
9. Workshop Preparation/Presentation		
10. Research		
11. Other		

ACTIVITY SURVEY FORM

1) PresentationsConventions/
ConferencesPresentation
Category

Title

Authors/
Presentors2) Committee Service

Participants

3) Grants

Title

Agency

Author

4) Publications

Title

Journal

Author

5) Internships

Participant

Sponsoring Agency

Individual Development Continuum

Please indicate your perception of your current knowledge level and/or abilities/skills in each of the areas listed below:

	None	Very Low	Low	Moderately Low	Moderately High	High	Very High
1. Personal time management.....	1	2	3	4	5	6	7
2. Grant writing.....	1	2	3	4	5	6	7
3. Statistics.....	1	2	3	4	5	6	7
4. Measurement techniques (construction of tests, questionnaires, etc.).....	1	2	3	4	5	6	7
5. Automated data processing.....	1	2	3	4	5	6	7
6. Research design.....	1	2	3	4	5	6	7
7. Program evaluation.....	1	2	3	4	5	6	7
8. Technical writing (reports, articles for publication).....	1	2	3	4	5	6	7
9. Paper presentations (generating interest, providing illustrations, etc.).....	1	2	3	4	5	6	7
10. Workshop presentations (stimulating audience participation).....	1	2	3	4	5	6	7
11. Administrative/supervisory roles.....	1	2	3	4	5	6	7
12. Communication skills (oral).....	1	2	3	4	5	6	7
13. Communication skills (nontechnical writing).....	1	2	3	4	5	6	7
14. Active listening skills.....	1	2	3	4	5	6	7
15. Human relations skills in teamwork.....	1	2	3	4	5	6	7
16. Network contacts.....	1	2	3	4	5	6	7
17. Leadership skills.....	1	2	3	4	5	6	7
18. Consulting (establishing rapport, assessing situation, making recommendations).....	1	2	3	4	5	6	7
19. Knowledge attainment methods (use of library, human resources, automated retrieval systems).....	1	2	3	4	5	6	7
20. Effective teamwork production.....	1	2	3	4	5	6	7
21. Concerns of women/minorities.....	1	2	3	4	5	6	7
22. Budget and record keeping.....	1	2	3	4	5	6	7



TIMES MANAGEMENT EFFECTIVENESS

Instructions: Please rate your effectiveness on each of the following items on a scale of 1-5, with 1 indicating you view yourself as generally unsuccessful/ineffective, and 5 indicating you view yourself as generally successful/effective.

- _____ 1. I am able to keep telephone conversations brief.
- _____ 2. I am able to tackle an overwhelming assignment by breaking it into smaller, more manageable segments.
- _____ 3. I formulate a weekly list of "things which must be done."
- _____ 4. I make a daily "To Do" list, and check off items completed.
- _____ 5. I prioritize the items on my daily list, and do the top priority items first.
- _____ 6. I handle any piece of incoming mail only once, disposing immediately of "junk mail" and sorting other pieces into categories ("needing immediate reply", etc.)
- _____ 7. I have assessed my unique body rhythms, and plan my most difficult tasks for my times of maximum productivity.
- _____ 8. My desk (or study area) is well-organized, with neat files.
- _____ 9. I am able to say "no" to requests which infringe on my planned study time.
- _____ 10. I would rather do small tasks NOW than procrastinate about doing them.
- _____ 11. Prior to attending required meetings (committees, etc.) I list important points which I plan to address.
- _____ 12. If a meeting is bogged down, I can facilitate getting the group back on-target, (making a motion, referring back to the appropriate place on the agenda, or mentioning the lateness of the hour, for example)
- _____ 13. I can delegate appropriate items to a secretary or other ancillary personnel.
- _____ 14. I frequently complete work assignments (term papers, for example) in advance of the due date.
- _____ 15. If I am conducting a meeting, I start and end on time.
- _____ 16. I plan pleasurable recreational activities as consequences for completed work or study assignments.
- _____ 17. I get adequate rest at night.
- _____ 18. I periodically (for example, once a quarter) review my long-range goals to ascertain if I am making satisfactory progress toward achieving them, and make revisions in my current activities where necessary.

THE ATTITUDES TOWARD WOMEN

SCALE - SHORT FORM

The statements listed below describe attitudes toward the role of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feelings about each statement by indicating whether you (A) Agree strongly, (B) Agree mildly, (C) Disagree mildly, or (D) Disagree strongly. Please indicate your opinion by marking next to each item number the alternative which best describes your personal attitude. Please respond to every item.

- (A) Agree strongly (B) Agree mildly (C) Disagree mildly
(D) Disagree strongly

- _____ 1. Swearing and obscenity is more repulsive in the speech of a woman than a man.
- _____ 2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.
- _____ 3. Both husband and wife should be allowed the same grounds for divorce.
- _____ 4. Telling dirty jokes should be mostly a masculine prerogative.
- _____ 5. Intoxication among women is worse than intoxication among men.
- _____ 6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.
- _____ 7. It is insulting to women to have the "obey" clause remain in the marriage service.
- _____ 8. There should be a strict merit system in job appointment and promotion without regard to sex.

