DOCUMENT RESUME

ED 251 584 UD 023 983

TITLE	To Make a Difference: A Trainer's Guide for Working with Campus-Based Women's Centers and Other Women's Organizations.
INSTITUTION	Massachusetts Univ., Amherst.
SPONS AGENCY	Women's Educational Equity Act Program (ED), Washington, D.C.
PUB DATE	84
NOTE	479p.; Prepared by the National Women's Centers Training Project.
AVAILABLE FROM	WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160.
PUB T E	Guides - General (050)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Budgeting; Case Studies; *Communication Skills; Females; Higher Education; *Leadership Training; *Organizational Development; *Program Development; Simulation; Staff Development; Training Methods; Womens Education
IDENTIFIERS	Womens Organizations

ABSTRACT

Presented in this manual is a one-week training program designed to help women's organizations (campus-based centers and other organizations) address needs related to power and leadership, organizational development, program and budget planning, and negotiation and communication skills. The guide is divided into eleven sections dealing with the following: (I) an overview of the training program; (II) orientation, including scheduling and materials; (III) leadership and power; (IV) organizational issues; (V) case studies of women's organizations for use in conjunction with participants' planning and budget exercises; (VI) program development; (VII) budget development and negotiation; (VIII) notes on the use of games and exercises for a session on collaboration and cooperation; (IX) communication skills; (X) a simulation and seminar session which provides participants with practice presenting program and budget proposals and receiving feedback; and (XI) a collection of participant handouts, which makes up approximately 25 percent of the document. Presented in appendices are an evaluation of the project's effectiveness, a history of its evolution, evaluation questionnaires, a list of regional site administrators and trainers, and data on the status and needs of campus-based women's centers in the United States. (KH)

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TO MAKE A DIFFERENCE:

A Trainer's Guide for Working with Campus-Based Women's Centers and Other Women's Organizations

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The activity which is the subject of this report was produced under a grant from the U.S. Department of Education, under the auspices of the Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement should be inferred.

Printed and distributed by WEEA Publishing Center, 1984
Education Development Center, Inc., 55 Chapel Street
Newton, Massachusetts 02160

CONTENTS

Acknowledgments vii

I. OVERVIEW OF THE TRAINING PROGRAM 1

What Does the Training Program Cover? 1

How Was the Training Developed? 3

For Whom Is the Training Designed? 4

What Beliefs, Values and Assumptions Guided the Training? . . 5

How Is the Manual to Be Used? 7

II. ORIENTATION SESSION 9

Orientation Session Outline 9

Schedule 11

Space and Equipment Needed for Each Session 12

III. LEADERSHIP AND POWER 15

Leadership and Power: Introduction 15

Leadership and Power Simulation Trainer Notes 17

Leadership and Power Lecture/Discussion Trainer Notes 25

Leadership and Power Lecture/Discussion Summary 29

Polling Feelings about Leadership and Power: Trainer Notes . . 35

Questions for Poll 36

IV. ORGANIZATIONAL ISSUES 39

Organizational Issues: Introduction and Trainer Notes 39

Exercise on Women's Centers' Structures: Trainer Notes 44

Exercise on Women's Centers' Structures 47

Organizational Issues Lecture/Discussion Trainer Notes 48

Organizational Issues Lecture/Discussion Summary 48

Samples of Participants' Organizational Diagrams 66

Sample Charts 71

V. CASE STUDIES 77

Case Studies: Introduction 77

Case Studies: Trainer Notes 78

Case A: Emerson College 80

Case B: University of Huntington 90

VI. PROGRAM DEVELOPMENT 105

Program Development: Introduction 106

Overview and Needs Identification: Trainer Notes 109

Overview and Needs Identification Lecture Summary 110

Identifying Needs Exercise: Trainer Notes 124

Identifying Needs Exercise 127

Program Objectives: Trainer Notes 134

Program Objectives Summary 135

Translating Needs into Objectives Exercise: Trainer Notes . . 142

Translating Needs into Objectives Exercise 144

Program Selection Lecture and Exercise: Trainer Notes . . . 146

Program Selection Summary 149

Program Selection Exercise 153

VII. BUDGET 157

Budget: Introduction and Trainer Notes 158

Budget Lecture Summary 163

Sample Charts for Budget Lecture 178

Content Outline: Budgeting Session 191

Budget Preparation Instructions 194

Women's Center Program Proposal Summary 197

Program Budget Form 198

Polishing Touches/Final Considerations 199

VIII. COLLABORATION AND COOPERATION 201

Collaboration and Cooperation: Introduction and Trainer Notes 201

Collaboration and Cooperation Activity Outline 205

Collaboration and Cooperation Exercises 207

Break Activities: Trainer Notes 217

IX. COMMUNICATION SKILLS 221
Communication Skills: Introduction 221
Communication Skills: Trainer Notes 222
Communication Skills Lecture and Exercise Summary 225
Interview Preparation Exercise 237
Defensive and Supportive Communication 238
Program Presentation Role Play 240

X. SIMULATION AND SEMINAR WITH ADMINISTRATORS 241
Simulation and Seminar: Introduction and Trainer Notes . . . 242
Sample Outline and Schedule for Simulation and Seminar 251
Stalls/Dodges/Ploys and Real-Life Administrative Role Reactions 252
Feedback and Processing Questions for the Simulation 253
Topics for Seminar on Administrative Decision Making 257

XI. PARTICIPANT HANDOUTS 259
Description of Training Sessions 261
Leadership and Power:
Content Outline: Leadership and Power 263
Women's Center Staff Meeting Simulation 264
Selected Bibliography: Leadership and Power 267
Organizational Issues:
Content Outline: Organizational Issues 268
Exercise on Women's Centers' Structures 271
Selected Bibliography: Organizational Issues 272
Case Studies:
Case A: Emerson College 275
Case B: University of Huntington 286
Program Development:
Content Outline: Program Development 301
Identifying Needs Exercise 304
Evaluation of Group Effectiveness 309
Group Roles in Exercise 310
Goals and Objectives Example Sheet 311
Translating Needs into Objectives Exercise 312

XI. PARTICIPANT HANDOUTS (continued)

Program Development (continued):

Sample Brainstorming 314

Program Selection Exercise 315

Introductory Readings in Program Evaluation 318

Budget:

Content Outline: Budgeting Session 319

Institutional Profile 322

Budget Preparation Instructions 323

Women's Center Program Proposal Summary 326

Program Budget Form 327

Polishing Touches/Final Considerations 328

Budgeting Terms: A Brief Glossary 329

Selected Bibliography: Budget 336

Communication Skills:

Content Outline: Communication Skills 337

Interview Preparation Exercise 339

Defensive and Supportive Communication 340

Program Presentation Role Play 342

Observer's Checklist 343

Selected Bibliography: Communication Skills 344

Simulation and Seminar with Administrators:

Stalls/Dodges/Ploys and Real-Life Administrative Role Reactions 345

Feedback and Processing Questions for the Simulation . . . 346

Topics for Seminar on Administrative Decision Making . . . 350

APPENDICES:

Appendix A: Effectiveness of the National Women's Centers Training Project: A Two-Year Follow-Up Study . 351

Appendix B: "Evolution of an Alternative: The First Three Years, a Herstory" 358

Appendix C: Evaluation Questionnaires 401

Appendix D: Regional Site Administrators and Trainers . . . 409

Appendix E: The Status and Needs of Campus-Based Women's Centers in the United States 411

8

ACKNOWLEDGMENTS

Many people have contributed their time and ideas to the training program on which these materials are based. We would like to take this opportunity to thank them and to acknowledge the extent to which the success of the training program depended on them.

Judith Schenck, who served as secretary/bookkeeper as well as graphic artist and layout specialist, and Pat Sorce, the program's evaluator, provided solid support in the national dissemination of the training and the writing of these and other materials. Deborah Lawrence-Riddell and Lee Upton took over all manuscript typing; their skills in organizing, interpreting, and correcting inserts and scribbles and their knowledge of the finer points of syntax are unbeatable.

Dusty Miller, our editor in the preparation of this book, provided wise guidance throughout and helped us to transfer our ideas and experiences from our heads to the printed page. Her knowledge helped to make the book useful and accessible to readers with diverse levels of expertise.

The various sections in the manual represent three years of developmental work. While at this stage they very much reflect our own points of view and our experiences with the needs of staff at women's centers, they also contain and are a product of the ideas of many women and men.

The materials on power and leadership can be credited in great part to Carol Drexler, who developed and facilitated the power and leadership simulation during the first year of the project. She also contributed to the lecture/discussion aspects of this section, as did Lorraine Masterton, who developed the first phase of the curriculum concerning power, leadership, and organizational issues.

Pat Sackrey and Kay Marion also worked with us as curriculum consultants in the areas of collaboration, securing administrative support, and program development. Their ideas were a rich resource for us.

The pertinence and thoroughness of the budget development and justification material should be credited in large part to Juan Garcia and Polly Lukens, who took time from their work at the University of Massachusetts Office of Budgeting and Institutional Studies to help us develop this section of the curriculum and to serve as trainers as well. Juan also developed the Huntington University Case Study. We truly appreciate his support throughout the many years we've worked together.

Fern Johnson, a University of Massachusetts faculty member in Communication Studies, also contributed a great deal of time to developing and implementing sessions. She created and taught the original Communications Skills sessions

and, while we have modified this section over the past year, her framework has continued to provide the direction and focus of the learning.

Pat Griffin is another curriculum consultant and trainer whose contributions were particularly important. The exercises in the "Collaboration and Cooperation" section are of her design, as was the original "Fun in the Woods" session, out of which "Collaboration and Cooperation" emerged. Pat has been a teacher for us and we are grateful to her.

Of all those who have helped us in this work there are four people whose support has been unstinting: Sally Freeman, John Hunt, Fred Preston, and Robert Woodbury were administrators at the University of Massachusetts when we began the project in 1976 and worked with us in planning the simulation and seminar. All donated their time to conduct the training at the four regional sites. Each has helped us out when we've faced thorny problems. Almost all trainees agreed that the final simulation and seminar were the most important components of the training, along with the opportunity of seeing feminists and campus administrators demonstrating mutual respect, honesty, genuine liking, and shared concerns about women's needs. We are deeply appreciative of their work on behalf of women's centers.

The curriculum presented here represents the ideas, concerns, and needs of the more than two hundred women who participated in the training and in the extensive formative evaluation of it. Without their critical assessment of the training's strengths and weaknesses we could not have focused our ideas into a successful program. Without their warmth and responsiveness to us and our work, we would not have had the energy and motivation to do so.

We are grateful to everyone who encouraged us, questioned us, worried about us, and reflected back to us the importance of this work. Thank you all.

Finally, we would like to acknowledge and thank each other. The work presented here is one product of a five-year working relationship that has been full of growth and much important learning for both of us. The richness of such a partnership and the opportunity to learn from as well as with one another is the type of opportunity we would wish for anyone using this book.

10

I. OVERVIEW OF THE TRAINING PROGRAM

The National Women's Centers Training Project was undertaken during the 1976-77 academic year, with funds from the U.S. Department of Education, Women's Educational Equity Act Program (WEEAP). The funds supported the initial development and implementation of a training program whose purpose was to increase the effectiveness of campus-based women's centers, including their ability to obtain additional funding. The training program was designed to address needs related to power and leadership, organizational development, program and budget planning, and negotiation and communication skills. During that first year, 70 women (representing a total of 23 centers, primarily from the Northeast) attended one of the five week-long training sessions at the University of Massachusetts at Amherst.

Funding for the training program was renewed by WEEAP for the 1978-79 academic year. While the interim year had been spent working individually with centers and further refining the content of several sessions, the second year of funding permitted the national dissemination of the training at four regional sites. These four women's centers provided training to other centers in their region. After training, staff from the regional centers conducted the training themselves--first in conjunction with the project codirectors, Kathryn Girard and Joan Sweeney, and then on their own. More than 130 women from approximately 70 centers were trained through the project and the regional sites.

This manual is the product of three years' work. Careful planning, extensive formative evaluation, and regional implementation of the training program have shaped its final content. We are pleased with the results the program has had along the way, and even more pleased to make the training widely available.

This introduction provides an overview of the organization, development, assumptions, values, and potential applications of the training program, as well as important guidelines for using the manual effectively.

WHAT DOES THE TRAINING PROGRAM COVER?

The full training program consists of 16 sessions covering six major topics. The schedule on page 11 shows the sequence of sessions over a five-day period (variations of this schedule are suggested later in this introduction). A more detailed schedule is also included to show the equipment and space requirements for each session. Sessions are sequenced so that each builds upon the preceding one. All sessions are directed toward the ultimate creation of program and budget proposals, which can then be presented to actual administrators. Two case studies enable participants from different institutions to work together in planning. A brief description of the training components follows; a description of the sessions is also included in the handout section of this manual.

Introduction and Orientation

The week begins with an overview of all sessions and of the week's schedule, along with the introduction of participants.

Leadership and Power

In these sessions, leadership is examined as a set of behaviors, many of which can be learned and shared. Leadership behaviors that promote open communication and effective functioning are contrasted with leadership styles that can be dysfunctional in a collaborative or consensual group. Power is examined to differentiate between oppressive and positive aspects. A simulated staff meeting highlights personal and group leadership and power issues.

Organizational Issues

These sessions examine the relationship of a women's center to its larger institution and the function of organizational structure. General organizational issues that can be particularly problematic within democratic collaborative and nonhierarchical groups (such as accountability, membership, hiring and firing, decision making, power, skills sharing, and information sharing) are discussed, and strategies for dealing with them are explored. Participants are also offered the opportunity to identify organizational issues of concern to their group, and to enlist the aid of one another as well as the facilitator in generating solutions.

Program Development

Seven and one-half hours of the training are devoted to program development, which includes the identification of needs and the selection of objectives and program activities. Due to time constraints, program evaluation is not included. As part of the program planning sequence, participants study a description of an institution and its women's center, identify critical needs, and develop a new program for that center. This exercise provides the basis for work during the budget sessions and serves as the proposal to be presented to an administrator during the simulation.

Budget Development and Negotiation

These sessions focus on examining budget approaches used by institutions, the kinds of funds different types of institutions have to work with, and how that information can be used by a group to determine how much money to request, from whom, when, and in what format. Budget ploys and the advantages and disadvantages of various strategies are also explored. Participants then develop a budget request for the program they planned in the program development session.

Collaboration and Cooperation

This session involves participants in a series of group cooperation, collaboration, and leadership challenges. The session may be conducted outdoors if special equipment (wire bridges, barriers, and obstacles of various sorts) is available. A series of exercises that can be used indoors, without special equipment, is also presented in the manual. The purpose of this session is to provide a break in the week's intensity, to explore some group and leadership issues nonverbally, and to afford participants a different way of relating to one another.

Communication Skills

This session focuses on the skills needed to negotiate a persuasive interview successfully. Participants look at defensive and supportive communication patterns, observe the effects of different verbal and nonverbal styles, and role play interviews with administrators. Specific preparation techniques are also covered.

Simulation

An important dimension of the training is practice in presenting and negotiating funding for the participants' program and budget proposals. Program rationales and budgets are presented in small groups to college or university administrators. Prior to the meeting, participants use information from the case study to identify the title and organizational responsibility of the administrator whom they have chosen to meet. The administrator then takes on the designated role. Each group is given approximately 45 minutes to meet with the administrator and 45 minutes to analyze what happened during the simulation. The administrators and trainees then share their perceptions of the presentation's effectiveness, focusing on the strategies used and the communication skills of the trainees.

Administrative Seminar

The administrators participating in the simulation conduct a seminar on the hows and whys of administrative decision making. Topics covered may include power, politics, strategies for obtaining different types of support, administrative dodges, and women in leadership positions, as well as other issues generated by the simulations or raised by participants.

HOW WAS THE TRAINING DEVELOPED?

The form and content of these sessions were carefully developed using extensive needs assessment, curriculum development, and formative evaluation procedures. At the outset of the project, a detailed content analysis of over 300 letters to Everywoman's Center identified the critical problems centers were facing. In addition, a national needs survey was conducted to ensure that the training program would address the needs of programs throughout the country.

These needs assessment data fit into the framework for development activities based on principles of curriculum design. Using the identified needs, program developers specified the objectives for all training sessions. These objectives were stated as measurable learning outcomes for participants. Activities were then selected and revised, based on their appropriateness to the attainment of objectives and to the participants' backgrounds. Learning theory was a constant reference point in integrating theoretical and practical components and in balancing different learning modes.

During the first year, two training weeks were videotaped so that project staff could observe participant responses, patterns of interaction, types and frequency of questions, and so on. The tapes also offered facilitators a clear look at their styles and degrees of effectiveness. In several cases, trainers were able to spot the problems that participants referred to on session evaluation questionnaires, which helped the trainers make important changes in their presentations.

While it was often tedious to complete an evaluation form for each session, participants aided the program greatly by doing so. The questionnaires provided perceptions of trainer effectiveness, content relevance and gaps, and important learnings--feedback that enabled project staff to make worthwhile changes in pacing, format, and content.

Two additional strategies supported the revision process. One was a final, comprehensive, written evaluation of the training. (Copies of the evaluation questionnaires are included in Appendix C.) The other strategy was a two-hour, session-by-session, verbal evaluation of the training on the last day. Participants were asked to comment on what helped and what hindered their learning, what changes they would have liked, where more, or less, time was needed. They obliged us by responding freely and extensively. By the fifth training period, we found that the revised sequence and content emphases met the needs of most trainees.

Pre- and post-interviews, and skill assessments of participants and other staff at their centers, confirmed that the training was having an impact and was viewed as very valuable. The two-year follow-up study of training outcomes (reported in Appendix A) confirms the effectiveness of the development process.

FOR WHOM IS THE TRAINING DESIGNED?

The training was originally designed for the staffs of women's centers in the Northeast. Most of the participants were students from student-run, campus-based women's centers. Most were white. Most were young. Their centers tended to be poorly funded through student government associations, and were loosely organized. There were participants who were older, who were Black, or who represented large, well-funded centers. These participants certainly had a part in forming the curriculum, but they were not its largest audience.

However, when the training was extended to other regions, the profile of participants changed, and the training program had to be adapted to meet the needs of different groups. The training group at the University of Washington, for example, was composed primarily of representatives from women's programs at community colleges. Their programs tended to be well supported, with additional monies from federal or state grants. Most of the programs were several years old and most showed some continuity in staff.

Just as the training turned out to be very effective with the student staff of women's centers, the training turned out to be quite effective with professional staff, faculty women, and women organizing community projects. As we worked with a variety of groups, we found that the training was highly adaptable. Suggestions for adapting the training to meet different groups' needs are provided throughout the manual.

In addition to in-staff training for campus-based women's centers, parts or all of the training may be appropriate for other groups as well. Our experiences suggest that most women's organizations encounter many of the same problems. For example, Women's Studies programs often face budget, institutional, and organizational problems similar to those confronting centers. Community-based, multiservice centers and other social change projects (such as battered women's shelters and rape prevention and chemical abuse programs) seem to find all but the budget component of the training directly applicable. While the training was aimed at addressing problems in campus-based centers, the focus on skills and processes enhances the training's applicability to other groups and settings.

In adapting the training to other groups and settings, it is important to note one constant in our changing training groups: diverse institutional representation. The training was structured to allow for and to take advantage of the fact that most participants were strangers--to the trainers and to one another. Those interested in using the training as part of a single staff development program will need to take the factor of familiarity into account in reviewing and revising exercises. One caution we would urge is *not to assume uniform familiarity with goals, programs, or budgets*. When we worked with several people from the same center, they were often surprised at the gaps and differences in their perceptions of the way things work. Again, in relevant sections, such as the one on case studies, suggestions are provided on the use of materials within one staff.

WHAT BELIEFS, VALUES, AND ASSUMPTIONS GUIDED THE TRAINING?

There were several major assumptions and values that influenced the development of the training. First, we value expertise and the sharing of knowledge and abilities. We also respect learning and the desire to acquire new information and skills. This means that in designing the training, we assumed a high degree of seriousness on the part of trainees. It also means that we took the role of teacher-trainer seriously.

In this program, the trainer is a teacher, not merely a facilitative participant. We tried to share as much of our expertise as we could in five days. This means that the sessions require a great deal from trainers in terms of personal sharing, tailoring material to individual interests, role modeling, and general knowledge and experience in the content areas. At the same time, we strongly believe that everyone can be a teacher for others. Thus, the training is designed to enable participants to learn from one another in discussions and small group exercises.

The purpose of the training is twofold: to provide new information and to affirm the knowledge that participants already possess. Many participants in the program described the trainers as impressive, highly knowledgeable, very helpful, and expert, but at the same time they remarked that they were leaving the training with increased confidence in their own skills and knowledge. Such results undoubtedly come from valuing the teacher as teacher, the learner as learner, and the learner as teacher.

Second, we value the uniqueness of individuals and environments. We also recognize the limitations of single theories and universally applied answers. In developing the training, we sought to emphasize the decision-making process, rather than particular directions for decisions. For example, the training addresses the questions and considerations one might raise in selecting a target population for a program, but does not identify the populations groups should work with, nor the issues that should be addressed.

Issues that we know to be prevalent and important are numerous: affirmative action, battering, equity in athletics, rape and sexual harassment, child care, substance abuse, the economic survival of the poor and the elderly, displaced homemakers, and the strengthening of women's studies. However, rather than identify certain issues as key ones for every group, we elected to focus on the process skills that would enable any group to identify and select target populations with whom to work, and issues around which to organize those populations in their community. This process focus recognizes that factors vary greatly from person to person, group to group, and institution to institution.

Within the process orientation, the manual reminds trainers to point out individual differences with regard to thinking processes and group or institutional differences with regard to the importance of certain practical or political constraints. Again, although the training presents specific processes, it points out that participants will ultimately have to judge which processes work for them in any particular situation.

Third, we respect evaluation as a means of creating and maintaining effectiveness. For that reason, we used the formative and summative evaluation components of the training rigorously and actively, along with informal observations and intuitive assessments. In some cases, it meant that treasured ideas were eliminated when they failed to help participants achieve desired objectives. This doesn't mean that we eliminated everything that showed up negatively on paper-and-pencil forms. It does mean that the training was shaped with a willingness to change or alter almost anything, as many times as necessary, in order to create an effective program. While we were unable to include a section on program evaluation, we have included the evaluation forms, which can be used by trainers.

Fourth, we believe that the political, social, and economic conditions that perpetuate sexism in this society also perpetuate racism, ageism, homophobia, and other damaging elements of inequality and injustice. The potential of many people is constrained not only by society's sex-role prescriptions, but also by overt and covert discrimination based on class, race, age, physical attractiveness, economic means, and so on. This manual periodically refers to issues such as racism, urging an examination of the connections among various forms of oppression, and consideration of the needs created by those multiple oppressions.

component and each separate activity are provided, to enable trainers to choose components and activities based on available training time.

As noted earlier, the choice of working with one staff or with a group from different settings is an important one. While both approaches may be effective, the materials were designed for use by groups representing *different* organizations. Appropriate sections of the manual contain suggestions for modifying the training activities for use within a staff.

At the end of Chapter II, "Orientation Session," is a list of the space and equipment needed for each training session. Equipment needs have been kept very simple; even groups with few resources and limited physical facilities can utilize the training.

Each session is treated in a separate chapter of the manual, with a list of the necessary materials. Introductory notes explain the purpose of lectures, discussions, and exercises; the pertinent evaluation findings; important assumptions or values underlying the selection of form and content; and suggestions for trainers. Included are lecture and discussion notes developed and used by trainers over the years, with comments directed to new trainers regarding sensitive areas, optional approaches, and possible additions, deletions, and modifications of materials. The exercises in each section are accompanied by useful notes. Copies of all exercises are also found in Chapter XI, "Participant Handouts," as are content outlines for trainees, bibliographies, and other trainee materials.

Anyone considering implementing the training should review the evaluation of the training's effectiveness. As noted earlier, some evaluation findings are included in the trainer notes in each section. More comprehensive evaluation data--the results of a two-year follow-up study of the effects of the training--can be found in Appendix A. Many groups actually increased their budgets, and the training was perceived as having had a significant positive impact on individuals. Hearing about such outcomes can help to motivate participants to persevere through some of the more difficult, tiring, or frustrating moments of the training.