9. A woman should be as free as a man to propose marriage.
10. Women should worry less about their rights and more about becoming good wives and mothers.
11. Women earning as much as their dates should bear equally the expense when they go out together.
12. Women should assume their rightful place in business and all the professions along with men.
13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.
14. Sons in a family should be given more encouragement to go to college than daughters.
15. It is ridiculous for a woman to run a locomotive and for a man to darn socks.
16. In general, the father should have greater authority than the mother in the bringing up of children.
17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiancé.
18. The husband should not be favored by law over the wife in the disposal of family property or income.
19. Women should be concerned with their duties of childrearing and housekeeping, rather than with desires for professional and business careers.
20. The intellectual leadership of a community should be largely in the hands of men.
21. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set by men.
22. On the average, women should be regarded as less capable of contribution to economic production than are men.
23. There are many jobs in which men should be given preference over women in being hired or promoted.

24. Women should be given equal opportunity with men for apprenticeship in the various trades.
25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

* Source: Spence, J., Helmreich, R., and Stapp, J. A short version of the attitudes toward women scale (AWS), Bulletin of the Psychoonomic Society, 1973, 2(4), 219-220.

DESCRIBE YOURSELF

1 2 3 4 5 6 7
 ALMOST NEVER TRUE NOT TRUE INTERMEDIATE TRUE VERY TRUE ALWAYS TRUE
 (Handwritten mark: a large 'C' or '7' is written over the '7' column header)

Self-reliant	
Yielding	
Helpful	
Defends own beliefs	
Theatrical	
Modest	
Independent	
Shy	
Conscientious	
Aesthetic	
Affectionate	
Theatrical	
Assertive	
Flirtatious	
Happy	
Strong personality	
Loyal	
Unpredictable	
Forceful	
Feminine	

Reliable	
Analytical	
Sympathetic	
Decisive	
Has leadership abilities	
Sensitive to the needs of others	
Truthful	
Willing to take risks	
Understanding	
Secretive	
Makes decisions easily	
Compassionate	
Sincere	
Self-sufficient	
Capable to soothe hurt feelings	
Conceited	
Dominant	
Soft-spoken	
Liable	
Masculine	

Warm	
Solemn	
Willing to take a stand	
Tender	
Friendly	
Aggressive	
Cautious	
Inefficient	
Acts as a leader	
Childlike	
Adaptable	
Individualistic	
Does not use slang language	
Unsystematic	
Competitive	
Loves children	
Tactful	
Ambitious	
Gentle	
Conventional	



LEADERSHIP STYLE QUESTIONNAIRE

This is not a test with any right or wrong answers. It is a questionnaire designed to describe some of your attitudes about leadership.

Below are ten statements of situations. After each statement are three possible attitudes or actions you might take. Place a number "3" beside the position you would most likely take, a "2" beside the one you would next likely take, and a "1" beside the one you would least likely take.

For each question, you should have three answers, a "3" for your preferred attitude or action, a "2" for your second choice, and a "1" for your least likely choice.

Begin when you're sure the instructions are clear.

1. In leading a meeting, it is important to

- . keep focused on the agenda at hand. (1) _____
- . focus on each individual's feeling and help people express their emotional reactions to the issue. (2) _____
- . focus on the differing positions people take and how they deal with each other (3) _____

2. A primary objective of a leader is

- . maintaining an organizational climate in which learning and accomplishment can take place (4) _____
- . the efficient operation of his organization (5) _____
- . to help members of the organization find themselves and be more aware of who they are (6) _____

3. When strong disagreement occurs between a group member and yourself about work to be done, you would

- . listen to the person and try to uncover where he might have misunderstood the task (7) _____
- . try to get other people to express their views as a way of involving them in the issue (8) _____
- . support the person for raising his question of disagreement (9) _____

4. In evaluating a group member's performance, the leader should

- . involve the entire group both in setting goals in evaluating one another's performance (10) _____
- . try to make an objective assessment of each person's accomplishments and effectiveness (11) _____
- . allow each person to be involved in determining his own goals and performance standards (12) _____

5. When two group members get into an argument it is best to

- . help them deal with their feelings as a means of resolving the argument (13) _____
- . encourage other members to respond to the argument and try to help resolve it (14) _____
- . allow some time for expression of both sides, but keep the relevant subject matter and the task at hand (15) _____

6. The best way to motivate someone who is not performing up to his ability is to

- . point out to him the importance of the job to be done and his role in it (16) _____
- . try to get to know him better so you can understand why he is not realizing his potential (17) _____
- . show him how his lack of motivation is adversely affecting other people (18) _____

7. The most important element in judging a person's performance is

- . his technical skills and ability (19) _____
- . how he gets along with his peers and how he helps others learn and get work done (20) _____
- . his success in meeting the goals which he has set for himself (21) _____

8. In dealing with minority group issues, a leader should

- . deal with such issues as they threaten to disturb the atmosphere of his group (22) _____
- . be sure that all group members understand the history of racial and ethnic minorities in this country and the community (23) _____
- . help each person achieve an understanding of his own attitude toward people of other races and cultures (24) _____

9. A leader's goal should be to

- . make sure that all of his group members have a solid foundation of knowledge and skills that will help them become effective, productive people (25) _____
- . help people learn to work effectively in groups, to use the resources of the group, and to understand their relationships with one another as people (26) _____
- . help each person become responsible for his own education and effectiveness and take the first step toward realizing his potential as a person (27) _____

10. The trouble with leadership responsibilities is

- . they make it very difficult to cover adequately all the details that must be attended to (28) _____
- . they keep a leader from really getting to know her/his group members as individuals (29) _____
- . they make it hard for a leader to keep in touch with the climate and pulse of his group (30) _____

LEADERSHIP STYLE SCORING SHEET

(NOTE: Please do not read until you have answered the questions.)

INSTRUCTIONSSCORING COLUMNS

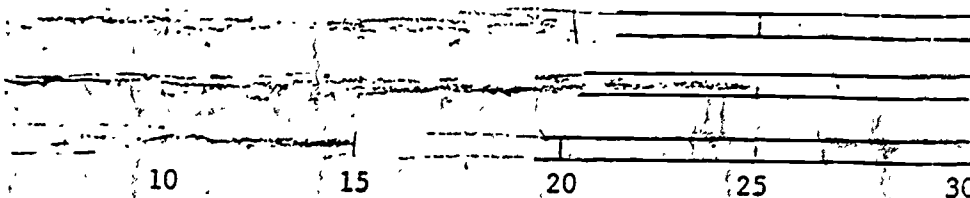
- TRANSFER your answers to the scoring columns, placing a 1, 2, or 3 beside each question
- ADD UP your totals for each column. (The three totals combined should equal 60.)
- MARK your score for each dimension on the bar graph below by drawing a line across the bar. Fill in each bar to the line.
- BARs represent your LEADERSHIP PROFILE at this moment in time.

<u>TASK</u>	<u>INDIVIDUAL</u>	<u>CLIMATE</u>
(1) _____	(2) _____	(3) _____
(4) _____	(5) _____	(6) _____
(7) _____	(9) _____	(8) _____
(11) _____	(12) _____	(10) _____
(15) _____	(13) _____	(14) _____
(16) _____	(17) _____	(18) _____
(19) _____	(21) _____	(20) _____
(23) _____	(24) _____	(22) _____
(25) _____	(27) _____	(26) _____
(28) _____	(29) _____	(30) _____
TOTAL _____	TOTAL _____	TOTAL _____

TASK

INDIVIDUAL

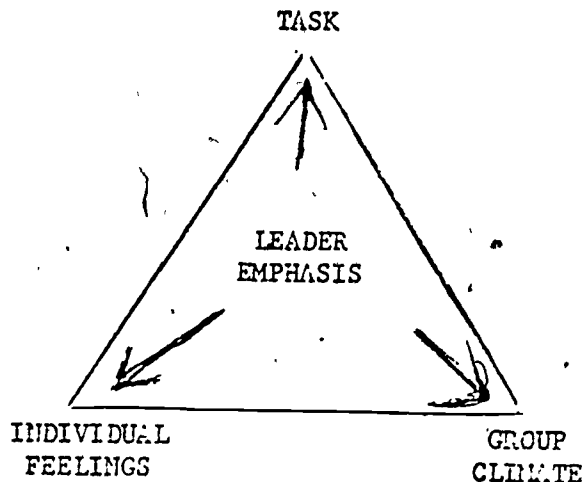
CLIMATE

HOW TO INTERPRET YOUR LEADERSHIP PROFILE

Bars of similar length (2 or 3 point variations) indicate you tend to balance your concerns for TASK, FEELINGS, and CLIMATE as appropriate

The longest bar symbolizes your characteristic style in most situations. Probably it is functional for you much of the time, but may be over-used. The shortest bar indicates an area you may tend to overlook, even when you might improve the situation by greater emphasis there.

Assuming your profile squares with your self-perception (and others of you based on feedback from them), you can increase your leadership effectiveness most and fastest attending to issues symbolized by the shorter bars.



FOLLOW-UP OF NIE PROJECT PARTICIPANTS AT UTK

Questions for Student Associates

I. IDENTIFICATION

1. Name _____
2. Address _____
 Street Apt. #
_____ City State Zip
3. Date Doctoral Degree Received (or Anticipated) _____
Title of Degree _____
Major Field(s) _____
Minor Field(s) _____
Dissertation Topic _____
4. Are you currently employed? Yes No
5. If so, please complete the following:
Your title _____
Name of employer _____
Address _____
6. If you are employed, please give the name of a supervisor who could be contacted to respond to a few questions regarding the impact of the NIE Project on your work.

(Please give address if other than your business address above.)

II. PROJECT IMPACT

1. In your opinion has your participation in the NIE Project at UTK had an effect on your employability; i.e., your ability to gain entrance to the "most qualified applicant" pool in your chosen field? (Circle the number above the response you choose.)

1	2	3	4	5
Yes, a strong negative effect	Yes, a somewhat negative effect	No effect	Yes, a somewhat positive effect	Yes, a strong positive effect

Comment or Explanation if desired _____

2. Listed below are a number of opportunities for training and experience that were provided as part of the NIE Project at UTK. Please consider each of these opportunities, then rate it in two ways:

- 1) the extent to which you participated in the activity, and
- 2) the value to you of the experience of participating in the activity.