Over the past three years we have observed and conducted each of these sessions at least 15 times. Each time we learned something new. Translating these learnings into guidelines for others has been a difficult process. On the one hand, we want to make *all* of our experiences available so that others can learn from our successes and avoid our mistakes. On the other hand, we don't want to overcontrol the sessions or hinder someone else's creative use of the materials by emphasizing *our* way of handling things. For this reason, we have stopped short of a point-by-point analysis. We trust that readers and trainers will consider our suggestions in light of their own experiences and styles. In creating the training program, we have clearly made it our own, but we hope that, in adapting it, others will make it theirs.

Additional comments on some of the beliefs underlying the selection of content or particular formats can be found in the body of the manual. We offer this background so that trainers or readers with differing views can note those differences at the outset in order to plan how the materials may be of use.

HOW IS THE MANUAL TO BE USED?

There are several ways in which the manual may be used. First, it serves as a trainer's guide for conducting a staff development program for women's organizations. Second, consultants and trainers can use the manual as the basis for focused workshops. Third, the manual can be used by individuals wishing to identify patterns and issues needing attention in their organizations. Fourth, sections of the manual provide useful reading on program planning, budgeting, power, leadership, and organizational development issues and strategies.

In setting up a staff development or workshop program, there are several important considerations. A major aspect of the training is the trainer(s). As already mentioned, the program depends on the trainer's being a *teacher* as well as a facilitator. The trainer should be able to share personal anecdotes related to the content areas, to shape the materials to meet individual needs and interests, and to move easily between experiential and didactic learning opportunities. These abilities derive from knowledge and experience with the content and with group process.

While some of the exercises could be done by staff without an outside trainer, most of the material requires an expert guide--someone who can alternate roles as commentator, observer, questioner, tactician, sage, lecturer, counselor, and facilitator. On campuses, trainers might be found among supportive feminist administrators, staff, and faculty. In a community, ideal trainers might be feminist economic and human service technical assistance providers.

It is, of course, very important that the trainer be sensitive to the multiple oppressions within our society. She or he must be able to deal with them as part of both the content and the dynamics of the training.

Another important aspect is the amount of time available. The training program was originally conducted over a five-day period. All trainers and trainees were able to make this large commitment. Such a large commitment of time had a very important motivating effect during the program: people were there to work and to get as much as possible out of each day. Anyone organizing a program should consider the issue of training time in relation to the type of commitment that can realistically be expected from the targeted group, remembering that a major time commitment has positive effects on motivation and willingness to deal with difficult material. In any event, a clear contract for the entire amount of time is essential.

Although the training was originally conducted over five consecutive days, it has also been successfully conducted as a course in a 16-week semester and as a long weekend workshop. We believe that the program could easily be adapted to a series of daylong or weekend experiences. In fact, there seem to be some clear advantages to allowing more space between activities. The primary advantage is that participants are able to assimilate new material more fully, before going on to the next step. In any case, time requirements for each large

II. ORIENTATION SESSION

This brief section concerns the registration process, advance material, and the orientation session. The materials included here will give you an overview of the content of the orientation session, the schedule for the five days, and the space and equipment needs for each session. To set a tone and expectation of seriousness and to maximize the use of the training week, it is useful to have participants complete a brief questionnaire on their centers as part of the registration process. This will provide the trainers with some initial data on the funding, organizational structures, levels of programming, and administrative positions of trainees. Such data are useful in projecting possible alterations in the schedule and in anticipating the addition or deletion of certain material. (Trainers may find it useful to review the trainer notes in each section, which indicate what was consistently deleted or added in varying circumstances.)

Upon receipt of registration, send participants the description of the sessions, a schedule, and the article on budgeting (see pp. 157-199).

The first hour and a half of the training, as indicated in the outline below, should be spent on an overview of the program, clarifying the use of the case studies, the simulation, and the relationship among the different sessions. Participants should also be given an opportunity to share information on their centers and the needs or issues that brought them to the training. For many participants the training week may be the first time they can share the concerns, problems, successes, and rewards of their work with peers. The importance of sharing among participants cannot be overemphasized. The introductory session is an important beginning in that exchange.

ORIENTATION SESSION OUTLINE

I. Introduction of Trainers and Participants

   A. Trainers

      1. Name
      2. Experience with centers
      3. Desired learning

   B. Participants

      1. Name
      2. Center affiliation
      3. Desired learning

II. Introduction of Centers Represented at Training

   A. *Brief* description of programs offered, size of staff, space, budget (newsprint or chalkboard may be useful)

B. Printed materials on centers (which participants have brought to share)

III. Introduction to Training

A. Background to the training

1. Why developed
2. How developed

B. Overview of schedule and content of sessions

1. Questions about use of case study
2. Questions about use of simulation

C. The trainers

1. Their background (more detailed than Introduction)
2. Who will facilitate each session

D. Changes in schedule (participants should make changes on their copies)

IV. Participants' Responsibilities

A. Cooperation in attendance (importance of being on time)

B. Cooperation in completing evaluation forms

1. How information will be used
2. Flexibility in returning the forms (in evening or during break)--the important thing is returning them

C. Providing feedback to trainers

D. Making use of whatever is learned

E. Sharing with one another (during discussions, informally at lunch, etc.)

F. Consensus on smoking or not smoking during sessions

V. Case Studies and Folder

A. Hand out materials, after describing Emerson and Huntington

B. Explain content outlines (briefly)

C. Explain exercise sheets (briefly)

D. Discuss when to prepare the case study

VI. Eating and Playing

A. Tuesday night dinner together

1. Location and directions

B. Lunchtime discussions

SCHEDULE

Day 1

9:00 - 10:30	Introduction and Orientation
10:30 - 12:30	Leadership and Power Simulation
12:30 - 1:30	Lunch
1:30 - 3:30	Leadership and Power Discussion
3:30 - 4:00	Break
4:00 - 6:00	Organizational Issues

Day 2

9:00 - 12:00	Organizational Issues
12:00 - 1:00	Lunch
1:00 - 2:00	Organizational Issues
2:00 - 5:00	Program Development

Day 3

9:00 - 12:00	Budget
12:00 - 1:00	Lunch
1:00 - 3:00	Program Development
3:00 - 3:30	Break
3:30 - 5:00	Collaboration and Cooperation

Day 4

9:00 - 11:30	Program Development
11:30 - 12:30	Lunch
12:30 - 3:30	Budget
3:30 - 4:00	Break
4:00 - 6:00	Communication Skills

Day 5

9:00 - 11:15	Simulation with Administrators
11:30 - 1:00	Seminar with Administrators
1:00 - 2:00	Lunch
2:00 - 4:00	Evaluation and Feedback

SPACE AND EQUIPMENT NEEDED FOR EACH SESSION

Day 1

9:00 - 10:30	Introduction and Orientation for Entire Group One large room Table and chairs set up (preferably in horseshoe, round, or square shape)
10:30 - 12:30	Leadership and Power Simulation Groups of 6-8 in circles for part of time One large room Table and chairs set up (preferably in horseshoe or round shape)
12:30 - 1:30	Lunch
1:30 - 3:30	Leadership and Power Discussion One large room Table and chairs set up Chalkboard or newsprint, chalk or markers, masking tape
4:00 - 6:00	Organizational Issues One large room Table and chairs set up Chalkboard or newsprint, chalk or markers, masking tape

Day 2

9:00 - 12:00	Organizational Issues One large room Table and chairs set up Chalkboard or newsprint, chalk or markers, masking tape "Organizational Fit" diagram
12:00 - 1:00	Lunch
1:00 - 2:00	Organizational Issues One large room Table and chairs set up
2:00 - 5:00	Program Development Groups of 3-4 trainees for part of time One large room Additional room(s) for some small groups to work in Table and chairs set up Chalkboard or newsprint, chalk or markers, masking tape Charts

22

SPACE AND EQUIPMENT NEEDED FOR EACH SESSION

Day 3

9:00 - 12:00	<u>Budget</u> One large room Table and chairs set up Chalkboard or newsprint, chalk or markers, masking tape Budget charts
12:00 - 1:00	Lunch
1:00 - 3:00	<u>Program Development</u> Groups of 3-4 for part of time One large room Additional room(s) for some small groups to work in Table and chairs set up Chalkboard or newsprint in large room, with chalk or markers, masking tape
3:30 - 5:00	<u>Collaboration and Cooperation</u> Pairs, small groups, for part of time One very large room, preferably with exercise mat or outdoor space 3'-4' stick 24 paper plates or pieces of paper, masking tape

Day 4

9:00 - 11:30	<u>Program Development</u> Groups of 3-4 for part of time One large room Additional room(s) to give small groups work space Table and chairs set up
11:30 - 12:30	Lunch
12:30 - 3:30	<u>Budget</u> Groups of 3-4 for part of time One large room Additional adjacent room(s) for small groups Table and chairs set up Chalkboard or newsprint in large room, with chalk or markers, masking tape Budget charts
4:00 - 6:00	<u>Communication Skills</u> Groups of 3-4 for part of time One large room Table and chairs set up

SPACE AND EQUIPMENT NEEDED FOR EACH SESSION

Day 5

9:00 - 11:15	Simulation with Administrators Groups of 3-4 Administrators' offices for meetings
11:30 - 1:00	Seminar with Administrators One large room Table and chairs set up
1:00 - 2:00	Lunch
2:00 - 4:00	Evaluation and Feedback One large room Table and chairs set up

III. LEADERSHIP AND POWER

RELATED PARTICIPANT HANDOUTS (from Chapter XI)

Content Outline
Staff Meeting Simulation
Simulation Roles
Selected Bibliography: Leadersnip and Power

TRAINING SESSION ORGANIZATION

Session	Duration	Activity	Pertinent Materials
1	2 hours	Simulation	Simulation Trainer Notes Staff Meeting Simulation Sheet Simulation Roles
2	2 hours	Lecture/ Discussion	Lecture/D cussion Trainer Notes Lecture/Discussion Summary Polling Feelings: Trainer Notes Content Outline Bibliography

LEADERSHIP AND POWER: INTRODUCTION

This section of the manual provides material for two consecutive leadership and power sessions. The first session involves a simulation. "Leadership and Power Simulation Trainer Notes" includes information on running and processing the simulation.

The second session focuses on issues of leadership and power in feminist groups. The session can be conducted in a variety of ways; see the "Leadership and Power Lecture/Discussion Trainer Notes" for an explanation of some of the different approaches that have been used. These notes are followed by an extended outline of the lecture/discussion, "Leadership and Power Lecture/Discussion Summary." An introductory exercise for the lecture/discussion, "Polling Feelings about Leadership and Power: Trainer Notes," follows.

The material for these sessions grew out of experiences in feminist caucuses, collectives, task forces, and women's centers. In the initial year of the training, most participants were under age 30, self-identified as feminist (many radical), white, and middle class. All were from campus-based women's centers, most of which had a nonhierarchical structure. Appropriately, the leadership and power materials addressed the needs and concerns of that group.

The participants changed in 1979 to include a more diverse population; older, from centers more traditionally organized, from community college and continuing education programs, and from community centers. Both sessions were easily adapted, however. The simulation seems to be equally effective with all groups. The roles still capture key or recognizable characteristics of group members with whom participants are familiar, no matter what their age or race, or what type of center they represent.

Suggestions for modifying the lecture/discussion to ensure its relevance for participants are included in the section "Optional Session Formats."

The first session requires a great deal of flexibility and sharing. The notes on processing the simulation sketch some of the major themes that consistently emerged. Themes will vary, of course, depending on the group's characteristics. Age, race, and class differences, for example, are likely to trigger dynamics other than (or in addition to) those described. The session will be most effective when the trainer is knowledgeable about her group's issues and is able to identify quickly the dynamics behind the surface interactions and discussion content.[1] The lecture/discussion also requires that the trainer adapt the concepts to her group's experiences and needs.

To the extent that you are able to share your own experiences--especially anecdotes illustrating your own fears, concerns, ambivalence, and failures--the participants will be encouraged to go beyond what they view as the safe or "correct" statements and feelings. Your willingness to share your own experiences with the group adds an important dimension to both sessions, but particularly to the lecture/discussion.

Both sessions are explicitly feminist, taking their emphases from issues in feminist groups. As such, the sessions are not intended for teaching basic leadership and power theory. They are also not currently structured to examine issues of power and leadership in mixed-sex settings.[2] Finally, the sessions are aimed at exploring the interpersonal aspects of leadership and power, rather than the institutional ones. Each of the trainer notes includes a statement of purpose that clarifies the intended focus.

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1. *Her* is used as a generic pronoun in various places for two reasons. First, it is important to acknowledge that *women* training women was an important factor for many participants. Second, research has suggested that using the generic *her* is a much more powerful and lasting consciousness raiser than the more cumbersome *her/him* or the now acceptable *their* singular.

2. Rosabeth Moss Kanter's book, Men and Women of the Corporation (listed in the Organizational Issues bibliography), does an excellent job of describing the particular issues and patterns of power and leadership that women must confront in traditional settings.

One set of important materials that is not covered in the two sessions concerns political, value, age, race, and class differences as they affect and are affected by power and leadership in a group. The omission was intentional. A key function of the sessions is to *defuse* leadership and power so that they can be examined and discussed in relative safety. Anger, guilt, and fear over political, age, race, and class differences light the fuse for many women. It is important for individuals to clarify their own personal attitudes and responsibilities toward leadership and power before examining more loaded issues. These sessions do enable participants to increase their clarity: participants have reported changes in their ability to grapple with the more threatening leadership and power issues in their centers following the training.

LEADERSHIP AND POWER SIMULATION TRAINER NOTES

Purposes of the Simulation

- To engage participants personally as well as intellectually in issues of leadership and power
- To create a high level of involvement
- To enable participants to explore some common dynamics of leadership and power
- To provide a shared set of experiences to which ideas about leadership and power can be related
- To enable participants to examine their own attitudes toward leadership and power

Sequence

This session follows the introduction and orientation of participants and represents the first experience of the group. The simulation is followed by a lecture/discussion on leadership and power. Typically, the concerns and questions raised in leadership and power discussions lead directly into organizational issues, which are covered in the next sessions.

Duration

Two hours are required for the simulation.

Evaluation

The leadership and power simulation proved to be the most effective opening session. It captures everyone's attention, and provides an opportunity for people to connect leadership and power ideas and experiences during the simulation with their own behavior, personal life, and experience with their own center. Making the learning personal and talking about oneself and one's organization are important first steps in program participation.

Everyone seems to learn something meaningful in the simulation exercise, though the combinations of roles, shifting dominance of roles in groups, and varying degrees of openness result in very different learnings. Participants have stated that the roles aptly describe behaviors characteristic of certain women in their centers. Seeing the same behavior in another setting is particularly helpful. Many participants appreciate the distance that the simulation provides, enabling them to step back and analyze the dynamics.

Since a leadership and power simulation is a high-risk activity, we queried participants thoroughly during the first year of the project about how it had affected them. Many participants felt the simulation was an excellent way to engage with other participants. Some, especially those who had played the negative roles, were concerned about being seen only as their roles had defined them. In response to this concern, we added some additional processing questions aimed at separating the individual from the role and some suggested remarks at the close of the exercise to remind people of that distinction.

Materials Needed for the Simulation

We used "simulation packets" (small manila envelopes) containing descriptions of the eight roles (each one attached to a 4" x 6" card and folded over so as to be kept secret), eight blank name badges, and an instruction sheet for each participant. The role descriptions appear with the processing comments under "Processing the Simulation." Copies of the role descriptions and the instruction sheet are included with the other leadership and power handouts.

Forming Groups

Without introducing the activity, ask participants to get into groups of eight, with as many strangers as possible. By skipping an introduction you avoid raising fears about the simulation, and get people moving into the exercise without resistance. The simulation was designed for eight participants. If there need to be fewer than eight in a group, eliminate the following roles, in the order given.

- Group of 7--eliminate role #4
- Group of 6--eliminate roles #3 and #4
- Group of 5--eliminate roles #1, #3, and #4

In eliminating roles, however, take into account the group's characteristics. If, for example, the majority of participants represent collectives, you might eliminate role #8 first.

If there must be nine people in a group, add a second role #1 and name card to that group's roles, and renumber the role It's a good idea to have extra role cards and name badges available, so you can do this on the spot.

Instructions to Groups

Once groups are formed, hand out the simulation materials and begin giving instructions. The instruction sheet provides the basic information for the simulation and participants should be directed to review it. At this point it's important to try to set a light, relaxed tone. Humor is helpful in easing anxiety about role playing. These are the important instructions to emphasize:

- Do not share your role with other group members.

- Get into the role and stay there--even if you have a role that's not like you and is uncomfortable. Do not say things like, "Well, my role says I should say X." *Be* your role.

- You will have only 30 minutes for this part of your staff meeting. The 30 minutes are absolute. People have to leave the meeting on time.

- Some people have longer roles to read, so make sure that everyone is ready to begin. Allow at least three to four minutes for reviewing roles.

Observing

The trainer(s) should observe the groups, taking inconspicuous notes on dynamics, the interpretation of roles--especially interpretations beyond the printed instructions, specific interactions, key sentences, and nonverbal communications.

Processing the Simulation

There are many approaches to processing. You might start by asking everyone to take a few minutes to jot down some notes about who had power in the group and who was a leader. Then bring all the simulation groups together for a joint processing and discussion. Next, proceed to examine each role, having the role player read her part and then describe how she played it out, how she was seen in her group, and how and if she had power. Others with the same role in other groups can then describe and compare their experiences, as well as other group members' perceptions of their power and leadership.

This approach is most effective when there is more than one simulation group. When two groups process the roles at the same time, the interaction of personality and role can be seen more clearly.

Following are some things to look for in every role player:

- Was the person able to carry out the role? That is, does she feel she acted as the role description suggested? Did others see her as carrying it out? These are important questions, since people sometimes reject aspects of roles that are uncomfortable for them personally, or interpret the role differently than other group members. For example, in one group a woman asserted that she had carried out her role and been very supportive. However, *no one* else in the group saw her as having been at all supportive.

- Did the person see herself as a leader? If so, in what way? In what instances? How did others see her along those lines?

- Did the person see herself as having power? If so, in what way? How did others see her along those lines?

Included with the role descriptions, below, are summaries of our typical experiences and lists of the process questions we associate with each role.

Naturally, your own observations of the dynamics will guide the process questions, but you may find the questions below helpful in formulating your own.

ROLE #1

You are a facilitative kind of person. Typically you ask clarifying questions and get as much information as possible before you arrive at your own opinion. You are concerned with the group's process (which includes caring that each person has a chance to talk and that members understand what one another is saying). You work with the rape prevention program.

Typical Experiences

When there's no coordinator role, this person/role is often the emerging leader. When there is a coordinator, this person/role is often silent. The issue of shifting all responsibility to the designated leader and the issue of being able/not able to exercise one's own leadership skills are both important.

Another phenomenon is that the person who has this role asks challenging or threatening questions. That is, she seeks too much information too soon.

Only about half the time does this role/person lead to a direct attempt to understand or address role #2.

Processing

Did she consider her role to be that of leader in the group?

Did she feel that her role put her in conflict with other group members? There is the potential of a task-oriented/process-oriented conflict with this role and #5 or #8. There is also a possible power-leadership tension between this role and #8.

Did someone else take over this role? How did that feel? Why or how did that happen?

ROLE #2

You've withdrawn into silence during the staff meeting. You've been feeling unappreciated at the center and at this point you're resistant to almost anything that is brought up. You've begun to withdraw your energy and are hurt and angry, but have not shared your feelings with any other member of the staff. You work on the drop-in and referral program.

Typical Experiences

The person in this role "acts out" nonverbally, and everyone ignores her until the last five minutes of the meeting.

The person in this role is withdrawn except when directly addressed. Then she is very negative and abrupt in her dealings, usually giving no explanations for either the tone or content of her statements.

Typical Experiences (continued)

Sometimes people giggle; sometimes they look concerned. Then they ignore her. The issue of handling conflicts emerges, *always*.

Processing

With whom was she angry? (An interesting dynamic to look for is that the anger is directed *only* at the most verbal women, even though any staff member could have expressed appreciation for her efforts.)

ROLE #3

You are usually silent during a lot of the staff meetings because you feel insecure and shy in groups. It is very hard for you to talk. You usually find that other people say the things you would before you have a chance. But you are interested in pursuing the idea being suggested. You work on the workshop program.

Typical Experiences

Comments addressed to the person in this role are infrequent and sometimes perfunctory. Generally everyone else comes to ignore this woman, who is seen as having no influence and no importance.

This is a useful role in the simulation because there are a lot of assumptions about the experience and rights of the "quiet" member.

Processing

Was she able to stay tuned in?

What was the effect of her prolonged silence?

What were others' perceptions of her interest or support? Did it matter?

What issues does this role raise concerning groups in which responsibility is supposed to be shared equally? How can a silent member contribute in meetings where decisions are being hashed out verbally? What is the individual's responsibility? What is the group's responsibility?

Over time, is she necessarily seen as lacking power and leadership?

ROLE #4

You are the newest member of the center and this is your first staff meeting. You'll be working with the workshop program.

Typical Experiences

The person in this role is usually silent except to ask questions. Often the questions are answered with a response like "You don't understand because you're new."

Even when the person in this role is very knowledgeable about the issues being discussed and no one has silenced her with the "you're new"

Typical Experiences (continued)

put-downs, the woman holds herself back from contributing because she *assumes* it's inappropriate for a new member.

The one simulation in which the person in this role was active and contributing throughout the meeting was the single instance of a male role player. He indicated that he assumed he had been "brought on board" because the others were interested in his ideas.

Processing

Is a new person necessarily an outsider?

Did the person hold herself back? Was she held back by other group members? What influenced her behavior most?

Can a new person have any power?

What behaviors from others would have encouraged her to participate or made her feel more included?

ROLE #5

You've just come back from a feminist conference, Women's Art. You are very excited about having such a conference for your state or region. You are going to suggest *enthusiastically* that the center organize a conference like it. Basic information:

- The conference involved women painters, sculptors, playwrights, poets, and composers.
- There were famous and relatively unknown women artists participating.
- Over 2,000 people attended the week's events.
- Women read or showed their work and also ran small seminars on issues they face as women artists: the role of artistic expression in women's struggles for liberation, the politics of art, etc.

You believe the conference would be a valuable service to women artists and would make the center more visible to many women who are afraid or ignorant of it. You think the budget for the conference was about $12,000, and that the funds were obtained from many campus organizations and departments. You see this as a good way to start collaborating with other student groups and to be taken seriously by academic departments. At any rate, you don't think that funding should be seen as a problem at this point. You would like to cut back your work on the center's newsletter to coordinate this project.

Typical Experiences

The person in this role has a lot of power by virtue of having an idea and enthusiasm.

Typical Experiences (continued)

Even when everyone thinks it's a good idea, no one else may contribute to it.

In order to get the idea accepted, the person in this role takes on all the responsibility for the initial development stages.

Issues of personal investment in one's ideas, separating criticism of one's idea from criticism of one's self, and responsibility come up here.

Processing

How much responsibility did the person take for planning and implementing the new idea?

When did she become aware that she had power in the group?

How did she feel about negative comments?

Was she trying to convince others of her point of view, or to understand reasons why the idea might not be a good one?

ROLE #6

The person who is suggesting a new program idea for the center is a woman you like and respect a lot. You would like to be more like her and you want her to like you. You know that this project is important to her because she talked to you about it before the meeting. *However*, you don't think it's a good idea to take on a big project, though you would like to be supportive. You work on the drop-in and referral program.

Typical Experiences

The person in this role is often silent because she can't figure out how to handle the dilemma. Or, she may drop the part of her role that says she doesn't think taking on such a big project is a good idea, and focus instead on being supportive.

The person in this role typically feels "reactive," since the role is designed to make referent power conscious. That is, the role is set up to provide the experience of giving power to role #5, based on liking and respecting #5.

Processing

Who influenced the person's behavior the most?

Was this person viewed as supportive by others? By #5? By herself?

How realistic was this role?

Did #5 sense that she had influence with this role/person?

ROLE #7

You've gained a lot of experience from attending conferences and planning and conducting them. Generally you believe that short-term experiences--seeing an exhibit, attending a single seminar--do not really bring about important changes in people's ideas or beliefs. You oppose the use of conferences as an educational tool at this time, preferring programs that allow ideas to be explored in more depth. You think the idea being suggested would take an enormous amount of work and would result in less time for other, more important center programs. While you think it's important that the center be more visible on campus and in the community, you think that the issues outreach focuses on should be more relevant to the life needs of women and of a more obvious political nature. For example, you're very proud of the series of eight-week workshops, Resources for Survival, that you've offered through the workshop program.