Extent of Participation

Place the number of one of the following responses to the LEFT of the activity to indicate the extent to which you participated:

- 1 = Not at all
- 2 = To some extent
- 3 = Moderately
- 4 = Extensively
- 5 = Very extensively

Value of the Experience

Place the number of one of the following responses to the RIGHT of the activity to indicate your perception of the value of the experience of participating in the activity:

- 1 = No value
- 2 = Some value
- 3 = Moderate value
- 4 = Good value
- 5 = Excellent value

EXTENT OF PARTICIPATION	ACTIVITY	VALUE OF THE EXPERIENCE
a. _____	a. Participating in a relationship with a mentor associated with the NIE Project	a. _____
b. _____	b. Engaging in an internship	b. _____
c. _____	c. Studying research design/methodology	c. _____
d. _____	d. Defining a research topic	d. _____
e. _____	e. Developing an appropriate research design	e. _____
f. _____	f. Developing an appropriate methodology for collecting data	f. _____
g. _____	g. Selecting/developing an appropriate method of analyzing data	g. _____
h. _____	h. Developing a written report of research results	h. _____
i. _____	i. Presenting results of research orally	i. _____
j. _____	j. Developing managerial skills such as those involved in managing a project like the NIE Project at UTK	j. _____
k. _____	k. Developing and/or monitoring a budget for a research project	k. _____
l. _____	l. Engaging in travel to obtain training	l. _____
m. _____	m. Engaging in travel to present results of research at professional meetings	m. _____
n. _____	n. Engaging in travel to collect data for a research project	n. _____
o. _____	o. Increasing/strengthening professional support networks	o. _____

(continuation of #2 on page 2)

EXTENT OF PARTICIPATION	ACTIVITY	VALUE OF THE EXPERIENCE
p. _____	p. Designing and/or carrying out a program evaluation	p. _____
q. _____	q. Using automated data processing methods	q. _____
r. _____	r. Developing a grant proposal	r. _____
s. _____	s. Effectively managing time	s. _____
t. _____	t. Developing skills as a professional consultant	t. _____
u. _____	u. Developing leadership skills	u. _____
v. _____	v. Developing interpersonal skills	v. _____
w. _____	w. Increasing understanding of issues related to advancement of minorities and women	w. _____
x. _____	x. Other (Please specify)	x. _____

B. Now consider a similar listing of abilities and skills related to NIE Project activities and provide two additional ratings:

- 1) your own level of expertise, comparing yourself with fellow doctoral students or professional colleagues of the same level of experience, and
- 2) the extent to which your level of expertise is related to your experience in the NIE Project at UTK as opposed to the experiences provided by course work, internships associated with your academic program, or extracurricular activities.

Level of Expertise

Place the number of one of the following responses to the LEFT of the activity to indicate your own level of expertise as compared to that of fellow students or colleagues at the same level of experience:

- 1 = Poor or nonexistent
- 2 = Below average
- 3 = Average
- 4 = Above average
- 5 = Outstanding

Extent of Relationship to NIE Experience

Place a number of one of the following responses to the RIGHT of the activity to indicate the extent to which your level of expertise is related to your experience in the NIE Project:

- 1 = Not at all related
- 2 = Somewhat related
- 3 = Moderately related
- 4 = Highly related
- 5 = My level of expertise is due completely to NIE Project experience

(continued on next page)

(continuation of #3 on page 3)

LEVEL OF EXPERTISE	ABILITY/SKILL	EXTENT OF RELATIONSHIP TO NIE EXPERIENCE
a. _____	a. Ability to engage effectively in a relationship with a mentor	a. _____
b. _____	b. Ability to engage effectively in an internship	b. _____
c. _____	c. Skill in research design/methodology	c. _____
d. _____	d. Ability to define a research topic	d. _____
e. _____	e. Ability to develop an appropriate research design	e. _____
f. _____	f. Ability to develop an appropriate methodology for collecting data	f. _____
g. _____	g. Ability to select/develop an appropriate method of analyzing data	g. _____
h. _____	h. Ability to develop a written report of research results	h. _____
i. _____	i. Skill in presenting results of research orally	i. _____
j. _____	j. Skill in managing a project such as the NIE Project at UTK	j. _____
k. _____	k. Ability to develop and/or monitor a budget for a research project	k. _____
l. _____	l. Skill in presenting results of research at professional meetings	l. _____
m. _____	m. Skill in increasing/strengthening professional support networks	m. _____
n. _____	n. Ability to design and/or carry out a program evaluation	n. _____
o. _____	o. Ability to use automated data processing methods	o. _____
p. _____	p. Ability to develop a grant proposal	p. _____
q. _____	q. Skill in managing time effectively	q. _____
r. _____	r. Ability to perform the role of a professional consultant	r. _____
s. _____	s. Leadership skills	s. _____
t. _____	t. Interpersonal skills	t. _____
u. _____	u. Understanding of issues related to advancement of minorities and women	u. _____
v. _____	v. Other (Please specify)	v. _____

4. Think about your fellow doctoral students at UTK and your common experiences in the doctoral program. What opportunities or experiences which were available to you as a participant in the NIE Project most clearly differentiated your experience as a doctoral student from that of your fellow students who were not NIE Project participants?

5. What opportunity or experience associated with your participation in the NIE Project do you consider to have been of most value to you?

6. What opportunity or experience associated with your participation in the NIE Project do you consider to have been of least value to you?

Return by June 15, 1982 to: Trudy W. Banta
Bureau of Educational Research & Service
212 Claxton Education Building
The University of Tennessee
Knoxville, Tennessee 37916

NIE FOLLOW-UP SURVEY
Part II

Name _____

I. RESEARCH ACTIVITY RESULTING FROM NIE EXPERIENCE

- A. An essential component of the NIE project has been the opportunity to participate in various research activities. Please think back over your period of participation (1, 2, or 3 years) in the Project. Complete the chart below to indicate the numbers of research activities in which you have engaged. Try to differentiate between the number of activities in which you engaged as a direct result of your participation in the NIE project ("NIE Related") and the number in which you engaged independent of the Project ("Other"). Be sure to include work in progress. Estimate numbers if necessary.

TYPE OF ACTIVITY	NUMBER COMPLETED		NUMBER IN PROGRESS	
	NIE-Related	Other	NIE-Related	Other
TOTAL NUMBER OF RESEARCH AND/OR EVALUATION PROJECTS UNDERTAKEN DURING NIE PROJECT (1, 2, or 3 years)				
Research summary reports prepared				
Papers prepared for presentation				
Papers <u>accepted</u> for presentation			X	X
Papers/articles prepared for publication				
Papers/articles <u>accepted</u> for publication			X	X
Other (please describe)				

- B. In the chart on the next page, please identify the content area of each NIE-related paper (that is, a paper which you prepared as a direct consequence of your involvement in the NIE project) accepted for presentation, and name the organization at which it was (or will be) presented. (Place the name of the organization in parentheses if the paper is to be presented in the future.)

(Part B, continued)

SUBJECT OR CONTENT AREA (Exact title not needed) OF PAPER ACCEPTED	NAME OF ORGANIZATION ACCEPTING THE PAPER

(Continue on back of this sheet if necessary.)

- C. In the chart below, please identify the content area of each NIE-related paper/article accepted for publication, and name the journal, monograph, text, etc., in which it was (or will be) published. (If the paper/article is in press, put the name of the journal, etc., in parentheses.)

SUBJECT OR CONTENT AREA OF PAPER/ARTICLE ACCEPTED	PUBLISHER (Journal, Monograph, Text, etc.)

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(Continue on back of this sheet if necessary.)

D. Look back at A. above where you listed the total number of research and/or evaluation projects undertaken during the period of time you have been associated with the NIE project. What percentage of the projects completed and in progress would you have undertaken if there had been no NIE project? (In some cases the percentages may differ from the ones which would result if you considered the "NIE Related" and "Other" numbers reported above.)

Percentage of projects completed that would have been undertaken without NIE _____

Percentage of projects in progress that would have been undertaken without NIE _____

II. MENTOR RELATIONSHIPS

The NIE project at UTK has included the mentor relationship as an important component in gaining skills, entering a network; and eventually securing employment. As you answer the following questions, please think about your own experience in mentor relationships which were established as a result of your participation in the project.

A. In a few sentences, please describe your own perception of (or definition of) a mentor.

B. Did you have a mentor relationship as a result of your participation in the NIE project? (Please circle the correct response.)

YES NO

C. If you answered "Yes" to Question B, please think about the experiences you had with a mentor or mentors as a result of your participation in the project. Please circle a number on the scale below to indicate the relative value of the experience to you as a beginning researcher.

Great <u>positive</u> <u>impact</u>	Some <u>positive</u> <u>impact</u>	No <u>value</u>	Some <u>negative</u> <u>impact</u>	Great <u>negative</u> <u>impact</u>
5	4	3	2	1

D. In what ways did your participation in the project enhance your opportunities for establishing mentor relationships?

E. What do you consider to be the potential benefits of a mentor relationship for a beginning researcher?

F. Did you have a mentor in graduate school apart from your participation in the NIE project? (Please circle the correct response.)

YES

NO

III. NETWORKS

A. (Please describe your perception (or definition) of a professional network. In your opinion how are networks important to women and minorities in educational research?)

B. Describe how your participation in the NIE project has influenced your participation (if at all) in one or more professional networks.

IV. GROUP RESEARCH

People from a variety of disciplines participated in the UTK NIE project at one time or another. Several of the research efforts involved groups of two or more persons working together to develop, implement, analyze, or disseminate research. Therefore, most Student Associates have been involved in one or more group efforts. Please think about your experience with group research efforts as you answer the following questions.

(Part IV continued)

A. As a result of your involvement in the NIE project, did you at any time work on a research activity that was a group effort? (Please circle the correct response.)

YES

NO

B. If you answered "Yes" to Question A, please list the type of research activity in which you engaged as a group member, then indicate the size of the group, and the type of product which resulted, for example, a proposal for research, a research instrument, or a paper.

Type of Research Activity	Number of Persons in the Research Group	Type of Product Resulting from this Group Effort

C. What do you consider to be the research tasks which best lend themselves to group effort?

D. For each of the activities just named in Question C, what do you consider to be the optimum group size?

(Part IV continued)

- E. Do you feel your research productivity is greater when you work alone, or when you work with a group? Please explain your response.

V. ISSUES CONCERNING MINORITIES AND WOMEN

- A. Most project participants feel that their awareness of issues concerning minorities and women has increased as a result of the project. In your opinion, what specific project activities have been most effective in increasing this awareness?

- B. Which two or three of the issues related to minorities and women stand out in your memory as being particularly significant?

- C. In what ways will your knowledge of these issues influence you professionally?

- D. Prior to your project participation did you ever feel that you had been discriminated against professionally because you are a minority and/or a woman? (Circle one.)

YES

NO

(Part V continued)

E. Has this perception changed as a result of your participation in the project?

YES

NO

F. If so, what changed this perception and how do you feel this change will affect you both personally and professionally?