Typical Experiences

Women are uncomfortable making reference to their experience. However, other group members indicated in the processing that they found themselves giving added weight to this person's comments because of her experience. (They know she's the most experienced among them because of the simulation instruction sheet.)

If the person in this role is uncomfortable with conflict, compromise is suggested almost immediately. On the other hand, people have interpreted this role to rule out any compromise.

Many women are uncomfortable dampening the enthusiasm of role #5.

Processing

Were there types of power in the role that were not used?

With whom and when did this person/role have the greatest influence?

Was the attempt mostly to persuade or to understand better the idea and its implications?

ROLE #8

You are the coordinator of the center and usually run the meetings, though decisions are supposed to be made by the group as a whole. You feel responsible for making sure that the work and decisions really get done in staff meetings, so that you are not left unable to take action. Therefore, you want to make sure that decisions are made and that unnecessary work and discussion are avoided, since the agendas for upcoming meetings are already full. In addition to coordinating the center, you assist directly in the rape prevention program.

Typical Experiences

The coordinator sees her role as neutral, though she has a definite opinion, which remains unvoiced. This leads to discussion of the "fairness" of controlling discussion without making one's own opinion clear.

The coordinator controls the discussion through eye contact, responses to statements and questions, asking questions, etc.

The coordinator feels she alone is responsible for making the meeting work.

Processing

How much responsibility did the coordinator assume in relation to what was designated (especially in light of shared decision making)?

What assumptions did others make about the coordinator's responsibility and power?

Was the coordinator comfortable taking a position? Did she have one? (Explore with the groups the feasibility of remaining neutral when one has to implement a decision.)

Was there role overload or role confusion? That is, was the coordinator taking on too many responsibilities--some of which may have been unconsciously assumed, unnecessary, or in conflict?

LEADERSHIP AND POWER LECTURE/DISCUSSION TRAINER NOTES

Purposes of the Session

- To examine one's own attitudes toward leadership and power
- To explore some common dynamics of leadership and power
- To explore the effects of feminist ideologies on concepts and attitudes of leadership and power

Sequence

This session normally follows the processing portion of the leadership and power simulation. However, the points from the notes can be incorporated into the simulation processing itself, particularly when less time is available. Various ways of working with this material are described under "Optional Session Formats" in these notes.

Duration

Two hours are required for this session. It is possible to cover the major ideas outlined here in two hours, using any of the approaches described. However, if more time is available, the session could be extended profitably.

Background

In the beginning of the project, the material in this session was presented in lecture format; later it was introduced through guided discussion, or interjected into the simulation processing. These differing approaches are described under "Optional Session Formats."

One of the factors influencing the changes in format was the shift in Women's Movement rhetoric and thinking from a rejection of leadership and power as "patriarchal" and "antifeminist" to a claiming of one's leadership and power responsibilities (sometimes with the suggestion that such a claim is imperative for any assertive woman). Also, during the first year, many of the groups with whom we worked were self-defined as collectives or nonhierarchical organizations. The focus in the lecture notes reflects the leadership and power needs and issues of that type of group more than those of a more traditionally structured group. However, the section "Optional Session Formats" addresses ways of modifying the session to meet other needs.

An underlying value of this session is the sharing of leadership and power. The session assumes that the group is interested in demystifying the notion of leadership, in enhancing leadership skills among group members, and in eliminating coercive and other negative forms of position power.

Evaluation

While there was real variation among individuals as to which ideas were particularly helpful, there were several consistently reported and important learnings concerning power:

- Power can be defined neutrally or even positively.
- There are different bases for power.
- We *give* power to others--consciously or unconsciously.

Another consistently reported impact of the session was that it encouraged participants to address issues of power and leadership openly and directiy in their women's centers. Again, it should be noted that many of the centers were operating under a rhetoric of equality, which denied, obscured, or allowed to remain covert any feelings and problems concerning leadership and power.

Optional Session Formats

As previously indicated, this session can be presented in a variety of ways. Three approaches will be sketched here: lecture, guided discussion, and directed simulation processing formats. As trainer, you should choose the format that best suits your own skills and style.

Lecture

Following these notes is the "Leadership and Power Lecture/Discussion Summary," which provides a detailed outline of the major points developed for this session. As indicated in the "Background" section, this lecture was developed for use with feminists working in a collective or nonhierarchical setting, or holding strong values of equality and shared responsibility in their feminist groups. It was also developed to respond to the critical internal Women's Movement issues of 1977. This means that the lecture was highly appropriate and effective for those groups in that year, but it should not necessarily be given automatically to other kinds of groups. While some of the issues are very current, others are less so, and others have altered in emphasis. Relevance depends a great deal on the region and the type of organization. If a trainer wishes to use the lecture format (which precludes an on-the-spot responsiveness to individuals' needs), she should plan on reviewing the lecture and revising it as necessary for the intended audience.

Even with the lecture format, it seems appropriate to begin with a simple exercise. Some possible introductory notes are the polling of feelings, defining leadership and power, and brainstorming associations to leadership and power. These exercises are described in more detail under "Guided Discussion."

Guided Discussion

The guided discussion approach is most effective when used with an introductory exercise that provides some information on the participants' attitudes toward leadership and power. That information can then be used to identify quickly the points or concepts that would probably be of greatest value to the participants. The lecture/discussion notes may serve as a basis for identifying points for the discussion, or you may generate an agenda from the simulation processing.

It is important to maintain control of the discussion by relating participants' comments to the concepts you are attempting to teach or underscore. Aside from the fact that this is an efficient approach (blending participant involvement with coverage of key ideas in a short time), it also provides an opportunity for modeling a nonoppressive use of position power. It can allow you, the trainer, to model a combination of feminist politics and professional competence--a model for which many women seek validation and support.

Since there tends to be a great deal of personal, political, and theoretical confusion about the wedding of feminism and power, it is important to keep the discussion focused and the ideas summarized as the discussion proceeds. Between the simulation and this follow-up session, many questions are raised for individuals about their own experiences, behavior, assumptions, and attitudes. In order to assist participants in holding on to the material in the session, it is important to identify the most important points, amplify those during the discussion, and summarize throughout and at the end of the session.

Possible introductory exercises are described below:

1. Polling feelings. Following the "Leadership and Power Lecture/Discussion Summary" are a discussion and a list of questions to use to identify quickly participants' attitudes toward leadership and power. This exercise tends to

bring forth the ambivalence women experience in these areas. The last set of questions addressing confusion and concern over one's use of leadership and power can be a good starting point for a discussion. The more willing a group is to talk personally and honestly, the more effectively this exercise will be as a starting point for a discussion. Suggestions for using this exercise are included in the "Polling Feelings" discussion.

2. Defining leadership and power. In this opening exercise, participants are given about ten minutes to write down their definitions of leadership and power. These definitions are then shared and discussed separately. It seems to work best if you, the trainer, respond to the definitions as they are being shared, pointing out some of the attitudes, assumptions, and issues on which the discussion will focus. Your responses can help to prevent individuals from getting into involved personal accounts in reaction to their own or others' definitions, and keep the discussion moving.

   Typically, the definitions will include "negative," authoritarian concepts of leadership and power, as well as more humanistic or democratic ones. Occasionally definitions will highlight confusions as to the overlap between leadership and power.

   To vary this exercise, ask participants to think of someone who is a leader and someone who is powerful. Then ask them to define the two concepts. This sequencing sometimes reveals gaps between participants' experiences and assumptions.

3. Associations to leadership and power. This exercise is similar to the previous one except that it is "safer" in some ways and requires less theoretical thinking on the part of participants.

   Using a chalkboard or newsprint to record responses, ask participants to brainstorm their associations to leadership and then to power. (For some participants this is "safer" because they don't have to create and own their definitions in front of the group.)

   Once all the associations are on the board, begin identifying the issues, conflicts, assumptions, and attitudes that you would like to focus on in the discussion. Group members may also take an active role in identifying questions they would like to discuss, since the list of associations is immediately available to everyone.

   In the past, associations to leadership have ranged from "male" and "authoritarian" to "verbal" and "strong." Associations to power have included such entries as "oppressive" and "domination" and "fascist," with far fewer positive or neutral words.

   To vary this exercise, have the group members brainstorm their associations to feminism. This list can often serve to highlight the confusion that individuals experience as they seek to understand and acknowledge leadership and power in a feminist context.

LEADERSHIP AND POWER LECTURE/DISCUSSION SUMMARY

Below, in quasi-outline form, are the basic points to make in the lecture or discussion. At the end of certain sections, parenthetical remarks to you, the trainer, address questions of additions or deletions, and format possibilities.

I. Clarifying Responses and Approaches to Leadership and Power

A. What's behind our problems with leadership and power in feminist groups? Here are some explanations:

1. Power and leadership are identified with white male leadership, white male power, class privilege, and traditional, hierarchical organizations and institutions--all of which are settings or circumstances to which, as feminists, we're trying to create alternatives.

2. We are women who are socialized and living in a sexist society. While that seems obvious, it's amazing how easy it is for us to forget the full implications of what that means, of the immensity and complexity of our undertakings.

a. Even those of us who are in positions of responsibility and authority have experienced the cultural messages that we should be or simply *are* powerless and helpless, that we should avoid seeming powerful because we're women *and* because we're Black, poor, too old, too young, etc.

b. Many of us see our goals as encompassing major institutional change that would result in different values and practices--perhaps even different institutions--such that the needs of those who are not young, able-bodied, white, and male would be addressed, such that those "others" would truly be represented in policy and decision making. At the same time, within institutions that are not supportive of our goals (because of their own perceived self-interest), we are trying to create organizations in which we model the responsiveness and inclusion that we seek to bring about at the institutional and societal levels. At the same time, we are trying to find and develop the personal behaviors we need to bring this about. Our rhetoric often is far in advance of our personal abilities; we think we can leap, when instead we must plod.

c. Sometimes we may forget that "women's issues" are really our own personal issues and that we are struggling with many layers of change at the same time. While being very clear about power issues externally, we may find ourselves still being passive, dependent, afraid of conflict, and fearful of anger. These behaviors affect us in our feminist groups. We offer assertiveness training for others. Do we do as much for our staff?

d. The role models for leading, for being powerful, and for expressing anger tend to be the familiar male models--for organizations we have authoritarian hierarchies, for power we have oppression, for expressing conflict we have violence and coercion. No wonder we have a hard time with power and leadership!

(The purpose of this section is validation, i.e., it's all right not to have the answers; it *is* hard; it *is* painful. More radical women may need the reminder in this basic form more than others, though the thrust of the message seems important for everyone.)

B. Leadership and power exist; to deny their existence leads to a lot of problems in groups. The task is to find ways to reclaim power and leadership without going against our values.

C. Leadership has often included the characteristics that limit leadership to one person and that restrict the contributions and growth of others. We women *can* take control over the type of leadership we support in our groups.

1. Characteristics of restricting leadership can be found in the following examples:

   a. One person unilaterally manages the environment, determines the goals.

   b. One person owns the task, defines it, supervises its execution--making others dependent.

   c. There is little concern for others' thoughts or feelings except to control them so they don't intrude on "winning."

   d. Information is withheld.

   e. Rules are created to censor information and behavior.

   f. Private meetings are held.

2. Behind these behaviors are assumptions that:

   a. Leadership is a finite quantity that has to be fought for.

   b. Leadership is an ongoing, ever-changing, win-lose situation, in which the "leader" wants mainly to win.

   c. Leadership must prevent or minimize the expression of negative feelings and responses.

   d. The leader is the "owner and controller" of the goals.

3. One way to begin taking charge of leadership is to examine the behaviors that make up leadership within a group. *Leadership includes those behaviors that enable the necessary tasks to be accomplished.* Some of those leadership behaviors include:

a. Initiating a discussion

b. Clarifying

c. Summarizing

d. Organizing a task

e. Giving an opinion

f. Asking someone else what they think

g. Checking to see if everyone has been heard

4. When leadership is examined in terms of separate behaviors or functions, it becomes easier to see how leadership can be taught, shared, and acknowledged. Some people are better at some of the behaviors than they are at others. Some people are better at some of the behaviors than other group members. Some people are better at more of the functions. These are the obvious truths in any group. It becomes easier to discuss this situation and examine a group's leadership needs when the focus is on specific behaviors, rather than on a more mystical and amorphous concept of leadership.

(In the discussion mode, these types of lists would be generated by the association or definition exercise and would probably be more complete. In the lecture format, this material could be obtained from participants by asking them to share characteristics of leadership they've observed or experienced.)

D. Power: It's interesting that within the Women's Movement we talk about getting back our power, individually and as a sex, but in our groups, being viewed as powerful has often been a source of conflict and tension for both the individual and the group. Again, we need to learn how to make power what we want it to be in our groups.

1. When you examine the different bases of power, it seems clear that power is everywhere and we can't make it go away.

a. A useful breakdown of the bases of power is the following (adapted from B. H. Raven, "Social Influence and Power," in <u>Current Studies in Social Psychology</u> [New York: Holt, Rinehart & Winston, 1965]):

Type	Influence Due to
Expert Power	Knowledge or skills, or general credibility and trustworthiness
Legitimate/Position Power	Automatic authority and right by virtue of one's role or position (e.g., teacher, sergeant)

Type	Influence Due to
Reward Power	Ability to distribute rewards or positive sanctions (e.g., salary increase, inclusion in social activity)
Coercive Power	Ability to enact negative sanctions or punishment
Referent Power	Personality or qualities that are similar, likable, or emulated, and that lead to identification
Informational Power	Ability to provide explanations, facts, history

b. Various roles in the simulation were set up to allow for different types of influence or power. For example, Role #7 provided the opportunity for power based on expertise. Role #5 allows for informational power and referent power, specifically with Role #6. Role #8 can set up influence based on position power, and Role #2 may act out a kind of coercion power by punishing the group through withdrawal of energy.

c. Theoretically, all power is given. That is, on some level we choose to be influenced or to be in a situation in which we agree that the director, teacher, sergeant--whoever--will have power. But since we don't consciously choose every moment whether to be influenced or not, and on what basis, it's important to acknowledge the mutual responsibilities in interactions that lead to someone's having influence or power. We are responsible for the power we give up and we are responsible for the way we go about seeking, taking, and accepting power.

2. In addition to making the bases of power clear, it's important to put power in a positive framework. Power is appropriately defined as "the ability to do or act, capability of accomplishing something, great or marked ability to do or act; strength." *Power understood as energy, strength, and effective interaction does not inherently require domination of others.*

II. Problems of Feminist Groups

A. Feminist pitfalls have caught many feminist groups in their struggle to create alternatives to traditional power and leadership. As our experience and consciousness expand, the pitfalls will change (and, we hope, decrease in number).

B. The following have been difficult problems for many groups. (Participants may have others to add.)

1. Myth of leaderlessness. If there were such a state, there would be no action.

42

2. Attacking women who lead "personally" rather than on the basis of how they function as leaders. If one listens to the statements made about someone in a leadership role, one often hears criticism of the person's basic worth, instead of her or his behavior. This is especially true when the individual being criticized is working in a very public, highly visible role.

3. Confusing leadership abilities with the desire to be a leader.

4. Confusing high achievement and productivity with a desire to be the leader. This and the previous statement signal responses that may come out of our fears that leaders take over and control others, that leadership is linked to power over others. We must watch for responses in ourselves that seem to come from that kind of fear so that we can acknowledge our own power in this situation. We don't necessarily have to expel, punish, or take action *against* the person whose leadership or influence we fear. It may mean, instead that we take a positive action for ourselves.

   For example, if in a center a woman consistently handles liaison with the continuing education program, she may increasingly provide guidance on decisions that the center makes concerning its own workshops. She may also begin to be seen as a spokesperson for the center. Her intention may have been to gain prestige and importance or to become more influential in the center. Or, she may simply have been drawn to that area because she wanted to help the center improve its program and relationships and her skills and interests fit; there was no personal gain motive.

   Others on the staff may begin to feel that she is too visible and too active, that she is in a position to control information and influence decisions unduly. One response would be for staff members to require her to stop doing that work (directly or indirectly) or to attempt to make decisions without her present. Those might be seen as punishments. Another response might be for a staff member to draw attention to the behavior pattern she has seen and suggest that the staff think of ways to share or limit the power that comes with access to that information and visibility.

   Solutions might be:

   a. Closer questioning of the information by others

   b. A different process of sharing the information

   c. Two people attending the continuing education meetings instead of one

   d. Changes in the style of using the information during decision making

   e. A discussion of the fears group members have

One set of responses is punitive; the other, being in a problem-solving mode, is more neutral. One assumes that the powerful woman is the only one with power and is to be feared. The other allows group members to reclaim their own power.

In the history of many of our groups, we have had to learn to get past our fears, so that our actions can result from *being* powerful rather than from *feeling* powerless.

5. Expectation that all women, especially feminists, should participate in leading our groups. We need first to acknowledge our differing skills and abilities. Only then can we make decisions about the type of participation we can expect from one another, the type of participation we would like to move toward, and the type of staff training and support we will need to create as be begin to move toward our ideal.

6. Blaming the "leader" when something's wrong. In a situation in which a single leader owns and controls the task, it can be highly appropriate and very satisfying to blame the leader when things aren't going well. Unfortunately, we sometimes want to do this even in nonhierarchical, consensual, or democratic groups, where responsibility is shared. Shared decision making and responsibility are very demanding--and consensual, nonhierarchical structures are even more demanding. It's very hard to break old patterns of expecting someone else to take care of problems, or of identifying *the* person responsible for a bad decision.

7. We are all equally powerful/we must all be equally powerful. This idea is critical if one is defining power as *domination*. But we can structure groups so that no one has coercive power or power over others. We cannot structure away the fact that some of us may, from time to time, be more expert, and that it may be appropriate for one person's viewpoint to weigh more heavily in a certain discussion. We cannot structure away personal attractiveness and emulation, which lead to inequalities of influence. If someone has thought through many aspects of an issue and can present them, chances are that she will have more influence. Again, we can create structures that give everyone access to the issues and the information, but we cannot create a structure whereby the amount of time and energy, the quality or usefulness of the thinking, and others' acceptance of the opinion are equal. Destructive patterns are more likely to emerge in groups that refuse to acknowledge that there *are* differences in influence and power.

8. The only way to get power is to make the powerful give it up. In some situations and with some types of power, that is true. But in a consensual, decision-making group, I can only attempt to influence you. You *choose*, consciously or unconsciously, whether to be influenced. If I take the initiative to think through an issue, to draft a position paper, that does not affect your ability to do the same, to attempt to influence others with your information. But differences in verbal skills, personality, education, race, and social relationships may all affect the extent of one's

influence. The difficulty is how to allow each individual to hold on to her own power *despite* differences in individuals' abilities to be influential along various dimensions.

9. Use of indirect power. A general issue for women, stemming from socialization, is a tendency toward passive-aggressive responses instead of direct anger. This carries over into how women as a group tend to find and use their power. Where men use direct power (direct doing, initiating of an action, interaction, etc.), women tend to use indirect power (manipulation, covert action). In a consensual group, instead of using direct power (e.g., attempting to influence others by saying one disagrees, proposing a counter-solution, vetoing an action, initiating a different action, initiating a change in the processes) women may resort to indirect uses or negative types of power (e.g., silence, passivity, withdrawal of energy and time).

10. Lack of reward for leadership behaviors. There are sometimes more rewards for learning *how* to do than for actually doing. In embracing the idea of enabling women to develop new skills, we may forget to acknowledge the skills women already have. In the context of there being a rhetoric of staff equality, it can be difficult to balance encouraging those with highly developed skills to continue using and extending their expertise while, at the same time, supporting others to begin developing skills in those same areas.

11. "Should-be-leader" imperative. One of the by-products of our assertiveness training and consciousness is that many women now feel pressure to become more powerful and to take on more leadership responsibilities as soon as possible. The problem comes when we act from those "shoulds" when they are incongruent with our actual needs, interests, or skills--or when we *don't* act on them and then feel guilty. As simple as it seems, it is very hard to give ourselves the time we need to internalize new ideas and new ways of being (for which there are still so few models) as well as the validation and permission we need to go slowly when we need to, and to fail--as we will.

(It should be noted that there are many variations on all of these points--including their opposites. Periodically, you should ask participants for other examples of "pitfalls.")

POLLING FEELINGS ABOUT LEADERSHIP AND POWER: TRAINER NOTES

Purposes

- To involve participants in taking stock of their feelings
- To identify comfortable points
- To bring out some of the conflicts between the "shoulds" (which will vary by age, class, race, politics, etc.) and one's actual feelings

Sequence

This exercise can be used to introduce the second leadership and power session. The "Leadership and Power Lecture/Discussion Trainer Notes" describe its use in the context of different session formats.

Duration

Allow five to ten minutes for the polling. How the poll is used will determine how much immediate processing there is.

Facilitating the Exercise

The questions are forced choice--yes or no. The purpose of this structure is to force people to acknowledge their ambivalence. The word "totally" is used in the questions to bring to the surface whatever might prevent someone from responding to the question as stated. That is, if the questions were reworded with "mostly" substituted for "totally," it would be much easier for many women to respond. As is, the questions force people to recognize their ambivalent feelings and to begin identifying the sources of them.

Typical Responses

In our experience, responses varied widely, depending on the age and political perspective of the group. Responses also varied over time. In 1977 *no* participant felt totally positive about being *the* leader of her center, though *some* felt positive about being *a* leader. However, in 1979, many women felt very positive about identifying themselves as *the* leader, and almost all felt positive about being *a* leader. Almost invariably, the "mixed" category draws the largest response, which allows for discussing the assumptions, attitudes, and experiences that make leadership and power in women's groups a mixed experience. Questions 8 and 9 were introduced to bring some of the newer "shoulds" to the surface. Most responses tended to be positive. With different groups, however, it might be more effective to state the inverse of the question, to reach those who feel guilty about having power or being a leader.

The last two questions always drew positive responses. *Everyone* had concerns and confusions, and the process of polling and raising these questions can provide a framework for discussion in and of itself.

QUESTIONS FOR POLL

1. How many of you have witnessed problems of power in women's groups?

2. How many of you have witnessed problems with leadership in your group?

3. How many of you would feel totally positive about being identified as the most powerful woman in your center? How many would feel totally negative? Mixed?

4. How many of you would feel totally positive about being introduced as *a* leader of your center? How many would feel totally negative? Mixed?

5. How many of you would feel totally positive about being introduced as *the* leader of your center? How many would feel totally negative? Mixed?

6. How many of you are powerful within your center (your perception)?

7. How many of you are leaders within your center (your perception)?

8. How many of you feel you ought to be more powerful?

9. How many of you feel you ought to take more leadership responsibilities?

10. How many of you are concerned about the way you lead or use power?

11. How many of you have experienced a personal confusion over power and leadership?

IV. ORGANIZATIONAL ISSUES

<u>RELATED PARTICIPANT HANDOUTS</u> (from Chapter XI)

Content Outline
Exercise on Women's Center Structures
Selected Bibliography: Organizational Issues

TRAINING SESSION ORGANIZATION

Session	Duration	Activity	Pertinent Materials
1	2 hours	Exercise and discussion of participants' charts of structures	Copies of direction sheet, "Exercise on Women's Center Structures" Newsprint, magic markers, and masking tape
2 3	3 hours 1 hour	Lecture/ Discussion	Lecture Notes Sample Charts (transferred to newsprint) Masking tape Content Outlines Selected Bibliography

ORGANIZATIONAL ISSUES: INTRODUCTION AND TRAINER NOTES

The materials included here will provide trainers with some background and developmental information regarding the two sessions on organizational issues. More specific implementation information and related materials are provided separately (see below).

In the initial session, participants describe and chart out the structure of their centers. To facilitate the accomplishment of those tasks, a directions sheet, "Exercise on Women's Center Structures," is provided. Included for the trainers' use are samples of the wording and diagrams that participants have used to describe their organizations. The "Trainer Notes" provide additional guidance in conducting the session.

For the second session, trainer notes, a lecture/discussion summary, and samples of charts to use in the presentation are included in the materials.