VI. CRITICAL INCIDENTS

A. Each person who participated in the NIE project experienced it differently. Please think back over the period of your participation in the project. Try to recall an experience which seems to you to characterize the quality of the experience for you. In a few sentences, please describe the experience. If you feel that more than one description is necessary to express the range of quality of your total experience, please feel free to describe as many as you wish.

(Part VI continued)

- B. The experience of job-hunting is different for each individual. If you have sought a job (part-time or full-time) during or since your period of participation in the NIE project, try to remember an incident or experience that characterizes the value which participation in the project seems to have had in placing you in the "most qualified applicant pool". If you feel that more than one incident or experience description is necessary to express a range of value of the project in job hunting, please feel free to describe as many as you wish.

VII. PARTICIPATION IN RESEARCH

- A. Briefly describe how you feel your participation in the NIE project has influenced your ability to participate in and/or benefit from educational research.

- B. To what extent are you using the results of educational research in your present position?

(Part VII continued)

C. To what extent are you engaging in educational research at the present time?

D. Describe any plans you may have for engaging in educational research in the near future.

APPENDIX G

GOALS AND ACCOMPLISHMENTS
OF
1981-82 STUDENT ASSOCIATES

Kay Albrecht

Phyllis Casavant

Jennifer Friday

Maureen Grasso

Paula MacMorran

Sandra Thomas

Goals and Accomplishments

Kay AlbrechtShort-term Goals

1. Participate in research enterprises at a variety of levels designed to allow me to easily design, plan, implement, evaluate and publish research projects.

I was able to meet this goal by participating in four ongoing research projects. I designed a questionnaire, did a qualitative data analysis, wrote 4 papers for presentation (2 were presented) and have submitted 2 papers for publication.

2. Develop research projects for presentation and/or publication.

Same as #1.

3. Develop more general publishable papers.

Same as #1.

4. Experience administration at a variety of levels within the academic setting.

I participated in one long-term (9 months) and one short-term (2 weeks) internship which both allowed me to experience administration.

5. Improve time/resource management skills.

Just being on the grant has forced me to use my time more wisely and plan more efficiently. I have begun keeping lists of unfinished tasks which helps keep me on target.

6. Develop computer use skills.

I took 3 statistic courses, 2 of which involved considerable computer use.

7. Enhance and develop personal skill in managing and directing people and fostering individual and personal growth within the work setting.

This is a life-long goal. I have made some progress in being more assertive and confrontive and in recognizing individual skills in others which can be tapped to complete a project.

Long-term Goals

8. Improve my ability to "read" situation in hierarchical administration.

Both internships provided opportunities to practice this skill.

(continued on next page)

Kay Albrecht

9. Develop potential network contacts.

Every NIE-related activity helped to accomplish this goal.

10. Gain more insight into my own leadership style.

Feedback from the evaluation measures should be helpful with this goal.

11. Gain experience in the "business" aspect of academics and its management.

Few opportunities to do this were available except through meeting and understanding university policy related to travel.

12. Develop resource (financial and human) allocation skills.

Little opportunity to work on this goal was presented.

13. Increased awareness and sensitivity to women's issues.

I have clarified and crystalized my ideas and feelings in regard to a number of women's issues and feel I can now be a more effective/better advocate for myself as well as other women.

Goals and Accomplishments

Phyllis CasavantShort-term Goals

1. Polish writing and research skills so I can publish.

I didn't get as much done as I would like, but I did make considerable progress.

2. Actually initiate and carry through to completion a research project.

Initiated one, but not completed as yet.

3. Increase ability to project ideas and findings to a group.

Great progress made.

4. To participate in a national convention.

I was able to do this.

5. To work closely with a faculty mentor on a research project.

Began work on this:

6. To become more familiar with statistical research analysis and computer-assisted research.

Little progress made but opportunities are opening up in the immediate future.

Long-term Goals

7. To work either as a professor (teacher) in a college or university or as a facilitator/administrator in that setting.

Getting closer (I hope) . . .

Goals and Accomplishments

Jennifer FridayShort-term Goals

1. Do 1 research paper per quarter and present them.

Mission accomplished.

2. Develop a very effective and professional writing style.

O.K.

3. Develop my knowledge of data interpretation and analysis.

I didn't do as much as I wanted here.

4. Get the minority graduate organization off its feet.

Succeeded.

5. Do at least 3 workshops in the Knoxville area, maybe developing a continuing group.

This didn't happen or even come close to happening -- actually I didn't pursue it.

Long-term Goals

6. Publish at least one paper.

Never submitted any for publication.

7. Finish my dissertation with hopes of publishing it.

Fat chance.

8. Develop my personal style (move from student to professional).

This is developing very rapidly.

9. Acquire as much knowledge in my field so that my skills are marketable and desirable.

This is still in process.

10. Do workshops on male-female relationships.

Didn't try.

11. Become involved in relationship counseling.

Didn't try.

12. Become a consultant in related fields.

Never got around to it.

Goals and Accomplishments

Maureen GrassoShort-term Goals

1. Improve skills in research design.

This was accomplished by working on 2 different projects: Women in Management (questionnaire) and Dissertation (lab experiment). It should be noted that this will always be an ongoing process.

2. Improve grant writing skills and where and how to seek out large sums of money for research.

Seminar given by Chuck Achilles and my internship with Marla Peterson satisfied this goal. I feel I know where to look and how, and how to approach grant-writing.