Trainers are encouraged to familiarize themselves with the general information presented in the section "Organizational Issues: Introduction and Trainer Notes" before using the other materials in implementing either the exercise or lecture session.

Purposes

The Organizational Issues sessions provide perspectives and opportunities that are complementary to those in the Leadership and Power sessions. These sessions address concerns that have the potential either to help or to hinder centers' efforts to be effective organizations. The Organizational Issues part of the training is intended:

- To present information regarding issues central to the effective functioning of any organization
- To provide participants with the opportunity to depict and discuss their center's structure in terms of these issues
- To identify issues and questions that women's centers should address in becoming more effective organizations
- To identify some of the particular characteristics of feminist organizations, especially as they relate to women's centers

Sequence in Training Activities

The Organizational Issues session should follow the Leadership and Power session and precede Program Development, Budget, Collaboration and Cooperation, Communication Skills, and Simulation and Seminar.

Time Frame and Duration of Organizational Issues Sessions

This portion of the training is designed to be conducted in three sessions, totaling six hours. The first session runs two hours, with participants performing an exercise, drawing a diagram of their center's structure, and briefly describing how their center handles certain organizational issues. The second session devotes approximately three hours to presenting the material in parts I through III of the content outline, and the third one-hour session covers part IV.

As with other topics, there's a lot of material to be covered by the trainer and/or shared by participants in the time allotted. Without being too rigid or ignoring participants' needs, it's important that trainers stay as close as possible to the time frame outlined. Clearly, liberties may be taken with the scheduling if a group is particularly sophisticated regarding the workshop content. Another influential factor might be the extent to which some of the characteristics and dilemmas of feminist organizations are interjected into the discussion of material covered in the morning session.

Background

In preparing for this section of the training, it can be helpful to keep the following in mind regarding the experience of the participants:

- Staff at most centers struggle to provide services while operating in something of an informational vacuum regarding how other women's centers function.

- Even at those centers where concerns regarding power, leadership, conflict, and so on have been acknowledged, issues regarding the women's center as an *organization*, rather than as a collection of individuals or a small group, have frequently gone unattended.

- For many women attending the training, it will probably be both a validation and a relief to learn that their center isn't the only one having difficulty resolving an organizational concern.

- Many women approach this session with the expectation that *answers* will be provided for organizational problems at their centers.

In conducting the sessions, it's important and helpful to stress at the outset that you do *not* intend to provide pat solutions or answers for problematic circumstances at individual centers. Rather, you will be presenting some information on issues that organizations need to address. The combination of your own experience and participants' experiences can result in some rich and productive sharing of examples--failures as well as successes--which offer an opportunity to learn what has worked and what hasn't under varying conditions.

Anecdotes and examples from our own experience and from the experiences of participants provide important complementary information to the Lecture Summary. Both successes and mistakes or failures can serve as valuable examples for others, and can help another center avoid some of the same struggles. In addition, the following items from the Selected Bibliography, pp. 272-274, provided as a handout, can further supplement such knowledge and/or help you review some of the issues touched on and often brought up by participants:

- Jo Freeman's articles: "The Tyranny of Structurelessness" and "Crisis and Conflicts in Social Movement Organizations"

- Adrienne Rich's essay: "Toward a Woman-Centered University"

- The article "Time, Emotion and Inequality: Three Problems of Participatory Groups"

- Holleb and Abrams's chapters: "The Consensual Organization" and "The Organizational Life Cycle"

- Joyce Rothschild-Whitt's article: "Conditions for Facilitating Participatory-Democratic Organizations"

- The article "Organizations and Strategies"

- Cohen and March's chapter: "Leadership in an Organized Anarchy"

The content of the session is based on our experience with the various organizational cycles and evolutionary stages of Everywoman's Center, what we learned about the problems and needs of other centers (from letters requesting assistance and from two national needs surveys of campus-based women's centers), and our work in the areas of organizational psychology, organizational development, participatory democracy, organizational management and self-management, and emerging thought on feminist organizations. The content is focused to build on and to complement the Leadership and Power sessions. While the Leadership and Power sessions addressed the personal/interpersonal dynamics that tend to be in evidence at women's centers, the Organizational Issues portion of the training provides an opportunity to view dynamics and issues that come into play at the organizational level.

It may also be helpful to keep in mind the following factors regarding women's centers:

- High staff turnover rates and staff "burnout" are issues that can exacerbate problems and complicate efforts to deal with many other factors in these organizations.

- Questions and issues related to "structure" and "structurelessness" have been and continue to be blocks for many centers.

- Women's centers tend to exist as organizations on the perimeter of the political, policymaking, and fiscal processes of the higher education institutions at which they are based. Furthermore, there are often internal struggles to resolve or mesh feminist rhetoric, ideals, and visions with the realities of running an organization that is based within a non-feminist (and at times hostile) higher education institution.

- The multipurpose nature of many of these centers often results in a mixed or scattered focus, making it difficult to set priorities among competing needs (i.e., to provide direct services to meet the needs of women, advocacy, and political/social change).

Materials Needed for Activities

Listed below are the materials needed for the organizational issues activities. Those items marked with an asterisk (*) are for participants' use during the training. You will have to make sure that the appropriate number of copies is available. Ones designated by the number symbol (#) are provided for your own use while conducting the session.

Prior to the session, draw out on sheets of newsprint the sample charts, which you will find helpful in presenting and explaining the lecture material. The Selected Bibliography recommends readings that can serve as additional trainer preparation, and that participants may wish to refer to after the training.

* Instruction Sheet for Exercise on Center Structures: Contains directions for diagraming the organizations structure of a center

*/# Content Outline

Lecture Summary

Charts: To be presented by trainers during the lecture/discussion

* Newsprint and Markers: For use during the diagraming exercise

*/# Selected Bibliography: For advance use or reference by trainers and included also for later use by participants; not used during the training itself

Evaluation

Generally, participants have found the ideas in this session "understandable" to "very understandable," and "applicable" to "very applicable" to their experience at women's centers. There was strong to moderate agreement among participants that these sessions *made them think*, even though they already knew and understood much of the covered material. Examples of the feedback from participants appear below.

Exercise on Centers' Structures

". . . saw a variety of models and learned about the context some colleagues deal with."

". . . demonstrated how different people conceptualize structures they live in."

". . . helped me understand the variety of ways women's centers are and can be structured."

"I was not aware of all the different types of structures women's centers had."

". . . gave me new ideas regarding setting up our center's structure and where to plug in for money on my campus."

Lecture on Organizational Issues

". . . made me look at our center in some totally new ways."

". . . felt the trainers weren't conventional management types, they understood what the issues are *we* deal with."

". . . extremely informative and well organized."

"I never have the time at work at my center to think about these things because it's always so busy. Now I see why we need to *make* the time."

Participants' responses regarding which topics or activities helped illuminate the content of the sessions, as well as what points proved particularly helpful for them, are listed below.

<u>Activities or Topics Participants Found Most Instructive</u>

- Models of organizations in our group
- Doing the organizational chart
- Informal networks and inclusion-exclusion issues regarding membership
- Organizational "fit" discussion

<u>Skills or Ideas Participants Reported Learning from this Segment</u>

- Choosing a structure that will be beneficial for a particular center
- Distinguishing between organizational and personal goal issues
- The value of planning
- The idea of boundaries and boundary spanners
- The importance of structure as a way to facilitate accountability
- The need to recognize implicit or undefined decision-making processes

EXERCISE ON WOMEN'S CENTERS' STRUCTURES: TRAINER NOTES

Making the organizational structure exercise the initial activity of this portion of the training helps deal with the fatigue participants often feel after a long and sometimes intense day dealing with the Leadership and Power sessions. Because of the interaction and discussion the exercise promotes, it can be a very energizing and interesting session. *For many women attending the training, this may be their first chance to hear such information about other centers, and to discuss it firsthand.*

Try to keep the tone of the session informal, but focused. If participants seem very interested in discussing their centers with one another, and reluctant to keep their descriptions brief, remind the women they can continue such discussions over lunches and dinners with one another. Try not to fall behind in the training, which is frustrating for participants, and which can create a problem that has a tendency to mushroom.

The information you collect from participants in this exercise can be very helpful to you in focusing or adapting your presentation of the material for the second session. The five organizational concerns about which participants will be providing information correspond to the five considerations you'll be discussing. Their responses will give you a sense of the group's level of sophistication, as well as what areas may need more emphasis during your presentation and discussion. Again, use your own judgment and experience in listening for situations to which you can make reference. By noting and incorporating participant examples into your presentation, you can provide continuity between the structures exercise/discussion and your lecture/presentation.

To give you a sense of how participants in previous sessions have responded to the tasks involved in the exercise, samples of some typical groupings of adjectives brainstormed by these women are charted below.

SAMPLES OF PARTICIPANTS' ADJECTIVES REGARDING WOMEN'S CENTERS

Understaffed, but coping well Complementary work styles Frustrating Quality programming Mind-stretching, resourceful	Conservative "Parental" institutional relationships Understaffed Well funded
Small New Exciting Nonacademic Vital	Well established Overworked Respected Changing Community-based
Successful, diversified Supportive, efficient Nonjudgmental Lesbian-feminist	New Unique Revising Realistically focused Community
Small Student-run Confused Comfortable Educationally oriented	Informal Controversial Feminist Disorganized Struggling
Structured Programmatically focused Service-oriented Inclusive Activist	Productive-innovative Supportive Overworked Problem-plagued

The range of descriptions found in these listings reflects the range of centers whose staff members have participated in the training. A similar degree of diversity can be found in the samples of organizational diagrams women have used to depict their centers, found on pages 66 through 70.

Conducting the Exercise

1. Familiarize yourself with the instruction sheet for the "Exercise on Women's Center Structures."

2. The number of 10-to-15-minute presentations you will have in this session (refer to the instruction sheet) depends on the number of centers represented at the training. Before beginning the session, gauge how much time you'll need for those presentations, so that you can tell participants whether they

will have 20 or 30 minutes to work on their diagrams. In our experience, people enjoy describing their centers and their descriptions usually elicit questions from other participants, so the presentation time can very easily be stretched. Keep in mind, however, that in order to conduct the whole Organizational Issues segment on schedule, you will have to finish the presentations and discussion in the first two-hour session.

3. For the exercise, women should work with others from their center who are attending the training. Ask participants to seat themselves accordingly. Some women who are there alone may wish to work alone; others who are alone may wish to work in pairs or small groups. There is no set pattern.

   Use your judgment regarding groupings, based on the size of the group and some of the following factors:

   - If you have only a small number of women (i.e., eight to ten), with only a few centers represented, you might have *each* woman do her own diagram. This provides the opportunity for varying perceptions of the same center to surface.

   - If the mixture of staff from any given center includes a director or coordinator and a student or volunteer staff member (or any combination where status and power issues, ageism, racism, classism, homophobia or heterophobia are likely to be an undercurrent), be aware that opting for individual diagrams creates a risk-taking situation.

   - Either approach to doing this exercise (individually or with others from the same center) has some benefits and drawbacks. Your observations of the dynamics and interactions in the preceding Leadership and Power sessions can sometimes be of assistance in deciding on an approach.

   - If there are participants who are not currently working at a center, they might team up for the exercise with another individual, pair, or small group from a school that is similar to their own institution. They can benefit from contact with women from a similar campus and get a closer view of how a center can be structured in such a setting.

4. Pass out copies of the instruction sheet and ask participants to read it through and see if they have any questions. Distribute several sheets of newsprint and a few magic markers to each group. Based on your previously determined time frame, let them know how long they have for the tasks described on the sheet.

5. After the allotted time, call the women back to one large group, remind them how much time they have to present the information on each center, and begin that portion of the session. We've found it helps to have each group tape its chart on the wall for reference as they explain the structure of their center. If you anticipate incorporating participant examples into your lecture/presentation for the second or third session, hold on to the newsprint charts.

EXERCISE ON WOMEN'S CENTERS' STRUCTURES

Situation

Your center has received an unexpected visit from a woman who is traveling around the country studying the various kinds of organizational structures that exist at campus-based women's centers. Although it's an unexpected visit, she is affiliated with groups you trust and you feel comfortable sharing such information with her. She has also made it clear that the information she gathers will be shared with all the centers that were visited.

As much as she would like to stay and talk at length about your center and its programs, she is operating on a very tight time and travel schedule. To assist her in gathering the information, you have agreed that while she spends the next 20 to 30 minutes reading some of the printed information available on your center, you will meet with the other staff women to complete the following tasks. You will then make a 10-to-15-minute presentation to her on your center's structure and on how you deal with the organizational concerns noted.

Tasks

1. First, brainstorm five adjectives that describe the organization of your center.

   REMEMBER: Don't evaluate or discuss the responses in brainstorming. What words come to mind quickly? Let what's sitting there beneath the surface float to the top!

2. Use the newsprint and markers provided to draw a diagram or picture of the *formal* organizational structure of your center.

   REMEMBER: A quick look at such a diagram should give the person viewing it some idea of the functional roles people have in the center as well as how those roles relate to one another.

3. Discuss and make notes for yourselves to help you describe *briefly* how your center deals with the following organizational concerns:

   - Membership/leadership issues
   - Hiring/firing and accountability/supervision
   - Communication and information sharing
   - Division of work responsibilities/coordination mechanisms
   - Decision making and conflict resolution

53

ORGANIZATIONAL ISSUES LECTURE/DISCUSSION TRAINER NOTES

In preparing to conduct the lecture/discussion, you may find it helpful to review the background and evaluation portions of this section's introduction. Remember to prepare newsprint-sized versions of the five sample charts prior to the session, for use with portions of the lecture. Your assessment of the group's sophistication regarding organizational issues, as well as time and pacing considerations, will help you decide what to stress, what to skip, and what to change in your lecture.

For example, with some groups, it's useful to skip III F, "Structure and Design of Organizations," and spend more time emphasizing the other parts of III ("Membership and Leadership Issues," "Hiring/Firing and Accountability/Supervision," "Communication/Information Sharing," "Division of Responsibilities/Coordination Mechanisms," and "Decision Making and Conflict Resolution"). With other groups, more time should be allotted to II A, "Effectiveness and Survival," since it elicits a lot of questions; the idea of "fit and balance" is unfamiliar to many women as ways to conceptualize their organizations.

When you get to the afternoon session, you may find that the morning presentation and discussion touched on many of the characteristics noted in IV, "Feminist Organizations." If so, remind participants of their examples of these concerns. Also, if some or many of the issues listed in the Content Outline have previously been addressed in the session, you might quickly poll the group to find out whether they would like to deal with any of the characteristics listed (or not listed) in a more focused way.

It is not unusual for women to be familiar with what's covered regarding feminist organizations. The gap or need seems to relate more to their not having had the opportunity to discuss or analyze things extensively at their own centers--to put a name to the dynamic or to see that what they're experiencing is characteristic of a particular kind of organization (not just a phenomenon that gets personalized to the particular women on staff).

ORGANIZATIONAL ISSUES LECTURE/DISCUSSION SUMMARY

I. Introduction

The general *issues* we'll be dealing with regarding organizations are relevant whether the organization is traditionally structured (hierarchical) or nontraditionally structured (collaborative, collective, nonhierarchical).

Though women's centers and other feminist organizations often express a preference for nontraditional/nonhierarchical structures, it's important not to let the group get into the mind-set that:

traditional or hierarchical = bad

collective or nonhierarchical = good

In the process, other points on the continuum would be eliminated, points that might incorporate useful and valuable aspects of each end of the continuum.

Similar concerns and issues arise in both types of organizations (as well as in the various permutations). What distinguishes the types is the *choices made* regarding how to handle concerns or problems that arise.

II. Identification of Issues

The assumption here is that women's centers are generally organizations with dual concerns. They wish to be effective in their work and they must also survive in some larger environment in a way that will enable them to address various needs of women, influence the way that the society and its institutions respond to those needs, and operate in a manner that is variously described as "alternative," "feminist," "nontraditional," "nonpatriarchal," "nonhierarchical," etc.

Understanding some of the factors that influence effectiveness and survival, as well as the distinction between those concerns, is an important aspect of dealing with women's centers as *organizations*.

A. Effectiveness and survival

1. Differentiation of concerns

EFFECTIVENESS: the extent to which an organization achieves its purposes

SURVIVAL: the length of time needed to accomplish organizational goals. Survival shouldn't be assumed to mean indefinite life. An organization could set as its goal the accomplishment of a particular task; once that task is accomplished, the organization could disband, having been effective and having survived as long as was necessary.

2. Goals/objectives and tasks--factors that contribute to accomplishment or failure:

a. Accomplishment

(1) Related to effective planning as well as the feasibility of the goals as originally stated. Review the plan often in early stages of the center and periodically thereafter.

(2) Related to monitoring of progress. There are various ways to monitor; the important thing is to *do it*.

For example, you might use activity matrices/grids for each major task area, and an overview matrix for the whole center.

See Chart #1.

b. Failure to reach goals/objectives

(1) Related to initial planning: overestimation of what could be accomplished in a given amount of time and/or underestimation of available resources (human and nonhuman).

(2) Related to center/organizational circumstances--e.g., late start-up, late hiring, funds received late, loss of staff during year, lack of institutional support, failure to monitor tasks, etc.

3. Framework for viewing issues such as accomplishment, effectiveness, survival.

See Chart #2.

One way to view some of these issues to to understand that there is a series of interrelated "levels" to which one needs to attend: individual, group, organization, larger environment or context in which women's center exists (campus, other local agencies, regional and national organizations or networks of which it may be a part).

NOTE: Present and briefly describe Chart #2, the Concentric Circles Diagram. Discuss the importance of recognizing and dealing with the context in which the center exists and its impact on the choice of client population, organizational issues, etc.

4. "Fit" and balance among parts of diagram

See Charts #2, #3, and #4. They can be displayed side by side.

In order to focus the energy of staff and the efforts of the center as an organization, critical initial tasks are to determine the center's goals, establish objectives, and select activities that will contribute to the accomplishment of those goals and objectives (and, therefore, to the effectiveness of the center). A number of questions should be addressed:

- What resources are needed, both human (skills, time, number of people) and material (supplies, money, etc.)?
- Are the necessary resources readily available? If not, how can they be obtained?
- What is the organization's/center's relationship to the campus/community?
- With which groups or other organizations will the organization/center be involved?

A central concern in dealing with such issues and questions is to maintain a *balance* of policies and practices that deal with:

- *individuals' needs* for some sense of security, self-esteem, and the opportunity to grow and develop

- *organization's need* for certain activities to be performed by its members, if it is to be effective and survive

- *larger environment's* demands on individuals (e.g., membership in other organizations/groups) and on the organization (e.g., by clients/institution)

  All of this can seem like a tug of war in terms of *needs*; in addition to these, *values and skills* should be considered:

  - *Values* will, to some extent, shape what is attended to, given priority, and so on, at any of these levels at any given point in time. This factor operates on all levels of the diagram. (Refer to Charts #3 and #4. Give examples from your own experience.)

  - *Skills* available on each of the levels/focuses involved contribute to effective functioning. (Give examples from your own experience.)

Use Chart #4 to help provide frame of reference.

5. Possible tension/conflict at boundaries between levels.

   See Chart #3.

   As social change organizations, women's centers operate to affect the larger environment in which they exist, not to adapt to or maintain its current values or norms. Because of this, women's centers face a kind of pressure, a degree of tension or conflict in their dealings with that environment, which varies with the extent to which and the ways in which they challenge it. This pressure can also be described in terms of tension or conflict at the various boundaries (see Chart #3). For social change organizations, such conflicting demands can never be fully resolved. Therefore, there's an undercurrent of dynamic tension that should not be denied or ignored. This tension/conflict can have a great impact on the center's focus, how resources are used, how task accomplishment and decision making are handled, and so on.

   "Fit"--or the degree of compatibility--among needs, values, and skills across the individual, organizational, and larger environment boundaries is an important issue for women's centers to acknowledge and deal with. Compatibility does not mean sameness or total homogeneity on all these dimensions, across all boundaries. Being a social change organization already implies being in conflict with the larger environment. The tension in terms of any of these dimensions can exist between individuals and the organization as well. Perfect "fit" isn't necessary or likely, but these concerns should be kept in mind. When there's a high degree of variance between/among any of the following:

Use Chart #4.

$$\left.\begin{array}{l}\text{needs}\\ \text{values}\\ \text{skills}\end{array}\right\} \quad \text{"fit"} \quad \left\{\begin{array}{l}\text{individual}\\ \text{organization}\\ \text{environment}\end{array}\right.$$

the likelihood of conflict increases, and the attention and energy that could go to tasks and maintenance of individual or organizational resources are drawn away.

NOTE: Ask participants for some examples from their experiences of problems with "fit" for their centers.

6. Issues underlying choice of structure

Choices made in designing organizational structure should take into consideration the expectations/needs at all levels.

(Refer back to examples of structures participants presented in first Organizational Issues session.)

In trying to create an appropriate structure, it is important to avoid the mind-set that:

hierarchical = bad

nonhierarchical = good

One way to avoid polarization is to be familiar with some of the various ways of considering structure. The choices made for centers can then be informed ones, taking a variety of perspecti s into account.

B. Some views regarding structure

1. Structure as a mechanism for maintaining a *dynamic balance*

   a. Tension at boundaries (refer to "circles" diagram)

   b. For example, the campus (i.e., the environment) wants the women's center represented at a certain meeting. The center decides to go; however, the structure and choice of decision-making methods are such that each time a meeting occurs, someone has to be chosen to go. The process of designating someone each time a meeting occurs can put unnec_ssary strain on the organization (and possibly jeopardize its relationship to the campus).

2. The difference beween formal and informal structure

   Formal: In this structure, the design of the organization and how people's roles/functions relate to one another is "officially" stated.

61

Informal: In this structure, there are operative norms and rules regarding roles, functions, and people's relationships, but these norms and rules are often not articulated and acknowledged.

NOTE: See Chart #5 for some examples and also refer to the structures participants presented during the first part of the session on organizational issues.

The formal and informal structures depicted are intended to assist you in demonstrating that, in addition to the functional connection people may have to one another, based on their role relationship in the organization, informal association (like playing tennis frequently, being lovers, living in the same collective, etc.) can and usually does alter the dynamics of the organization.

The importance of acknowledging the informal as well as formal structures of women's centers is twofold:

a. It is an important way of viewing *any* organization in order to have as full an understanding as possible of its functioning.

b. In an effort to design a structure and operate in a "feminist" or "alternative" way organizationally, some centers move from a more "linear" and hierarchical arrangement to a "circular" collective model. Often contained in that shift is the assumption that the effort to decentralize power and decision making structurally will do away with the type of power and influence patterns that form the basis of informal relationships and structures in more traditional organizations. Such a shift doesn't necessarily eliminate them. It can contribute to developing processes whereby power is shared, but the structural redesign can also often mask the existence of other connections or informal structures, since the previous structure then more closely resembles what feminist rhetoric or thinking suggests is appropriate.

3. Relationship to function and purpose of the organization

At some centers a goal from the beginning is to operate in an *egalitarian* way. That goal can get translated into an attempt to create and maintain a *nonhierarchical structure with consensual decision making*. A direct connection between that goal and the kind of structure chosen for the organization is then made.

Such a choice can be based on an *internally* held value and goal being given higher priority than some external consideration. In some cases, a group/organization might decide that *external considerations* related to a goal (e.g., creating a shelter for battered women) would involve them in certain relationships with agencies or funding sources in such a way that to accomplish that goal they would need to have someone serve (nominally or actually) as a director.

4. Structures can (and probably should) change in response to pressures from within or outside the organization.

One way of looking at this is that organizations go through what some people would refer to as *organizational life cycles*.

Another way of viewing such change is as a *developmental approach to administration*, a kind of "organizational actualization" through a balancing of polarities. For example:

- individual — group
- ideas — realities
- structure — flow

III. Considerations Regarding an Organization and Its Structure

A. Membership and leadership issues

1. In the issue of entry (who becomes a member), the most obvious conflict is exclusiveness versus inclusiveness

Questions to consider:

- Who can/can't be a member?
- Who decides?
- How does it happen?
- How can we match individual values with an acceptance of the organization's goals?
- Does the composition of the membership reflect an ageist, racist, classist, homophobic or heterophobic inclusion/exclusion process?

Organizations work best when "fit" is made an active consideration.

In recruiting members, a social change organization that is *too exclusive* may be able to keep its ideology or belief system pure, but the appeal is often so limited that the societal impact of the organization may be diluted.

The more *inclusive* an organization, the less commitment is required to join. Beliefs may be traded for members. Organizations aiming for a great deal of heterogeneity may find themselves pushed toward vaguer beliefs and more remote goals, as they strive not to alienate potential members.

The experience of the training project has been that women's centers and other feminist groups tend to be exclusive not so much through deliberate restrictions on the basis of politics (though such restrictions happen), as through the degree of participation required (e.g., decision making, information sharing, etc.).

2. Motivations for joining groups/organizations

   There are three main types of motivation, though often what's functioning in an organization is some combination of all three:

   - Material - tangible rewards, such as salary or fringe benefits; sometimes academic credit

   - Solidarity - the kind that is equally available to all members (friendship, fun, the collective sense), and the kind that provides status benefits. Status benefits can accrue to an individual because of her organizational role.

   - Purposive - related directly to the organization's larger goal and to the sense of achievement/gratification one derives in working toward accomplishment of those goals

3. The main kinds of roles found in work groups are task roles and group building/maintenance roles.

   Both are necessary functions that have direct impact on a group's effectiveness. Further, both require *deliberate* attention; they don't just happen.

   (Refer participants back to the simulation in the Leadership and Power session.)

   a. Task roles refer to and involve the intellectual and goal aspects of the group, are directly concerned with a group effort in selecting and defining a common problem and deciding upon its solution, and can be performed by any member of the group.

      NOTE: Following are examples of task behaviors; select/describe a couple and explain via your own experience with meetings at a center, or via what you observed in the Leadership and Power simulation:

      1. Initiating
      2. Information seeking
      3. Opinion seeking
      4. Information giving
      5. Opinion giving
      6. Coordinating
      7. Orienting
      8. Evaluating
      9. Energizing
      10. Assisting with procedure
      11. Recording

   b. Group building and maintenance roles involve the emotional aspect of the group, and relate to creating a good climate for task work.

64

NOTE: Use the following list as indicated for the task roles list, above:

1. Encouraging
2. Harmonizing
3. Compromising
4. Gatekeeping (expediting)
5. Setting standards and ideals
6. Observing
7. Following

4. Patterns of leadership

   a. Refer to Leadership and Power session, pointing out dimensions and leadership behaviors displayed by participants during the simulation.

   b. An autocratic leader assumes her power is derived from her position and that people are innately lazy and unreliable. This leader emphasizes task concerns and usually tells other members of the group what to do and how to do it.

   c. A democratic leader assumes that her power is granted by the group she is to lead, that people can be basically self-directed and creative at work--if properly motivated. The classic democratic leader shares her leadership responsibilities with others by involving them in the planning and executing of tasks.

   d. The laissez-faire leader demonstrates a pattern sometimes defined as the "absence of leadership." Such a leader may be available for consultation, but does not participate in the formulation, evaluation, or development of tasks.

5. Difficulties that can arise in fulfilling roles (give an example of each or solicit examples from participants)

   a. Role overload occurs when the expectations exceed the capabilities or the time allowed or available for the task.

   b. Role conflicts arise when a person holds a variety of roles that are different and in conflict with one another.

   c. Role ambiguity, or a lack of clarity/definition in a role, leads to inefficient performance from the person involved.

   d. Person-role conflicts occur when the individual feels uneasy performing certain tasks associated with her role (e.g., the coordinator/director who dreads firing or laying off a staff person).

B. Hiring/firing and accountability/supervision

   1. Issue of "fit" regarding hiring and firing (refer back to Chart #4). Remind participants of the importance of concerns about "fit" and balance in selection and hiring, as well as when

struggling to understand and deal with why a staff member and the organization may not be compatible.

$$\left.\begin{array}{l}\text{individual}\\ \text{organization}\\ \text{environment}\end{array}\right\} \text{"fit"} \left\{\begin{array}{l}\text{values}\\ \text{needs}\\ \text{skills}\end{array}\right.$$

2. Implict or explicit contracts--expectations on both sides. One gets the benefits of membership in a particular organization and gives it access to skills and ideas. Clarifying the expectations, including what one's accountable for and to whom, can help prevent both confusion and problematic staff dynamics regarding task accomplishment.

3. Relationship to role issues. The problem of lack of clarity regarding task expectations can be compounded by some of the difficulties related to role fulfillment, noted above. This can be further exacerbated through lack of designated supervision, or through poor supervision. Tasks may go undone.

4. Relationship to control. Managing a center can be viewed as a process of maintaining a variety of accountabilities or controlling the organization. This works in two ways:

   a. Internally, by maintaining the appropriate amounts of supervision and lines of accountability.

   b. Externally, by maintaining the accountability of the organization to the constituencies the center is working with, to the institution or agency which houses and funds the center, and so on.

C. Communication/information sharing

1. As a function of interacting with environment--to be effective and to survive, a center has to attend to the information it receives from the environment, as well as see that that information is acted on by appropriate persons/segments of the organization.

2. Relationship to structure--where and how that information is received by the center and how it gets shared and used.

   Determination of who gets and shares what kinds of information with whom and how can tell you a lot about the staff lines of communication and how open or closed those channels are. Such patterns may or may not coincide with the formal relationships and lines of accountability (for example, who opens the mail and how it is distributed).

   NOTE: It may be helpful to solicit more examples from the group.

3. Relationship to task accomplishment

   a. Both planning and coordination activities will generate and require certain kinds of information. A particular task will require certain kinds of information in order to be accomplished on time. There must be communication about the state of completion of tasks and coordination of the resources needed to move on to the next stage. New plans may be required because of delays or changes. Some questions to keep in mind are:

- How do people know what they're supposed to do?

- How do people find out what others are doing?

b. Interpersonal communication and feedback--*how* one communicates information can be as critical as whether a center is managed so as to provide staff with the information that needs to be communicated.

Feedback is of limited value if it is confined to critical attacks and unfounded analyses of others' behavior.

(Let participants know we'll be dealing with some aspects of defensive and supportive communication in the session on Communication Skills.)

D. Division of responsibilities/coordination mechanisms

1. Have the tasks to be accomplished been defined, subdivided, and assigned to particular staff?

   - If you can answer yes, then a further consideration is whether staff members know what they are accountable for and to whom.

   - If you would have to answer no, then what are the missing pieces of information that would be helpful? (For example, the steps/activities involved should be identified and sequenced, the deadlines established, and the necessary human resources determined.)

2. Do the existing staff have the skills necessary to accomplish their tasks?

   - If so, coordination of these efforts becomes the level of concern.

   - If not, the problem may be addressed by considering questions such as:

   a. What *are* the skills/resources the staff have?

   b. What are the skills needed to accomplish the tasks?

   c. Are there gaps?

   d. What resources are available to assist in filling gaps? (For example, funds for consultants, contribution of time by faculty or community.)

E. Decision making and conflict resolution

1. Some questions to consider:

   a. What types of decisions are necessary regarding policy, day-to-day practices, and so on?

   b. How frequently do decision making and conflict resolution have to take place? (This depends on the degree of uncertainty/certainty in the environment, as it affects the tasks and decisions.)

   c. Who is to make what kinds of decisions, and how?

   d. What is the rationale regarding degree of participation--who participates in what kinds of decisions?

   e. When conflict arises, how and by whom should it be handled?

   f. What approach/style should be used?

2. Common types of decision-making styles

   a. In the autocratic style, the person in charge or responsible solves the problem or makes the decision alone, using information available at the time; or obtains the necessary information from staff members, then decides on solution herself. Staff may or may not be told about the problem/decision to be made. The role played by staff is solely one of providing information, rather than generating or evaluating alternative solutions.

   b. In the consultative style, the person in charge or responsible shares the problem/decision to be resolved with individual relevant staff, getting their ideas and suggestions. Staff are not brought together as a group. The decision may or may not reflect the staff's influence. Alternately, this person may share the problem with the staff as a group, collectively obtaining ideas and suggestions. The decision may or may not reflect staff's influence.

   c. In the group style, the person in charge or responsible shares the problem with staff as a group, and together all identify the decision to be made. Staff generate and evaluate alternatives and attempt to reach agreement (consensus or majority) on a solution. This person's role is much like that of a chairperson; she does not try to influence the group to adopt her solution and she is willing to accept and implement any solution that has the support of the entire group.

3. Choice of style as related to outcomes. To some extent it's helpful to base the choice of style option on sound evidence concerning consequences of the various styles. Styles have to do with how the process of decision making is conducted; a related set of

concerns has to do with *outcomes*, or the ultimate effectiveness of decisions:

a. The quality (or rationality) of the decision

b. The acceptance or commitment on the part of the center's staff to execute the decision effectively

c. The amount of time required to make the decision

Against each of these outcome concerns, the questions of degree and type of participation can be considered.

With some degree of certainty we can generalize that allocating problem solving/decision making to a group does require a greater investment of staff hours, but tends to produce higher acceptance of decisions and greater likelihood that decisions will be executed efficiently.

It would be naive and an overgeneralization to assume that either autocratic or participative decision making is always more effective. A more useful approach is to identify the types of situations in which the various styles/approaches will be relatively more effective.

4. Participation in decision making

   a. Involvement is a way of developing certain skills and creating or encouraging greater investment in the outcome of a decision, higher morale, and greater productivity.

   b. With any approach there will be trade-offs in terms of ease/quickness of decision making, productivity, staff morale, etc. When you use an approach that entails any degree of participation, concerns/problems can arise as a function of that choice. Three major considerations and related issues are listed below:

      (1) Time: The decision takes longer to make; this problem can be compounded when provision hasn't been made for handling "emergency" situations/decisions. Also, the amount of time involved can alienate part-time staff or people with very busy lives or multiple involvements.

      (2) Emotion: Issues sometimes become personalized, especially when there is opposition to one's ideas. Such opposition may be perceived as a threat to one's personal worth or integrity. Emotions can complicate the decision-making process in a way that has negative impact on task accomplishment. There can be more pressure to make a decision based on feelings rather than rational considerations (i.e., organizational self-interest or cost benefit). The life-style of someone making a proposal can become as important as its content, muddying the decision-making

process for those who have trouble dealing with emotional issues. Those who are used to getting things done, or who find greater satisfaction in mastery of a problem than in working well with people, may feel frustrated. You may find yourself doing little of the "work"/tasks of the center and focusing more on dealing with how decisions are being made and how people feel about working at the center.

It is important to recognize that in any group process, staff will spend a lot of time on emotional processes or group maintenance activities, no matter how sane, well balanced, intelligent, and dedicated its members are.

(3) Inequality: Some existing inequalities can't be rectified in the course of the project. In participatory decision making, where processes are based on the idea that all members should have equal influence on decisions, denying or perpetuating inequalities can be disastrous. Since each person brings to the group different levels of expertise, personal attractiveness, verbal skill, self-confidence, access to information, and interest in the task, it is important to reduce inequalities that *can* be reduced, and to acknowledge, understand, and find ways to deal with those that cannot be reduced.

c. Forms participation can take

- Decision making by judgments (voting, quorum/majority)
- Decision making by agreement (consensus). Consensus will sometimes be easy to reach; at other times it will be arrived at only through discussion, bargaining/compromise, exploration/revision.

F. Structure and design of organizations

1. There are two main issues underlying design or structure of any organization: *authority* and *control*.

People differ widely in their beliefs regarding these issues and there's a resultant difference in their behavior. Perhaps the most common difference is between those who believe that authority and control should rest with the manager/director/boss, and those who believe that authority and control should be shared. Though the language may vary, some of the different feminist perspectives on degrees of participation, nonhierarchy, and so forth have at their core different views on these issues and on their relevance for individuals and feminist organizations.

Various approaches have worked well in some situations and failed in others. What's important is to achieve an organizational structure and managerial style that fit the needs of the situation and the needs of the individuals involved. Through choices of structure and choices made about managerial style and leadership, one has the opportunity and power to create either a nurturing and creative climate for the entire staff, or a climate that leads to sterility, conformity, and hostility and that impedes task accomplishment.

2. Two symptoms of inappropriate structure are that some jobs/tasks are not getting accomplished and that issues are not being resolved.

   In any organization/center, the division of labor should be the best possible compromise between the need to accomplish tasks that are critical to the center's goals, and the desire of staff to have satisfying and meaningful jobs and work relationships. There should always be sufficient flexibility within a structure to adapt to changing situations, and a way of helping people develop for the future.

3. Certain types of structures and management styles have a tendency to occur together. It should be remembered that these examples represent extreme cases for the purpose of illustration.

   a. Mechanistic structures and autocratic managerial styles. Control is centralized; decisions can be and usually are made quickly. Uniformity is higher or ensured. There are usually clear job demarcations and highly defined procedures. Since staff have little or no influence on decision making, all but the director can come to feel like puppets. This situation can generate a lot of tension or anger, especially if the person at the center of things is incompetent or inhumane. Staff do not get a chance to develop, and as a result often acquire or maintain a servile mentality.

   b. Organic structures and participative managerial style. Each person involved in matters that affect her/him and the organization is perceived as caring about individual needs. Clear job demarcations and procedures may exist or develop, but they are formed from within rather than imposed from above. This situation can lead to increased motivation and communication and can encourage a team approach to common tasks. On the other hand, this can create problems because a wider distribution of views is taken into consideration, which may result in excuses for inaction, vacillation, and confusion.

IV. Feminist Organizations

A. Historical perspective on styles of different types of organizations. The two main branches of the women's movement adopted widely differing styles in the beginning. These were, to some extent, reflections of the groups their founders had been in.

   1. For example, 1966 (National Organization for Women, Women's Equity Action League, etc.)

      a. Traditional, formal, numerous elected officers, boards, bylaws and other trappings of democratic procedure

b. "Top-down" organizations, often lacking a mass base; some have since developed this base and some haven't.

2. 1967-68

   a. Women with experience in new left and civil rights movements, where they'd been shunted into traditional roles and have experienced the contradiction of working in a freedom and equality movement and feeling neither free nor equal in these organizations.

   b. Eschewing structure and damning leadership, the often younger women in this branch of the movement carried to its logical conclusions the notion of women being free to do their own individual thing. Leaderless, CR/rap groups are one manifestation of this movement.

3. There are limits to the types of change both kinds of organizations have been able to effect. The choice of organizational styles and the nature of the managerial styles and employee skills each requires for participation have to some extent limited both the kind of women who can work effectively in each and the activities that get undertaken.

   Many groups have failed to recognize the need to change their structure when they change their tasks--or have been unwilling to do so. This has been particularly problematic for groups that accept the ideology of *structurelessness*.

B. Some common characteristics of feminist organizations

   1. Desire for or assumption of equality of all members. As women, we've all experienced what it's like to be treated as unequal. As a result, we often go into or start feminist organizations with a real desire not to perpetuate such inequalities and thus put similar oppression on other women.

   2. Accountability, which is often not dealt with as an issue. Because of the myth of structurelessness and/or the equating of structure with a designated boss/leader, aspects of structure related to accountability are frequently ignored (deliberately or not). If no one is in charge, there presumably is no one to be accountable to. The situation leads to the creation of a double bind, which is itself mystifying and oppressive.

   3. Participatory/democratic/consensual decision making. Choice often stems from a desire to have control over matters that affect us and our lives. (Distinguish participatory, consensual and unanimous from one another.) It has been demonstrated that consensual groups produce more "correct" answers to complex problems, and that democratic groups innovate more and produce more creative results.

Problems arise when groups try to make their decisions in a face-to-face, participatory, nonhierarchical "leaderless" way, believing that each person should have an equal voice in the decision:

a. The decision takes longer to make (problem of time).

b. The issue becomes personalized (problem of emotions).

c. Ingrained inequities often cannot be evened out (problem of inequality).

Additionally, such groups often overlook the need for provisions for making emergency decisions. Finally, the amount of time required can alienate those with multiple involvements in other settings. (Such groups aren't total institutions like the kibbutz, for example.)

4. Job rotation. An accepted notion is that our organizations should be places where women can both learn and do new things. The assumption of equal skills and/or skill levels leads to the notion that everyone can do all jobs/functions equally well, or should want to learn how.

5. Decentralization/small group autonomy.

   Practical advantages: flexibility, accuracy of responses to problems approached, and innovation.

   Psychological advantages: builds or reinforces commitment, gives one a sense of efficacy and self-extension, permits one to experience her own power to do and to be effective.

6. More attention to personal needs of members than in conventional hierarchical or bureaucratic organizations. This is partly a function of our socialization as women to attend to the needs of others. We should take care to balance the amount and distribution of attention to personal needs, group maintenance needs, and task accomplishment.

7. Equalization of rewards to members often viewed as desirable. This view is related to the desire for or assumption of equality of all members. To the extent possible, some organizations will try to equalize pay regardless of varying degrees of responsibility, skill levels, etc. In part this is often in recognition that those inequalities are because opportunities were previously denied.

8. "All things to all women" syndrome. This syndrome is sometimes manifested as the unwillingness or inability to prioritize programs, which may lead to focusing on the needs of one target more than, or to the exclusion of, another.

9. Transiency or high staff turnover. This problem is related to understaffing and low or no pay for conducting large numbers of

programs. It is sometimes complicated by problems with internal organizational issues. A tendency to overcommit time and energy, guilt regarding not being able to do more, and "burnout" also contribute to staff turnover.

C. Some dilemmas in feminist organizations

1. Myth of equality versus reality of differences. The rhetoric of equality and the confusion of ideas of equality and sameness can contribute to a denial that real differences exist. The dilemma can be manifested in characteristic policy statements such as, "All jobs should be rotated," which assumes we have or should have equal interest in and equal skill at all tasks. This can be damaging for women who are currently most skilled in a specific area, as well as for women with no specialized skills; in both cases it denies the importance or relevance of their respective experiences.

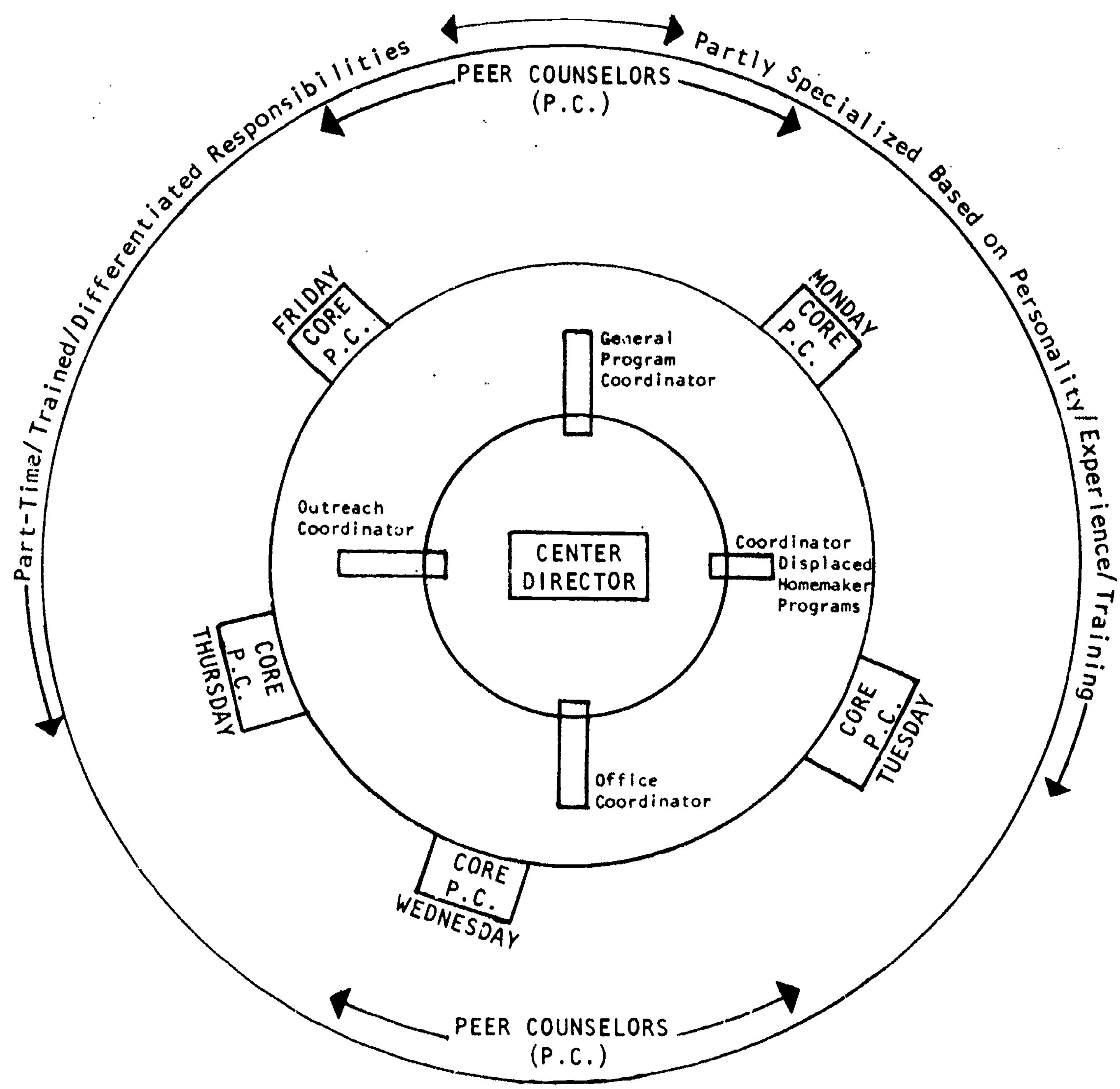
2. Myth of structurelessness. As discussed in the article on the "Tyranny of Structurelessness" (see bibliography for full reference), the issue to focus on is the distinction between formal and informal structures. When formalized, a structure allows you to know who's accountable for what and to whom (though that in itself shouldn't be seen as a panacea). When left informal because of fears regarding structure, it can leave women in the organization with no legitimate basis for challenging other than personal perspective or experience. Under such circumstances, the issues raised are sometimes dismissed, personalized, or assumed to be "their" problem rather than an appropriate group or organizational concern.

3. Myth of structure as restricting. What's restrictive and sometimes oppressive is the mystification of informal structures; formal structure can and should be facilitative.