3. Learn about decision-making within the University starting at department level and working through the Chancellor's office to understand the types of problems each level deals with, as well as their priority levels in terms of decision-making.

Internships with Priscilla White and Marla Peterson satisfied part of this as well as working with Jacquelyn DeJonge. I was not able to get to the system level due to limitations of time.

4. Application of or analysis and interpretation of data.

Successfully completed by working on 2 projects -- dissertation, dual career-mothers/fathers/daughters. Still in progress: Women in Management.

5. Presentation of papers and proposals.

Successfully completed: one paper accepted in Home Economics Research Journal, one accepted by Window Energy Conference (presentation also), dissertation written and accepted, papers accepted at ACPTC Conference (presentation also) in October, 1982.

6. Improve writing skills.

Same as #5.

7. Develop a network within the academic setting as well as the industrial setting.

More could have been done but time and travel funds were limitations. Did establish some contacts.

(continued on next page)

Maureen Grasso

8. Understand the research problems facing the textile industry.

By reviewing literature and talking with professionals I did initially start to understand some of the problems. More work can be done this year.

9. Learn about decision-making within the textile organization, look at women in management positions (how they got there/the problems they face as administrators).

Accomplished by Women in Management study currently underway.

10. Understand more about dual career families and their conflicts.

Accomplished by working with Priscilla White's project on dual careers; also by Women in Management study.

11. Learn how to handle stress.

Accomplished: ongoing the whole year and especially during the dissertation stage!

12. Do research in energy-related area (energy conservation with window shades).

Completed through dissertation. Although money was not obtained, J.C. Penney Co., Inc. in New York co-sponsored the project by giving me access to their instruments and donating the materials necessary to do the research.

13. Write grant for above research.

Same as #12.

14. Set up research design and implementation for measuring bodily comfort.

This goal will be moved to long-term.

15. Finish the dissertation and graduate.

Completed.

16. Learn about managers within a textile company and those just coming in (differences in mobility and decision-making).

Same as #9.

Long-term Goals

17. Be an administrator.

18. Be able to write grants for research funding.

19. Do research. 100

20. Improve industry's understanding of women in home economics.

21. Be a role model for other women. (Only this goal is coming to reality as I teach women at the Univ. of Texas.)

Goals and Accomplishments

Paula MacMorranShort-term Goals

1. Involvement in research design.

Realized through a two-course series taught by Dr. Schuyler Huck where I learned about various research designs and spent a lot of time critiquing published research designs. I also developed a research design (pilot study) to study the possible relationship between social peer competence and separation anxiety in four and five year olds with assistance from Dr. Anne McIntyre.

2. Polish writing skills (for publication).

Accomplished through research projects and papers written for presentation at major conferences.

3. Involvement in all aspects of data analysis (not particularly the statistics, but preparation, etc.).

Accomplished through the research projects where I did the following: formulated hypothesis, did review of literature, developed questionnaire, collected and analyzed the data, assisted in writing papers and presentation of these at major conferences. I am also currently involved in two research projects with Dr. Maureen Groer.

4. Experience in choosing conferences for paper presentation and going through the submitting process; paper presentation.

Accomplished through the experiences listed in #3.

Long-term Goals

5. Selection of a dissertation topic.

I am currently developing a dissertation topic that directly relates to the counseling process.

6. Increase capability/visibility as a trainer-consultant-speaker in stress management, and marital-sexual issues.

7. The ability to develop my own research projects out of private practice/consulting work.

Goals and Accomplishments

Sandra ThomasShort-term Goals

1. Complete research design courses with Sky Huck.

I completed three quarters of research design courses with Dr. Huck and one course with Dr. Jo Lynn Cunningham. Utilizing the knowledge gained in these courses, I developed a dissertation proposal which was approved by my committee in April. In June I collected data for this research project at the 1982 World's Fair.

2. Complete chapters for book in progress.

This goal was accomplished. I contributed four chapters to a book authored by my major professor which will be published in 1983.

3. Obtain experience in grant writing.

I have deferred this goal until the 1982-83 academic year, when I will be taking the grant-writing course offered by Dr. Achilles and working with him on grant proposals.

4. Gain additional experience in paper and workshop presentations.

This goal has been successfully accomplished. I have presented papers at the American Educational Research Association, the annual convention of the Tennessee Nurses Association, and at the Sigma Theta Tau Research Day at the University of Tennessee College of Nursing. Additionally, I was the commencement speaker for the graduating class at St. Mary's Medical Center School of Nursing in June.

5. Complete an internship with Priscilla White.

This goal was deferred. I will have more time to devote to an internship during the 1982-83 academic year and have been accepted for an internship with the Dean for Research, Dr. Marla Peterson. If my schedule permits, I would still like to work with Dr. White also.

6. Prepare additional papers for publication.

I have had papers published during 1982 in the Journal of Nursing Education and the Journal of Divorce. In collaboration with Kay Albrecht and Priscilla White, I have prepared another paper which is ready to be submitted. Kay Albrecht and I are also working on a paper on coping strategies of married professional women.