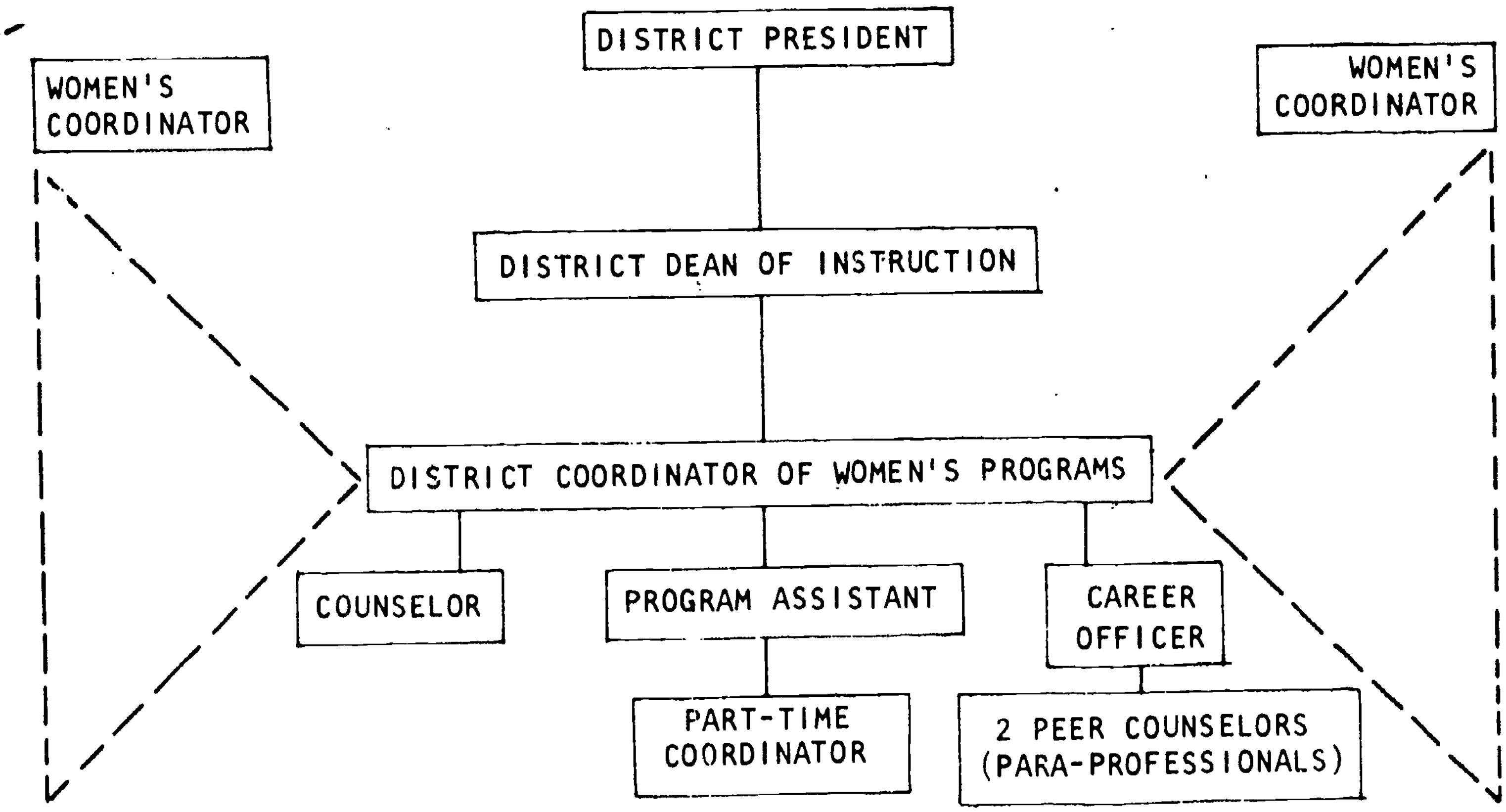
71

SAMPLES OF PARTICIPANTS' ORGANIZATIONAL DIAGRAMS

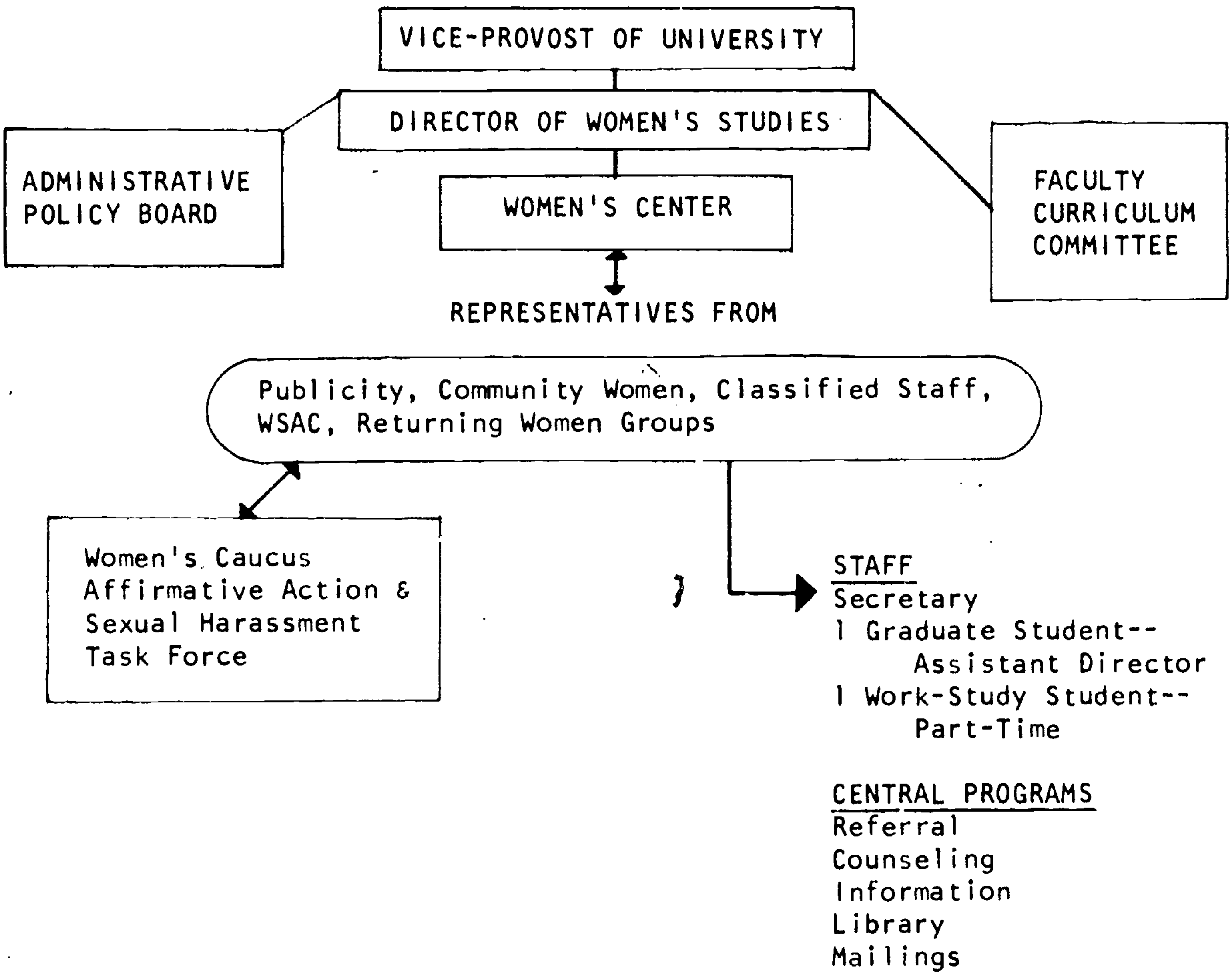
Sample Diagram, Participant "A"



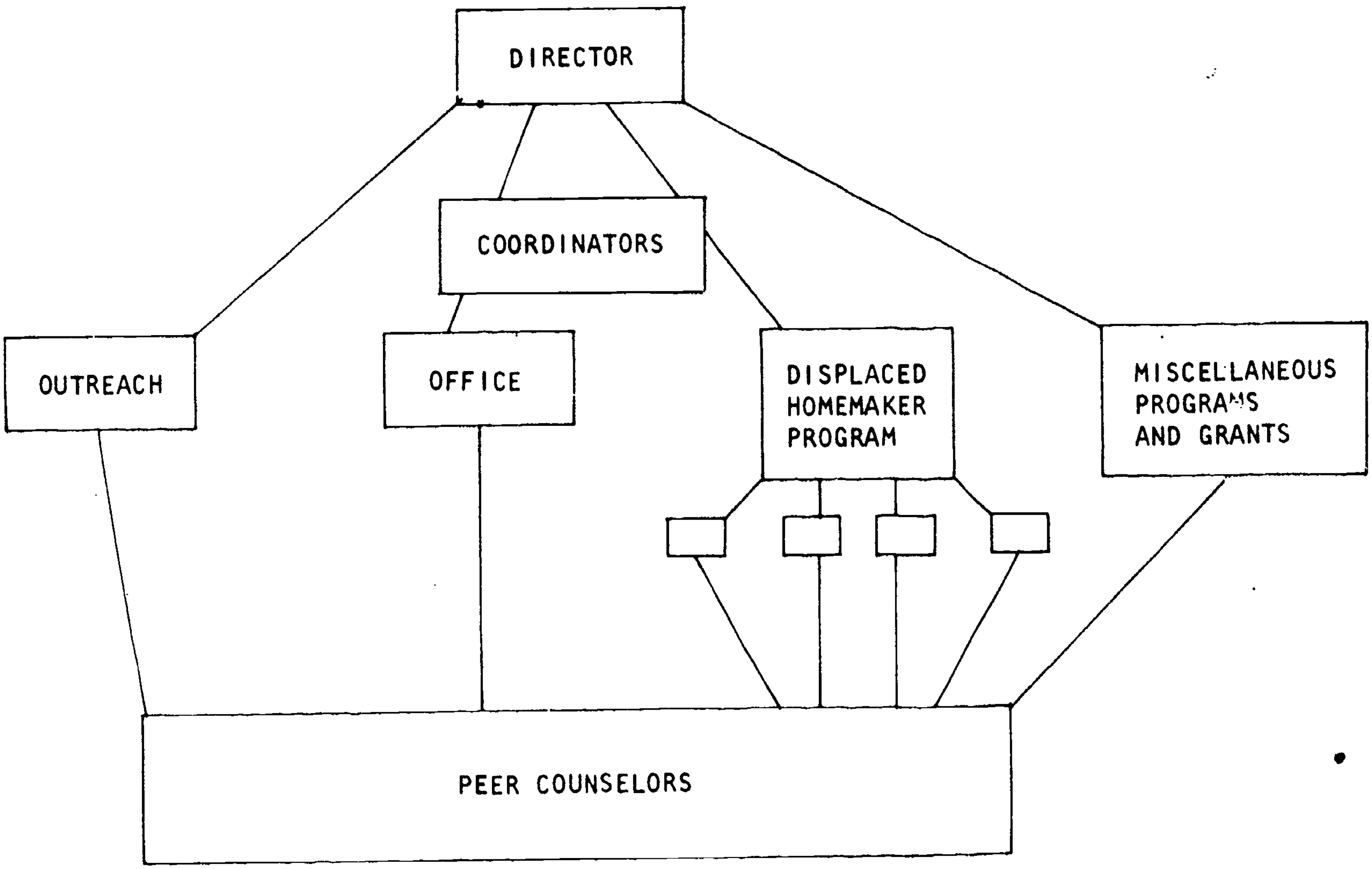
Sample Diagram, Participant "B"



Sample Diagram, Participant "C"



Sample Diagram, Participant "D"



Sample Diagram, Participant "E"

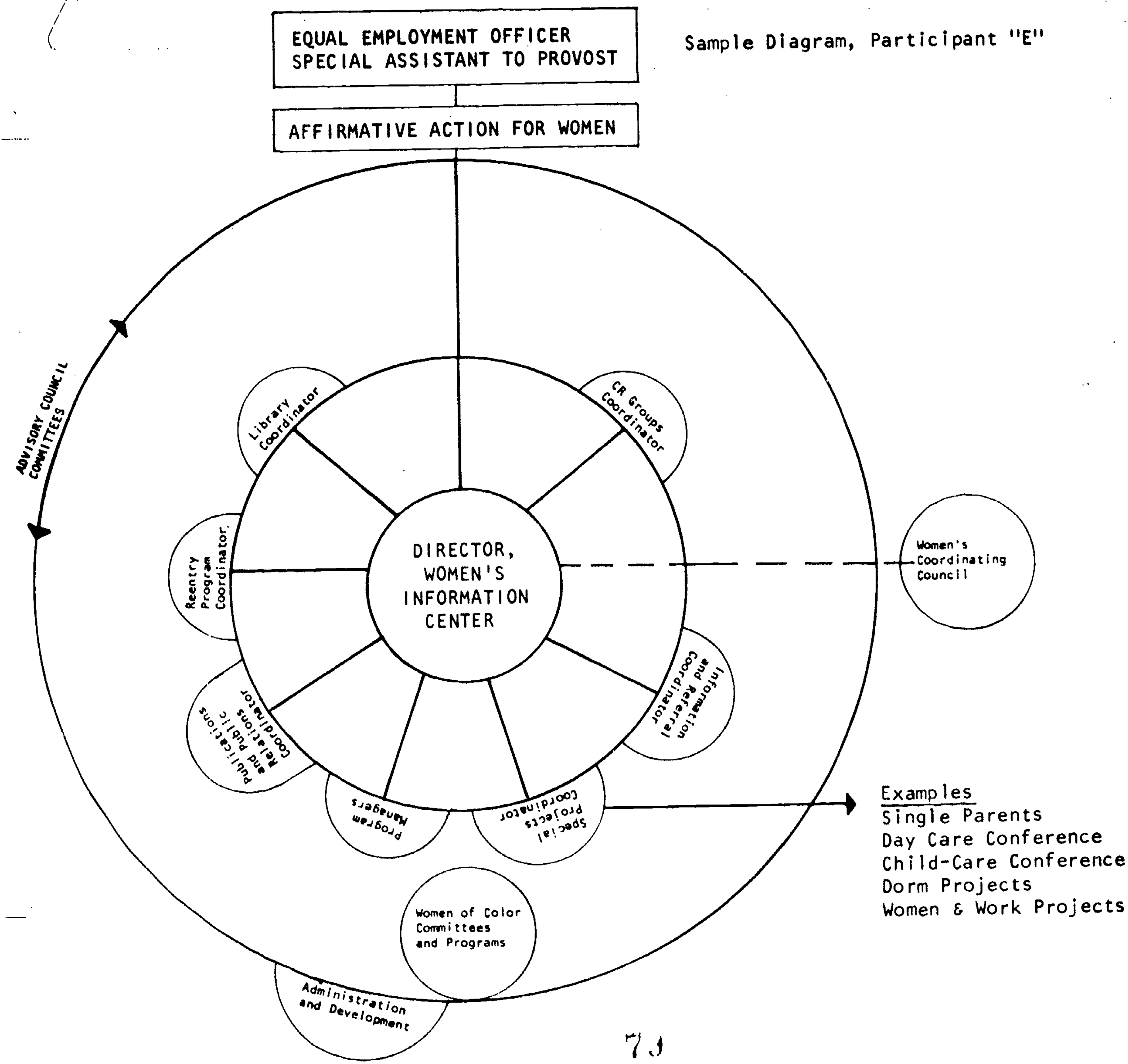
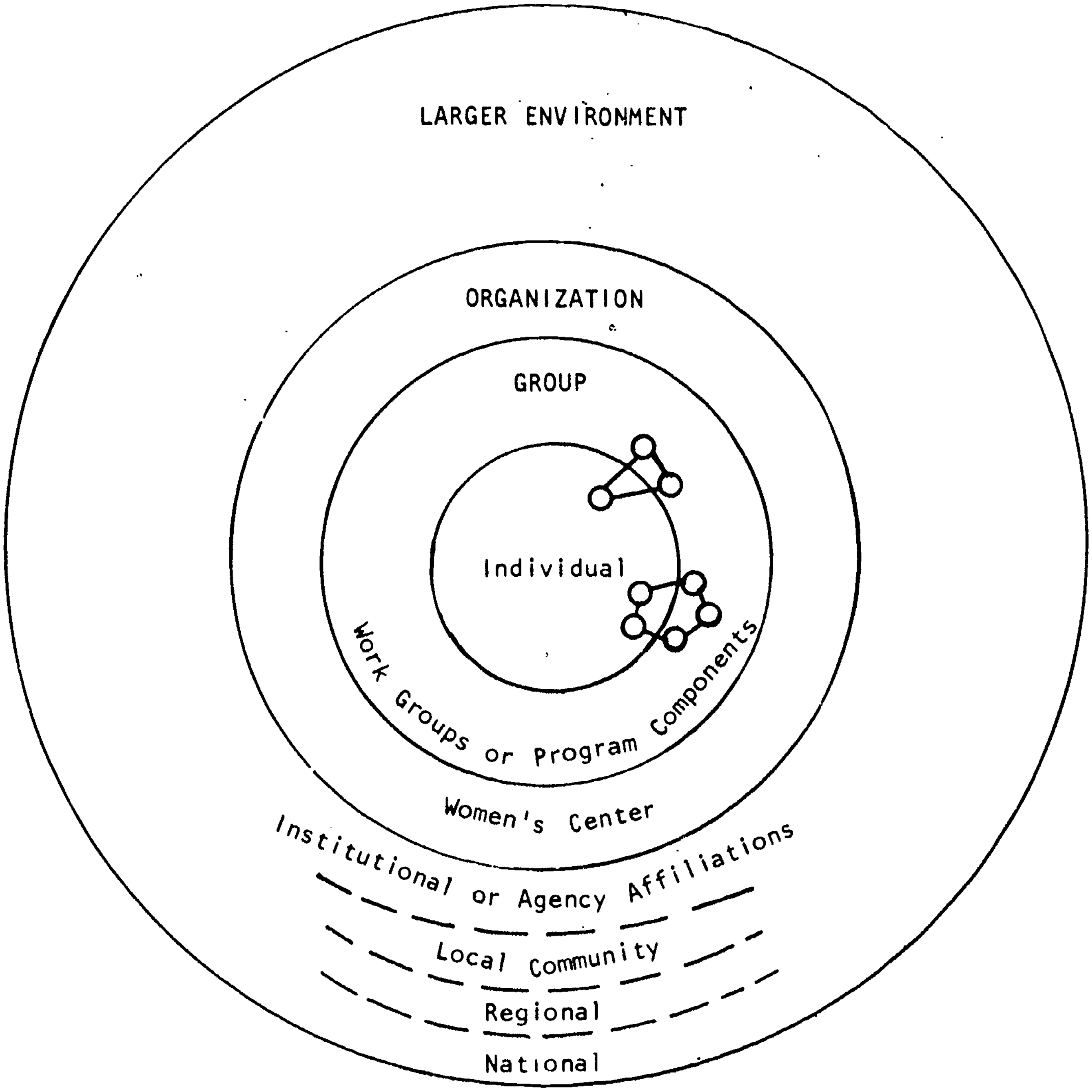


CHART #1

SAMPLE ACTIVITY MATRIX

ACTIVITY	Oct	Nov	Dec	Jan	Feb
Open new university accounts	X				
Advertise jobs	X				
Hire staff	X				
Order office supplies	X			X	
Orient staff to formative evaluation activities		X			
Implement internal formative/process evaluation activities	X	X	X	X	X
Review project goals	X	X			
Compile a list of potential training sites	X				
Determine criteria for selecting training sites	X				
Collect information on potential sites	X	X			
Select sites for first year		X			
Select regional consultants			X		
Gather information from consultants on any anticipated changes in the training				X	X
Identify critical content and behaviors for training of trainers			X		
Set objectives for training of trainers			X		
Create learning opportunities for training trainers				X	X
Organize training for trainers program			X		
Develop criteria for selecting evaluation strategies		X			
Develop questions for evaluating the training of trainers			X		
Duplicate materials for training week				X	X
Send out P.R. materials on availability of training				X	X

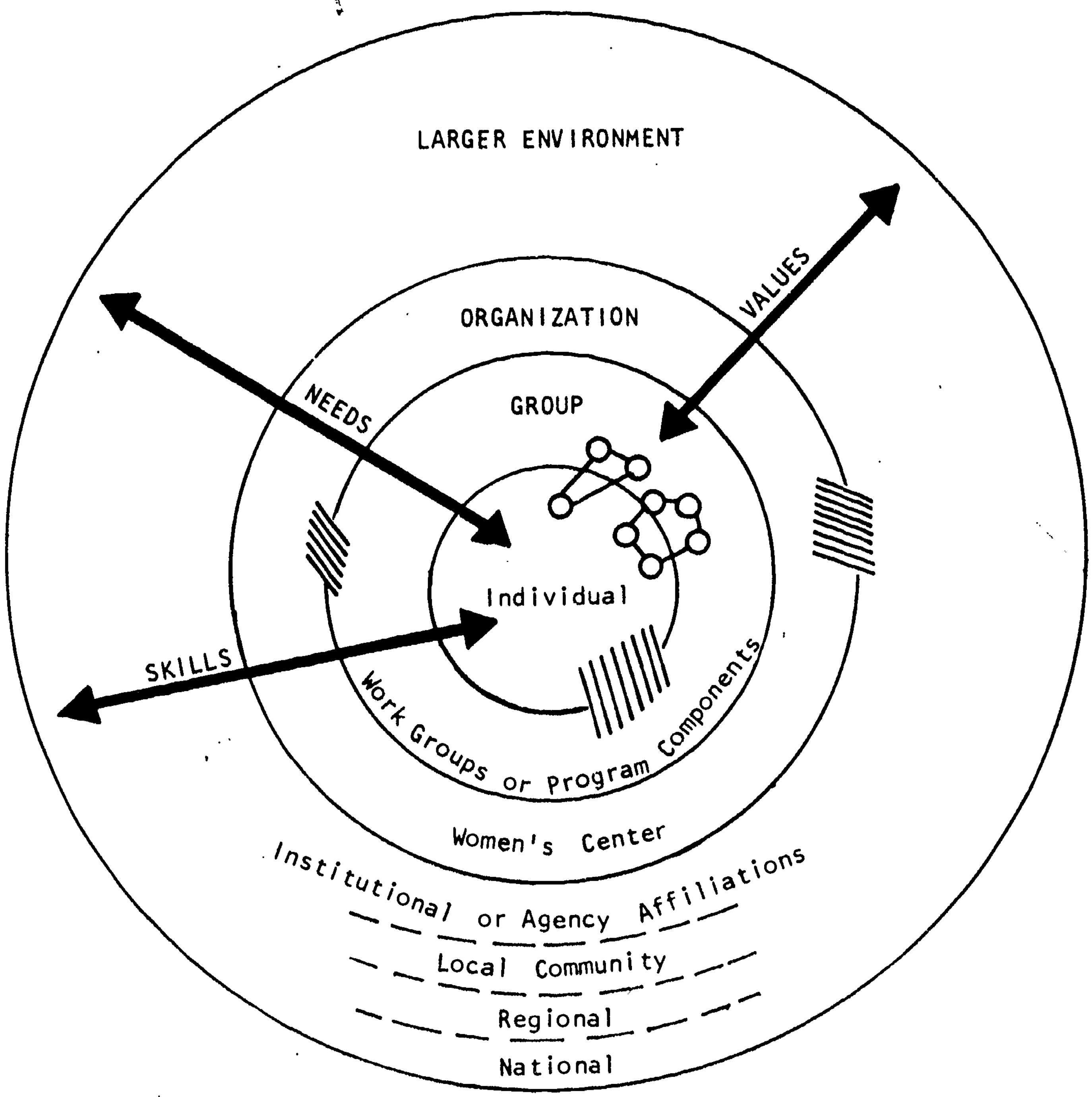
CHART #2



LARGER ENVIRONMENT
ORGANIZATION
GROUP
Individual
Work Groups or Program Components
Women's Center
Institutional or Agency Affiliations
Local Community
Regional
National

81

CHART #3



////// = Tension at the "boundaries"

82

CHART #4

"FIT" BETWEEN AREAS OF FOCUS AND LEVELS OF FOCUS

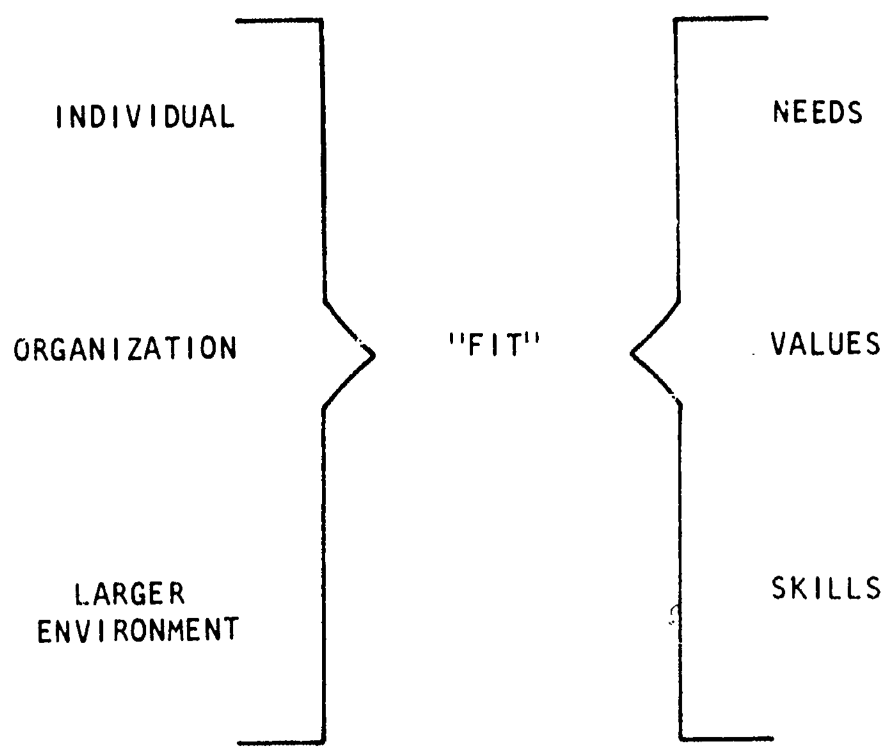
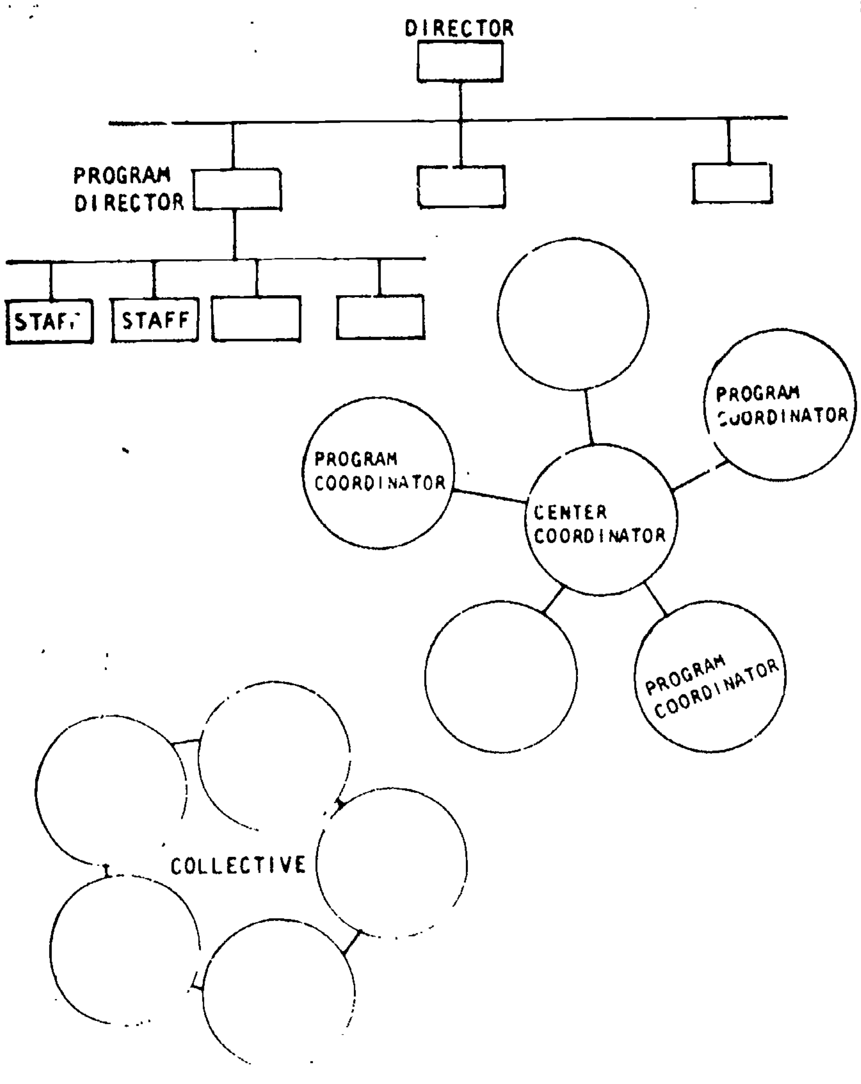


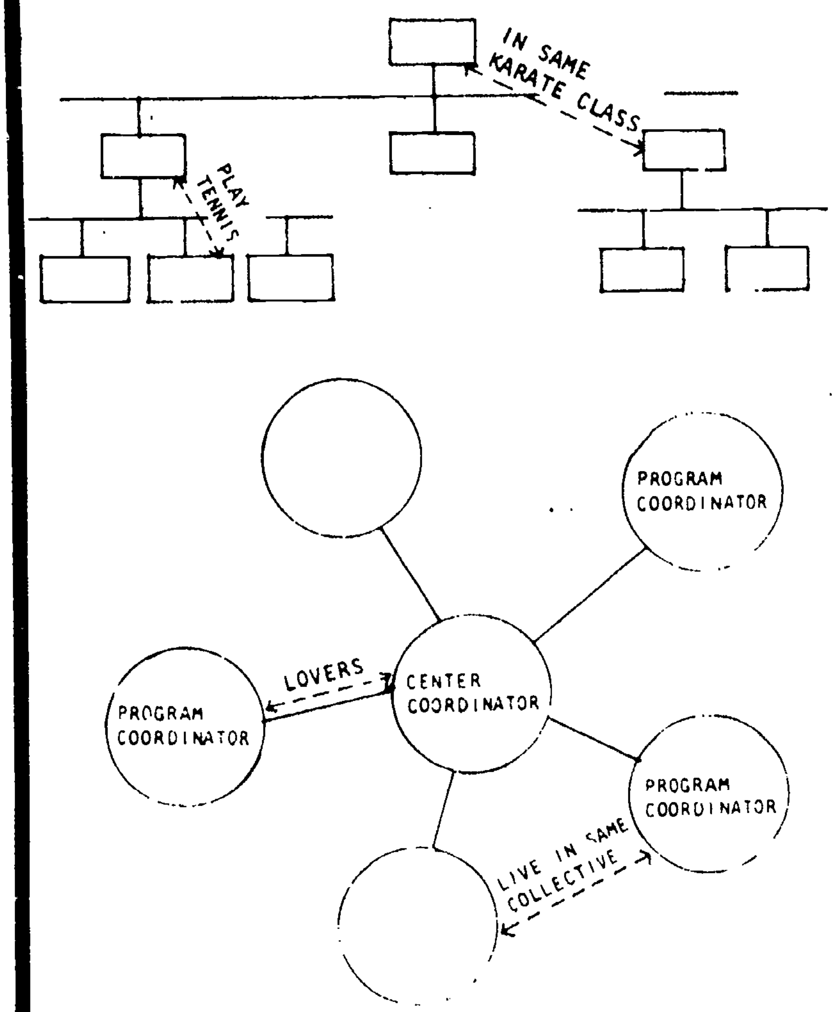
CHART #5

EXAMPLES OF FORMAL AND INFORMAL STRUCTURES

FORMAL



INFORMAL



V. CASE STUDIES*

RELATED PARTICIPANT HANDOUTS (from Chapter XI)

Case A: Emerson College

Case B: University of Huntington

TRAINING SESSION ORGANIZATION

No separate session is designed for the case studies. Participants use the case studies in the program development and budget exercises. Cases are studied anytime prior to the first program development exercise.

CASE STUDIES: INTRODUCTION

The case studies are used in conjunction with the program planning and budget exercises. They form the basis for the final simulation, in which participants present their program and budget to an administrator, who role plays someone at the case study institution. Usually participants read the case studies on their own and come prepared to utilize this information in the first program planning exercise.

The next section, "Case Studies: Trainer Notes," provides information on the background and use of the cases, participants' responses to the case study format, and instructions for guiding the selection and preparation of a case. Following the trainer notes are copies of the actual case histories. Additional copies are also included in the handout section.

The case study approach has been very effective in training individuals from diverse higher education institutions and women's centers. Trainers working with different populations (for example, staff from women's studies programs and staff from community groups) might need to consider revising a case or creating an entirely new case. The case history approach has proved to be effective in equalizing access to institutional knowledge and in providing a break from habitual responses to familiar institutional constraints. We urge you to use the cases, even if these materials are used only within one organization for staff development activities.

Decreasing student enrollments and budgets, faculty retrenchment, and increasing federal legislation and litigation concerning higher education policies and

*The two case studies are based on actual higher education institutions, though some facts have been altered. The names of the institutions have been changed. The case studies have no connection with the real Emerson or Huntington Colleges.

practices will continue to affect women's programs. Trainers should be aware that the case studies may need to be modified to reflect continued changes, if they are to provide a realistic context for program and budget planning.

CASE STUDIES: TRAINER NOTES

Purposes

- To provide a common framework for sharing
- To have participants become familiar with an institution's services or programs related to certain populations
- To promote understanding of the fiscal constraints of an institution
- To explore the current concerns and programs of a campus women's center

Sequence

Preparation of the case takes place *after* participants have had both cases described and have selected the one with which they will work, but *before* the first program development exercise.

Duration

Approximately two hours are required. Usually preparation is handled by participants on their own; the amount of time spent varies widely.

Background

The cases were developed so that representatives from different women's centers could work together to strengthen their skills in program planning, budget development, and negotiation. The cases serve the important function of equalizing access to institutional information.

Each case is based on an actual higher education institution, though some factors (such as location, type of student services, and student concerns) have been altered. The names of the institutions have also been changed.

The cases are included here as they were written for training in the Northeast. For other regions of the country, minor changes were made to make the context more appropriate. For example, when working in the Northwest, the geographical setting of the University of Huntington was shifted to a Northwestern urban area. References to farming and high unemployment were dropped. The community service description was changed to include medical and natural resource research.

The rationale for these changes was psychological, rather than substantive. That is, the changes enabled participants to identify more easily with the setting and the institution. Such changes did not affect the program planning, budget, or negotiation activities.*

The two cases were used by representatives from women's colleges, community colleges, private universities, private colleges, state colleges, and state universities. While the direct relevance of the cases to the participants' situations varied greatly, participants stated that they could easily transfer what they had learned from one type of institution to another.

Evaluation

At the end of each week of training, we asked participants to comment on the advantages and disadvantages of using the cases. Generally, everyone enjoyed using them. Some felt they had more knowledge of the case institution than they would have had in developing a program for their own campus. Others appreciated the distance from the overly familiar sense of their own campus that the new case provided. Still others preferred working with women from other centers as a way of gaining fresh perspectives; they saw the cases as a means to that end.

The major disadvantage cited was not being able to work on a program for one's own center. Though some comments to that effect were frequently voiced in the beginning, differences between one's home institution and the case were not cited as disadvantages by the end of the training.

Case Selection

A comparative sketch of the two cases and some suggestions as to the criteria participants might use in selecting a case are usually all that is needed for choosing a case. This information can be provided during the orientation to the training. Information that trainers can easily provide on both institutions includes: the type of institution, size, type of student body, and the women's center programs and budget. Participants can then be directed to think about whether they want to work in a setting that is similar or dissimilar to their own. Similarity or dissimilarity of the student body, size, or the type of institution (public versus private) are usually the key factors in case selection.

D ring the selection of cases, make sure that there are enough people on each case to form working groups. For example, should only one person select Emerson College, you will have to identify others who might be willing to switch to Emerson, or you might have to switch the Emerson College person to the University of Huntington. Groups should have between two and four members.

Instructions for Case Preparation

Participants need to be reminded to take the case preparation seriously. Generally, the following admonitions and instructions provide the necessary guidance:

*Trainees using this material may wish to alter the wage amounts and other line item costs shown in the center budgets in these cases to align them more with prevailing wages, etc.

- The case should be read at least twice, *carefully*.

- The first program planning exercise, which relies on the case, calls for identifying target populations and needs. In reading the case, participants should pay particular attention to potential target populations for women's center programs, and the unaddressed needs of those groups.

- Sections on organizational structure, the budget-making process, and so on, can be skimmed in first readings. They will become more important in later stages of program planning and budget development, when they can be read more carefully.

- All program planning and budget exercises will be carried out by ongoing groups. Each group member is responsible for being fully familiar with the case.

- Allow at least two hours for case preparation.

CASE A: EMERSON COLLEGE

1. General Description

Emerson College is a private, residential, four-year liberal arts college of 1,200 students and 90 full-time equivalent faculty. Its 500-acre campus is located in a rural town. The college was founded in the 1960s by a businessman, John Emerson, who believed that a college education was useless if it did not prepare one for a lifelong career in the world of work and human affairs. The philosophy of a liberal education at Emerson allows students to bring together the liberal arts and sciences with professional preparation. A student may concentrate in a liberal arts discipline or a professional field--for example, English, education, biology, or public health. Alternately, a student may combine professional training with a liberal arts discipline.

2. Geographic Setting

Emerson is located in a rural area, but within ten miles of a more established college, Adams, with which there is some class cross-registration. The local community is a mixture of academic and professional people, farmers, and others who commute approximately an hour into the nearby urban areas. Some faculty members have developed research or internship projects of use to the town and of educational value to their students. Although Emerson values the community as a resource for its students, service to the community is not a high priority with faculty members, administrators, or students.

3. Mission and Goals

Emerson College was established to offer, within its financial limitations, the combination of liberal arts and professional education that would make each graduate's employment more satisfying, enable her or him to grow intellectually and to advance within a chosen career, and enrich her or his life outside of work. As with many new educational ventures of the sixties, there was some hope that Emerson would be a model for educational change at more traditional colleges. This hope has been little realized, due in part to the pervasive pressure felt by Emerson's administrators to take care of their college's own institutional development.

4. Governance Structure

The 20-member Emerson College Board of Trustees is composed primarily of business people and educators. The president is the chief executive officer of the college. Reporting to the president are a vice-president for administrative affairs, a vice-president for academic affairs, the treasurer, and the director of development and public relations.

Under the vice-president for academic affairs are a dean of academic administration, an associate dean, and three division heads--one each in social science, natural science, and humanities and arts. Due to the small size of the school and the administration's desire to establish connections between liberal arts and professional preparation programs, most academic planning is done by cross-division committees, and reviewed collectively by the division heads and the associate dean.

The vice-president for administrative affairs has responsibility for the library, admissions, the residence hall staff, financial aid, and institutional research. The treasurer is in charge of the business office, buildings and grounds, security, personnel, purchasing, the computer center, food service, and health services.

5. Organizational Chart

See the chart on page 83.

6. Sources and Amounts of Funds

Last year's total income at Emerson was $7,600,000, from the following sources:

	Amount	Percentage
Tuition and other student fees	$5,396,000	71
Gifts	228,000	3
Sponsored research	76,000	1
Miscellaneous income	304,000	4
Auxiliary enterprises (principally room and board)	1,444,000	19
Student aid	152,000	2
TOTAL:	$7,600,000	100

89

7. Allocation of Funds

	Amount	Percentage
General administration	$ 670,000	8.8
Instruction[1]	2,270,000	30.0
Other educational activities[2]	225,000	3.0
Sponsored research and programs	160,000	2.1
Student services[3]	500,000	6.6
Library	400,000	5.3
Buildings and grounds; security	575,000	7.5
Institutional support[4]	360,000	4.7
General institutional[5]	200,000	2.6
Auxiliary enterprises[6]	1,400,000	18.4
Student aid	600,000	7.9
Transfers[7]	240,000	3.1
TOTAL:	$7,600,000	100.0

8. Budget-Making Process

From July through September meetings are held by the senior administrators to discuss and consider the factors that influence the college's operating expenses--and consequently affect the fee schedule. Discussions include past fee schedules, charges at similar colleges, long-term planning, inflationary pressures, and student admission policies. In October the trustees approve budget guidelines, including a student enrollment goal; total instructional salary budget; total pool for salary adjustments (raises, promotions); tuition, room and board fees; and a target for gifts and grants.

In December each of the more than 30 budget managers (administrative and academic division heads) receives from the treasurer's office a budget preparation packet, containing more detailed guidelines for budget preparation, justification sheets for the new proposed department budget, and the operating budget for the past three years (two years' actual expenses, current year's budget). During January budget managers discuss their proposed budgets with their senior administrator; often, some adjustment occurs.

[1] Includes residence hall staff ($137,000) and programs ($48,000).

[2] Includes the Urban Studies Program and summer programs.

[3] Includes the registrar's office, health services, admissions, financial aid, athletics, and the placement office.

[4] Includes development, duplication, the post office, purchasing, and the telephone system.

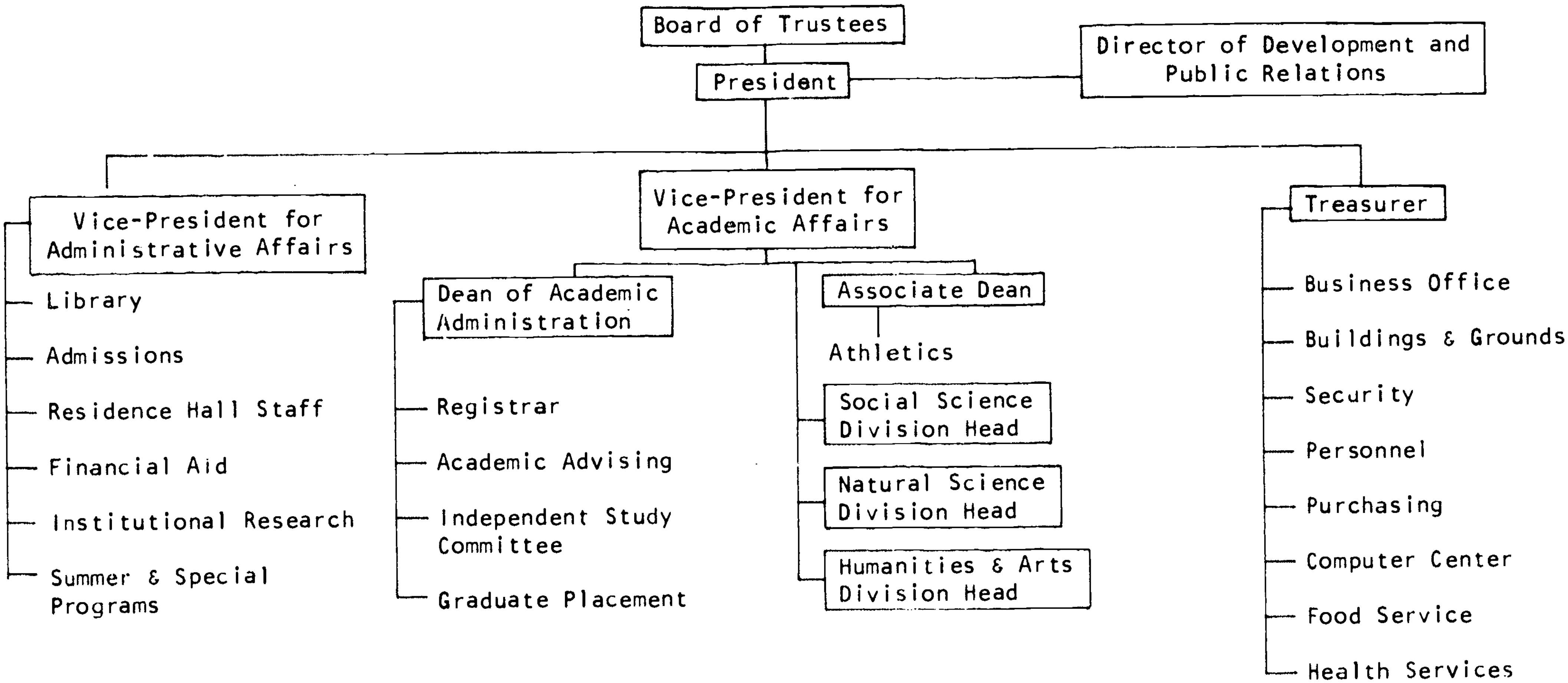
[5] Includes candidate travel, the computer center, insurance, taxes, and commencement.

[6] Includes food, debt service for dorms, and electricity and heating for dorms.

[7] Includes the equipment and maintenance depreciation reserve.

ORGANIZATIONAL CHART

EMERSON COLLEGE



During February the controller's office compiles all departmental budgets into a total budget document and places it on reserve at the library. In March the total budget is reviewed and revised by the senior administrators and submitted for formal approval to the trustees. The budget can be amended, if necessary, before the June meeting of the trustees, when they adopt the budget.

In addition to the college's budgeting process, the student government levies a yearly $50 student fee. This $60,000 per year is administered by the student senate and its finance committee. Student groups and individuals submit requests throughout the year for these funds. Requests submitted early in the academic year are more likely to be funded. Major areas of student support are educational programs and speakers (34 percent), student publications (20 percent), community involvement programs (19 percent, which includes the Women's Center), and entertainment (27 percent).

9. Students, Faculty, and Staff

Students. Students tend to be concerned with the practical value of their education, which is their primary reason for selecting Emerson. They are not particularly interested or involved in current social and political issues. The large majority describe themselves as moderate on a wide range of issues (from public funding for abortion to the death penalty), though close to 20 percent define themselves as conservative. The most popular department is the Business and Management Program, under the Social Sciences Division. Student SAT scores average in the 500s, but range widely. Emerson is the first choice of about 60 percent of its students.

Due to the college's limited financial resources, only 20 percent of the students can receive financial aid. The amount of financial aid is limited to 10 percent of the college's income from tuition, room, and board.

Emerson is coeducational, with slightly more men than women. Minority enrollment is 5 percent. Women constitute the larger proportion of withdrawing students.

The parents of most students are professional or white-collar workers.

Recently Emerson has been admitting older students from the surrounding area who live off campus. Most of these students are women who are returning to school to prepare for entering or reentering a career. This is a new program, with only 100 students currently enrolled.

Faculty. Partly due to the newness of Emerson, its faculty members tend to be young. Generally, they are committed to undergraduate education. All believe that the liberal arts and professional preparation ought to be integrated, but their approaches to that integration are quite diverse. Of the 90 faculty members, 30 are female and 6 are minority. Women and minority faculty are concentrated in the lower ranks. Although some female faculty members teach feminist courses, most of these courses fall within the liberal arts disciplines. Also, there does not seem to be any overt organizing or sharing within this faculty group.

Staff. There are 275 employees at Emerson. Women fill half of the staff positions overall, though they occupy only 20 percent of the senior administrative positions. Minorities fill 10 percent of the administrative positions and 5 percent of the administrative support staff positions.

10. Student Services

Emerson provides counseling services to students. One psychiatrist and four counselors make up the Student Psychological and Career Services Center (SPCSC). The counselors provide academic, career, and personal counseling to students on a short-term basis. Since staff members cannot handle all the needs of students, they have instituted peer counseling in the dorms. Students who are selected to be peer counselors arrive on campus two weeks early for a training program conducted by the SPCSC staff. These students then act as peer counselors for their dorms. The group of trained students is usually half male and half female.

In addition, each student has a faculty advisor to provide academic and career guidance. The SPCSC maintains a career and graduate study information center, where students can obtain printed information on job hunting, resumé writing, fellowships, etc. The SPCSC staff also conducts frequent panels and workshops on various career opportunities. One member of the SPCSC staff is considered feminist: aware of women's issues and sympathetic to the women's movement. The Women's Center refers women needing more than peer counseling to her. The SPCSC takes an active recruitment and placement role, because the college believes its long-term success depends on the career successes of the students.

11. The Emerson College Women's Center

During 1973, a group of students organized a women's center. They received office space in one of the residence halls, and some support from the student senate. A foundation grant supported one faculty member half-time, and a center coordinator full-time, during the 1973-74 academic year. Since that time, the Women's Center has been supported totally from student senate funds. Last year it received $1,300, which was spent on literature, programs, student wages, and the like. This year its budget is $2,089 (see Women's Center program budget, pp. 86-88).

The center has a number of functions:

- Serving as an information center for students interested in women's studies
- Maintaining a small library
- Organizing support groups
- Sponsoring topical and skills workshops (e.g., assertiveness)

EMERSON COLLEGE WOMEN'S CENTER

PROGRAM BUDGET

I. PROGRAM STATEMENT (describes center's primary objectives):

The purposes of the Women's Center are (1) to ensure that students, faculty, and staff are exposed to feminist issues and viewpoints; (2) to increase the involvement of women students in women's issues; (3) to increase the sensitivity to feminist issues at Emerson; and (4) to enable women to take more control over their own lives.

II. PROGRAM PLAN (describes how the center intends to fulfill its objectives, and how these objectives contribute to the mission and goals of Emerson College):

A. <u>Women's Week</u>: Women's Week addresses all of the center's objectives. As part of the program, films, post-film discussions, lectures, day-long workshops, and cultural activities are offered to the college community. This program contributes to the mission of Emerson by facilitating the personal and academic development of its students and staff.

B. <u>Peer Counseling</u>: Student staff are available at the center for personal counseling and academic advising. This service specifically addresses the last objective of the center. The program fits with the college's mission by providing students with opportunities for self-awareness and self-development, which will enable them to prepare for lifelong careers in the world of work and human affairs.

C. <u>Support Groups</u>: The purpose of this program is to enable women to share their concerns, problems, and experiences as women in a safe and supportive environment. This activity relates to the second and fourth objectives. The center helps get these groups started, and provides interested part cipants with some guidelines for starting consciousness-raising groups.

D. <u>Workshops</u>: This program helps women learn skills previously denied them as women growing up in a sexist society. The center has sponsored workshops in assertiveness, public speaking, birth control, and self-defense. This program responds to objectives 2 through 4.

EMERSON COLLEGE WOMEN'S CENTER

PROGRAM BUDGET, cont.