(continued on next page)

Sandra Thomas

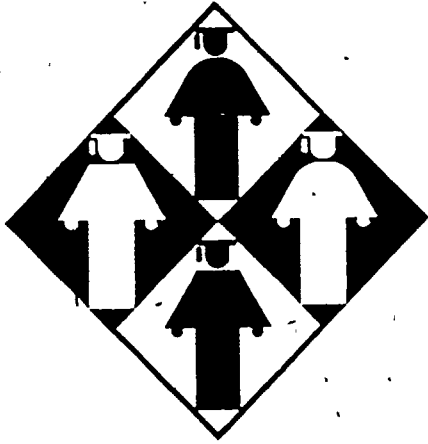
Long-term Goals

7. Obtain a faculty position at UTK College of Nursing.
8. Research.
9. Writing books.
10. Conducting workshops/seminars.
11. Leadership positions in professional organizations.

All of these remain long-term goals to be pursued upon graduation in 1983. My major research effort in 1982-83 will be completion of my dissertation, a study of health status in mid-life.

APPENDIX H

PROJECT NEWSLETTER



THE NIE PROJECT NEWSLETTER

... Experiences in Research and Administration
for Minorities and Women...

WHO'S WHO AT NIE

Project Director: Trudy W. Banta
 Fall Quarter Chair: Maureen Grasso
 Fall Quarter Scribe: Jennifer Friday
 Fall Quarter Budget
 Monitor: Kay Albrecht
 Travel Committee: Jennifer Friday
 Chuck Achilles
 Jackie DeJonge
 Charlene Michaels
 Secretary: Mitzi Limburg

NOTES FROM THE EDITOR

This is issue number two; one more to go this fall. I hope the last newsletter was helpful. Unfortunately, the response with information for the newsletter has been poor. In order for the newsletter to be informative and beneficial, we have to supply the appropriate information. It does not consume a lot of time or energy--just a few words either with a telephone call or a note sent to the annex. Let's get a move on.

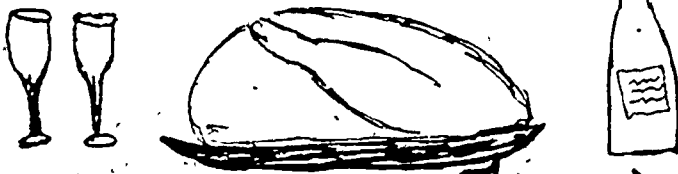
Jennifer Friday

NOTES

*To all NIE Project Personnel: If you know of any upcoming conferences, call for papers, etc.; please send a note to the annex, leave a phone message at the annex, or call Jennifer at 525-4934. Student associates need to be aware of these events.

*The wine and cheese party will be held at Kay Albrecht's house immediately after the Role Conflict workshop. Because of the expense involved with the wine selection, there will be a nominal charge for all participants. The exact charge will be announced at a later date. (There is a map to Kay's on page 2.)

*To all Faculty Associates: All faculty associates have been assigned a student associate as a contact person to remind you of NIE activities.



Let's Give Thanks

REPORTS ON OBJECTIVE AREASObjective II: Participation in Faculty Directed Colloquia and Mini-courses

We have had one mini-course and two colloquia so far this quarter. Sandy Smith came in and gave helpful information on developing a consultation practice, specifically in regard to financial negotiation. Ida Lou Stephens came by and shared her role in higher education administration with us. Jennifer Friday rounded out this quarter's colloquia with a look at the issues surrounding today's Black Woman. A reminder: Judy Wilson will be here on December 5 to conduct a full day's workshop on Role Conflict Behavior. (Paula)

Objective III: Introduction of Project Personnel Through Structured Exercises in Group Dynamics

To fulfill this objective, members have participated in one happy hour, a forties-style party, and a luncheon. Coming up--a wine and cheese party. If you have any suggestions on other ways we can follow through on this objective, don't hesitate to call me. (Maureen)

Objective IV: Attendance at Regional and National Conferences

So far this quarter, we have had two students attend conferences related to their area of interest. I participated in a conference on "Black Stress - Coping Strategies" in Tuscaloosa, Alabama; and Paula MacMorran went to a Masters and Johnson conference on "Human Sexuality" held in Cincinnati, Ohio. Both were very rewarding and of future use to us, not only in terms of information gathered, but also in terms of contacts made for future reference. (Jennifer)

UPCOMING CONFERENCES

If you are interested in participating in a conference on "Disabled Women's Educational Equity" to be held in Berkeley, California in June 1982, contact Merle Frosche, Director Non-sexist Child Development Project, Women's Action Alliance, Inc. 370 Lexington Avenue, New York, New York 10017. (212-532-8330)

NOTES FROM THE TRAVEL COMMITTEE

The travel committee met recently and made a few minor changes in the policies of the committee. The new information is attached. The committee will meet only when necessary, so if you have a request, get it to us as soon as possible, so that we can have ample time to review the request. We have also added a new category for travel justification--it will allow student associates to travel to conferences to gain exposure to the field, develop networks, and investigate job possibilities. Review the new policies so that you will understand ways and means of travel clearly.

We are also requesting that all project personnel turn in to the committee by January 1, 1982, an anticipated or expected travel budget. This is necessary in order to work up a new budget for the rest of the year and to help in decision-making for travel requests.

DATES AND DEADLINES

Dec. 5, 1981 (9:30 - 4:30)

Role Conflict Workshop - Dr. Judy Wilson

Dec. 5, 1981

Informal Wine & Cheese Party at Kay Albrecht's home following the above workshop. (Map below).

(Turn right off Northshore at Lakeridge Subdivision sign. Make the next three right hand turns. There are three houses on Watermill Trail. Ours is in the center. If lost, call 966-4771.)