E. Information Center: The objective of this program is to increase student and faculty access to information on women's studies, women's issues, and women's events. To this end the center maintains a drop-in space with notices, posters, pamphlets, and brochures on women's studies programs; listings of feminist courses available on campus; and a small library of donated feminist fiction and nonfiction. This program addresses the center's first objective, and also addresses the college's goal of providing opportunities to encourage the intellectual and professional development of its students and to enrich their lives.

III. ACTIVITY INDICATORS

Program	Number of Participants Last Year	Number of Participants Current Year to 1/15/79
Women's Week	380	225
Peer counseling	60	35
Support groups	20	2
Workshops	70	none offered to date
Information center	no figures	no figures
TOTAL	530	262

IV. BUDGET

Women's Week

Personnel:	Student wages @ $3.50/hr	$ 529.00
	Honoraria for speakers, workshop facilitators	600.00
Supplies:	. . . .	160.00
Duplication:	Xerox and printing	400.00
Postage:	. . . .	donated by college
Telephone:	Campus and local only	donated by college
Miscellaneous:	Films	400.00
	TOTAL	$2,089.00

87

EMERSON COLLEGE WOMEN'S CENTER

PROGRAM BUDGET, cont.

FISCAL YEAR: CURRENT YEAR

Personnel:	Hourly Rate or Annual Salary	Projected Hours or % of Time	PROGRAM A Women's Week	PROGRAM B Peer Counseling	PROGRAM C Support Groups	PROGRAM D Workshops	PROGRAM E Information Center	LINE ITEM TOTALS
1. Student wages	$3.50/hr.	151 hours	$ 127	$ 222	$	$	$ 180	$ 529
2. Honoraria for facilitators, speakers			500			100		600
3.								
4.								
TOTAL PERSONNEL:			627	222		100	180	1,129
Supplies			100		40	10	10	160
Duplication			150		100	100	50	400
Postage contributed by college								
Telephone contributed by college								
Mo. Rate: ____ x 12 = $ ____								
Tolls: ____ /mo. x 12 = ____								
Other: ____								
Total Telephone: $ ____								
Misc.: Program materials--films			400					400
PROGRAM TOTALS:			$1,277	$ 222	$ 140	$ 210	$ 240	$ 2,089

- Acting as an organizational center for activities such as Women's Week, which includes films, lectures, workshops

- Providing feminist peer counseling

The center is able to offer peer counseling through special arrangements whereby the Women's Center counselors are trained along with peer counselors for the dorms.

During 1973-74, when the center had funding to support a faculty member and a coordinator (who was not a student), the Women's Center expanded its outreach to include community women in planning activities and participating in them. During this time more faculty women became interested in the center, and in the possibility of organizing a women's studies program on campus. Since that time, however, faculty and community involvement have virtually ceased.

Also during the same year several clerical workers on campus tried to organize to establish a union to represent them. They felt their salary scale, benefits, and working conditions were among the worst in the state. They enlisted and received support from the Women's Center. The union lost by a close vote. All the women originally involved in the unionizing efforts have since left. Conditions for clerical workers are essentially the same, though the Women's Center has had no further contact with this group.

Last semester the center sponsored a rap session for older women, but only two women came.

The center is run by residential students (both paid and volunteer), and policy decisions are made in weekly open staff meetings. Because the activities of the center depend largely on student interest, members of the college community are urged to participate in both its governance and activities. (This essentially applies to Emerson *women*, since only a few of the center's activities are open to men.)

Since its initial development and its year of foundation support, the center has had new leadership each year. Continuity from year to year has been slight. Ranking relatively low in college priorities, the Women's Center has had to move to a new space each year, making way for "higher priority units."

Emerson has no formal women's studies program, although a few feminist courses are offered each year. The center keeps a list of the courses offered each year, as well as a list of those faculty who sponsor independent projects in women's studies.

12. Female Students

A majority of female students at Emerson are more aware of the importance of job or career planning than female students at other colleges are. However, a number of new female students (20 percent) leave after one or two years at Emerson, feeling discouraged or confused about choosing or pursuing a career. Women often talk among themselves about the competitive atmosphere surrounding career fields, job placement, social and job contacts, and faculty assistance. Feelings of being unsupported or unaided with those decisions are common and are frequently mentioned.

Many female students are essentially complacent about their futures, seeming to believe that good grades and an Emerson education will open the doors they choose. While they are not necessarily aspiring to higher-level jobs, they do feel that they will find good jobs and be successful.

CASE B: UNIVERSITY OF HUNTINGTON

1. General Description

The University of Huntington was founded in 1865 under the provisions of the Morrill Land Grant Act to provide education in agriculture and the mechanical arts. From its beginnings as a small state institution, Huntington has steadily grown into a major public research institution with 24,000 full-time equivalent (FTE) students and 1,500 FTE faculty. The university has gained state and national recognition for an outstanding undergraduate liberal arts education, a quality graduate school, and a fine research center.

Huntington is situated on approximately 1,000 acres of land, and occupies 100 academic, administrative, and residential buildings. It is both a residential and a commuter institution: approximately 10,000 undergraduate students (both married and single) are offered a wide variety of choices for on-campus living arrangements; graduate students generally live off campus in the university community or its outlying areas.

2. Geographic Setting

Huntington is located in a small northeast community, surrounded by farming and industrial cities. The community is centered around the academic setting of the university. To a large extent, the town is populated by students, faculty, and staff, as well as by those offering professional and other services to the local area. The outlying areas are relatively stable, consisting primarily of farmers, craftspeople, and industrial workers. Although the area is generally free of crime, pollution, and other problems found in large cities, economic conditions have been particularly difficult for the people in the area. It has one of the highest unemployment rates in the nation.

The university provides services to the community and its outlying areas through a psychological service center, research in farming and agriculture, internship programs in community centers, and a continuing education program for adults. In addition, Huntington offers the community many cultural opportunities through its fine arts programs.

102

3. Mission and Goals

The overall mission of the university can be separated into three primary interrelated areas: first, to provide quality undergraduate education; second, to provide advanced training at the master's and doctoral levels; and third, to provide public service to the state and the nation through pure and applied research. This threefold mission is achieved through a diversity of students, faculty, and programs focused on education, research, and public service.

Because of the size of the university, each administrative unit is responsible for formulating and implementing its particular goals and objectives, which complement the overall mission of the university. Structurally, Huntington is composed of four major administrative areas: the president's area, the vice-president for academic programs, the vice-president for student programs, and the vice-president for business and administration. The specific goals and objectives for each major area are listed below:

- President's Area: charged with overseeing the operations of the institution and with ensuring that the goals of the university are achieved. Within this administrative unit are the departments of development, public relations, long-range resource planning and budgeting, and institutional research.

- Vice-President for Academic Programs: responsible for providing academic and educational support services to students of the university. This goal is manifested through the operation of formal curricular programs leading to degrees and certificates at the graduate and undergraduate levels; the support of special academic programs aimed at meeting a variety of special needs for students; the support of research programs for the creation and dissemination of new knowledge; and the operation of public service programs that make available to the citizens of the state the unique resources and capabilities of the institution.

- Vice-President for Student Programs: duties involve providing for the students' health and well-being and contributing to their intellectual, cultural, and social development outside the context of formal academic programs. Specifically, responsibilities include overseeing counseling and remedial services, residential services for students living on campus, services for commuter students, student placement services, and programs for special students (such as veterans, foreign students, physically handicapped students, and disadvantaged students).

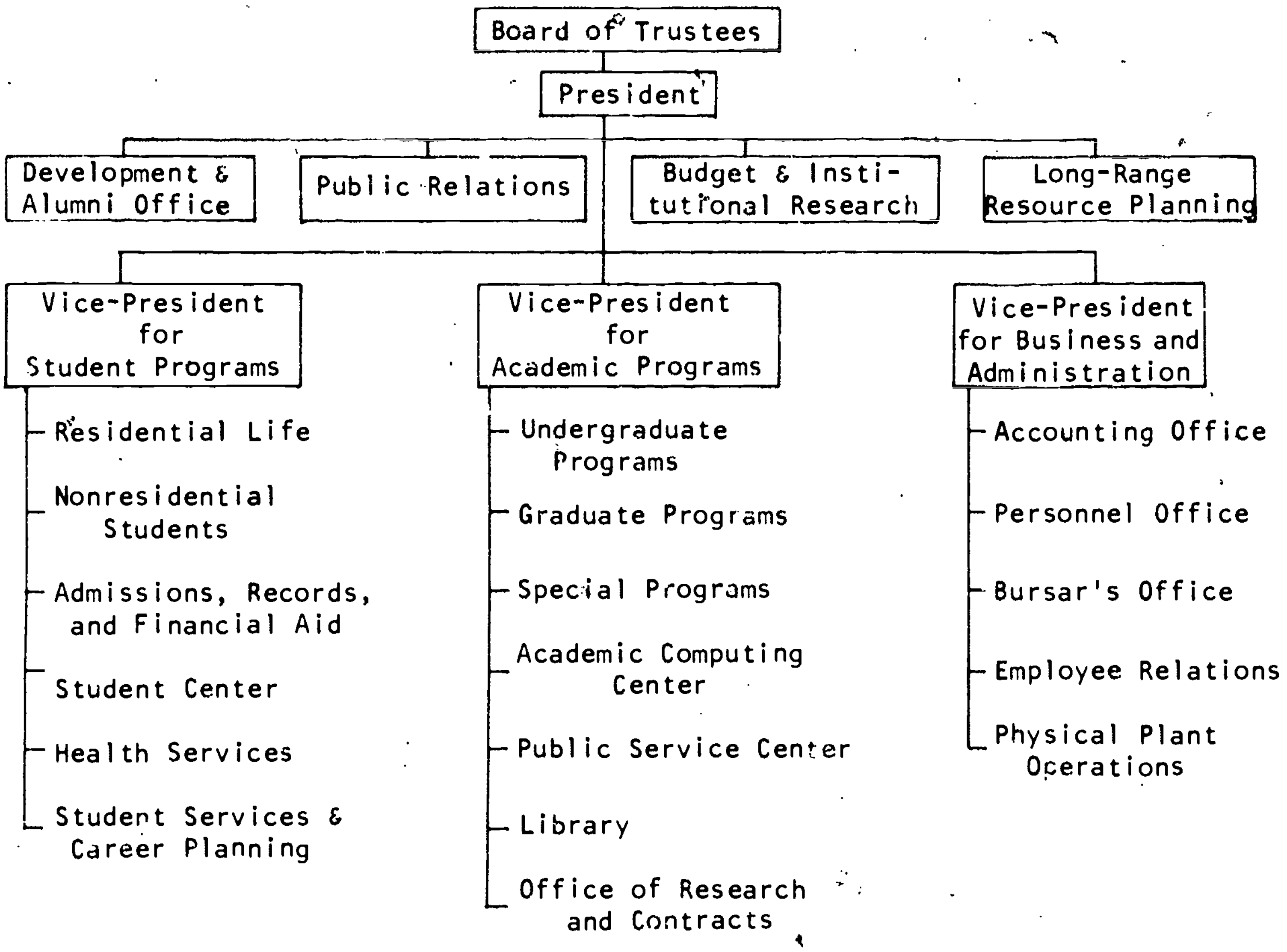
- Vice-President for Business and Administration: functions include such services as fiscal accountability, personnel recruitment, training and development, and employee relations.

The administrative structure of Huntington is illustrated on the following chart.

1''3

ORGANIZATIONAL CHART

UNIVERSITY OF HUNTINGTON



4. Governance Structure

The governance structure of Huntington consists of the president and university executive officers--vice-presidents, the director of budgeting and institutional research, the director of long-range resource planning, and special assistants to the president.

The president is accountable to a 20-member board of trustees, whose members are appointed by the governor of the state. The board of trustees generally votes upon and approves all recommendations coming from the president. While the university executive officers constitute the formal governance body of the institution, there is clearly an informal group of administrators who influence the policies of the institution.

In addition, the students, faculty, and staff are formally represented in the governance structure through their respective organizations. Of the three groups, the faculty has the most powerful input into the governance structure in the areas of faculty compensation, faculty work load, course offerings and scheduling, and other matters related to the academic goals of the institution. The students are represented through a graduate and undergraduate student senate. The students are concerned mainly with student fees, tuition costs, the quality of academic programs, and the environmental setting.

The staff of the institution can be divided into three groups. The first group consists of administrators, who are represented by an administrative association. The second group of employees consists of clerical, janitorial, and maintenance staff, who are represented by a union. The union has little influence upon the institution itself, since it interacts with the state on behalf of the employees. The third group consists mainly of clerical staff, who are considered part-time, temporary workers (though many have worked for years at their jobs). They are entitled to none of the benefits of other employees, have no representation in the governance structure, and are not permitted to join the union. Most workers in this category are female.

5. Recent Financial History

During the past three years, Huntington has suffered drastic financial cuts in its state appropriation. Rising costs of supplies and services, coupled with the economic situation of the state, have affected the university dramatically. Many academic and support programs have been forced to exist with limited funds, and no funds have been available for new programs.

Financial forecasts for the future are not optimistic. A new faculty union has just negotiated salary increases, which the administration says must come from existing fiscal resources. It seems likely that additional funds will not be available for new programs, and that special programs and services may be in jeopardy. However, each administrative unit is searching and trying to compete for additional funding. There are many campus-wide programs that will require funding should additional funds become available.

6. Decision-Making Process and Budgeting Cycle

University budget allocation decisions are made by a board consisting of the president, the three vice-presidents, the director of budgeting, the director of resource planning, and a special assistant to the president. Each vice-president has a financial assistant. The board makes initial, bottom-line allocations to the four major administrative units. The heads of these units then distribute their allocations to their subunits after a series of budget hearings with subunit heads.

The subunit heads subsequently distribute the allocations to their departments, and departments spread these bottom-line dollars by line item. The vice-president's financial assistants review budget requests from new programs and make recommendations to their respective vice-presidents. The president's special assistant performs this function for the president's area.

The university is on a regular fiscal year cycle: July 1 to June 30. Initial budget planning for the following fiscal year normally occurs

10 to 12 months before the fiscal year begins. It is at this time that new program requests are often submitted. Existing programs that will be requesting additional funding normally submit their requests two to four months before the start of the fiscal year, since they are vying for part of the allocation given to their major administrative area.

7. Sources and Amounts of Funds

Huntington receives funds from three sources: state appropriations, federal funds, and trust funds. The state appropriation is an annual allocation to the university from the state; it accounts for one-half of the university's annual budget. Federal funds are acquired by the university for financial aid programs, land grant support, and grants and contracts. Federal funds are restricted and can be used only in support of specific programs. Trust funds are acquired from auxiliary programs such as residential halls, boarding services, and student fees. Trust funds are also available to the university through alumni and development programs, as well as through interest earned on the savings accounts for trust funds. The following table indicates the sources of revenue for the current fiscal year:

	Amount	Percentage
State maintenance	$ 70,000,000	50.0
Federal funds	20,000,000	14.3
Trust funds	50,000,000	35.7
TOTAL:	$140,000,000	100.0

8. Allocation of Funds

The following table illustrates the allocation of state maintenance funds to the four administrative units for the current fiscal year:

	Amount	Percentage
President's area	$ 2,500,000	3.58
Vice-President for Academic Programs	48,000,000	68.57
Vice-President for Student Programs	4,000,000	5.72
Vice-President for Business & Administration	15,500,000	22.15
TOTAL:	$70,000,000	100.00 (rounded off)

9. Students, Faculty, and Staff

Of the 24,000 FTE students, 19,000 are enrolled in undergraduate programs and 5,000 in graduate programs. Overall, the student body is 54 percent male and 46 percent female. Approximately 23 percent of these students are members of minority groups. Special programs for Third World students include Afro-American Studies, a scholarship program for black students, and bilingual assistance service for Spanish-speaking students.

In the past, the undergraduate student body was comprised primarily of students who were residents of the state, the children of working-class or lower-middle-class parents, and first-generation college students. In more recent years, however, the characteristics of both the undergraduate and graduate student population have changed. An increasing number of students is considered nontraditional, that is, undergraduates who are not entering college directly from high school, and graduate students not entering directly from college. Nontraditional students are older women and men, some of whom are minority students entering college for the first time or returning to college after an interruption in their education. Approximately 4,600 undergraduates are nontraditional in terms of their age (i.e., over 25). The large majority of these nontraditional students are female; many are also single parents.

The university has only just begun to examine the changes in the student population and the implications of those changes for the institution. Several new programs provide academic counseling and support services. The Communications Skill Center offers remedial reading and writing courses, study and note-taking skills, etc. This center also provides academic and personal counseling to older students. However, the programs reach only a limited number of students. There is one day care facility on campus, which enrolls 125 children each semester. The university has generally lagged behind in adjusting its services to meet the changing needs of students.

Of the 1,500 FTE faculty, 1,270 (85 percent) are male and 230 (15 percent) are female. Faculty women tend to be concentrated in the lower ranks of instructor and assistant or associate professor. Approximately 20 percent of the female faculty are actively teaching courses related to feminist issues. Faculty women have worked together with students and staff on issues concerning campus health insurance benefits and tenure decisions.

There is a total of 3,000 employees engaged in nonteaching activities at the university. Of this number, 550 are administrative personnel: 396 (72 percent) of these positions are occupied by men and 154 (28 percent) by women. The remaining 2,450 nonteaching employees are in clerical, janitorial, and maintenance positions: 490 (20 percent) of these positions are held by men and 1,960 (80 percent) by women. Jobs and salaries are graded by responsibility from 1 to 14. Ninety percent of all persons employed at Grade 6 or lower are female.

10. Additional Student Services

The counseling center at Huntington provides both personal and career counseling, as well as placement services. The staff also runs career awareness workshops in the dorms. Services are available only to enrolled students.

Mental health services are offered by a staff of psychologists and social workers, who provide therapy groups and short-term individual counseling to Huntington students. There is one feminist, to whom the Women's Center refers clients.

Psychological Services Center offers couple and individual counseling as well as therapy groups to university and community people for a small fee. Graduate students in psychology do their training through this agency. Sometimes there are feminist students, to whom the Women's Center refers clients. Most dormitories provide peer counseling and some run peer sex education colloquia.

11. The University of Huntington Women's Center

In the fall of 1974 a group of university faculty wives and staff members came together to discuss the establishment of a women's center at the university. During the year, the group met informally to begin to identify the needs of area women and to gain recognition and support for the center. A one-time allocation from the Division of Continuing Education enabled the group to conduct a survey measuring the extent of support for special programs for women, and gathering information about the needs of women in the university and surrounding communities. The results of the survey showed widespread support for a women's center, and identified three broad areas of concern to women:

- Career and personal counseling
- Inexpensive educational workshops on topics ranging from carpentry to public speaking to divorce
- A referral network to help women obtain and share information related to job opportunities and advancement

The survey information collected was submitted as documentation in support of a request for office space and funding for the following fiscal year. While all administrative units expressed concern for the special needs of women, only the vice-president for student programs allocated state funds to establish the center. The allocation covered a part-time (10 hours per week) graduate assistant ($1,800), and supplies, postage, and telephone expenses ($500). The center acquired a three-room office, consisting of a reception area and two private offices. Thus, the Women's Center began its first full year of operation in 1975, with a total budget of $2,300 and limited office space.

With these funds, the center began a referral network, provided limited counseling services, and published a monthly newsletter. In addition to the part-time graduate assistant, the center staff included volunteers, some of whom were students earning academic credit and some of whom were members of the community or university staff.

Since that time, the Women's Center has grown slowly but steadily. When an increasing number of women began to make use of the services of the center, the university administration allocated additional funds for its support. While the center still occupies its original office space, its budget has more than doubled. The center has maintained and expanded its referral and counseling services. The feminist psychologist from the mental health center supervises graduate students doing counseling practicums. Support groups have been organized for lesbians and single parents. The center now publishes the newsletter only bimonthly due to rising postage and duplication costs. The center also hires facilitators to teach courses in typing, shorthand, and assertiveness training for university staff women, and a graduate student is now paid for 15 hours a week. Most services, however, continue to be provided primarily by volunteers. Part-time work-study students have also been added.

The sources of funds for the center and the budget for the current year are as follows:*

Sources of Funds:

President's office	$ 500
Office of the Vice-President for Academic Programs	900
Office of the Vice-President for Student Programs	1,800
Office of the Vice-President for Business & Finance	1,800
TOTAL:	$5,000

Budget:

Graduate assistant	$2,700
Honoraria for workshop facilitators	900
Part-time work-study student	600
Telephone	200
Supplies	500
Postage	100
TOTAL:	$5,000

Because the Women's Center is staffed mainly by volunteers, a high rate of turnover is a continuing problem. Also, funding for salaries covers only September through May, which disrupts the center's programs each year. However, there is a small group of women who have been with the center for several years. These women have begun to discover and understand the political and economic dynamics of Huntington. Furthermore, the center has gained a good reputation within the university and its surrounding communities.

*For more detailed budget breakdowns, see pp. 98-104.

HUNTINGTON UNIVERSITY WOMEN'S CENTER

PROGRAM BUDGET FOR COUNSELING PROGRAM

I. PROGRAM STATEMENT (describes center's primary objectives for this program):

While the objectives of counseling vary for each client, the program's general goal is to enable women to:

- establish their identity as women
- increase control over their lives
- increase their consciousness of the impact of socialization on their lives
- develop strategies for coping with major life transitions

II. PROGRAM PLAN (describes how the center intends to fulfill its objectives and how they contribute to the mission and goals of Huntington University):

The program will offer a variety of counseling services and programs for women by establishing and maintaining a group counseling service for women, by providing individual counseling for women, by training women in feminist counseling, and by working with the university and the community to increase awareness of women's needs.

The program will counsel women, individually and in groups, on academic and personal issues. It will also organize support groups. It is projected that three women from graduate programs in counseling or clinical psychology will use the center as the site for their counseling practicum.

The counseling program will contribute to the development of women as whole persons and, in turn, make them effective contributors and participants in the academic community.

HUNTINGTON UNIVERSITY WOMEN'S CENTER

PROGRAM BUDGET FOR COUNSELING PROGRAM, cont.

III. ACTIVITY INDICATORS

Program	Number of Participants Last Year	Number of Participants First Six Months, Current Year
Counseling women	160	75
Counseling groups/participants	2/20	1/12
Training counselors	5	3
Support groups/participants	2/16	1/9

IV. BUDGET

Graduate student (part-time T.A.)	$1,800.00
Supplies	60.00
Duplication/printing	45.00
Postage	10.00
Telephone	96.00
TOTAL	$2,011.00

HUNTINGTON UNIVERSITY WOMEN'S CENTER

PROGRAM BUDGET FOR EDUCATIONAL ALTERNATIVES PROGRAM

I. PROGRAM STATEMENT (describes center's primary objectives for this program):

The Educational Alternatives Program creates, coordinates, and offers university women programs that are designed to upgrade skills that will lead to career development and advancement. In addition, the assertiveness training program seeks to develop a feminist consciousness that can enhance women's self-image. The program also offers noncredit courses related to feminist issues.

II. PROGRAM PLAN (describes how the center intends to fulfill the objectives and how they contribute to the mission and goals of Huntington University):

This program presently offers courses in typing, shorthand, and assertiveness training for university staff. It also conducts noncredit courses. The skills program contributes to the mission of the university by providing staff with the opportunity for job mobility and by increasing staff morale. Assertiveness training is aimed at increasing the ability of staff to negotiate for their rights in their work environments.

III. ACTIVITY INDICATORS

Program	Number of Participants Last Year	Number of Participants First Six Months, Current Year
Typing courses* (2 per year)	40	30
Shorthand courses* (2 per year)	40	30
Assertiveness training* (2 per year)	40	25

*Enrollment in these courses has been limited due to funding. Numbers represent the maximum possible.

HUNTINGTON UNIVERSITY WOMEN'S CENTER

PROGRAM BUDGET FOR EDUCATIONAL ALTERNATIVES PROGRAM, cont.

IV. BUDGET

Honoraria for course facilitators	$ 960.00	($160 per 8-week course)
Work-study	204.00	
Supplies	125.00	
Duplication/printing	125.00	
Postage	30.00	
Telephone	36.00	
Miscellaneous	50.00	
TOTAL	$1,530.00	

HUNTINGTON UNIVERSITY WOMEN'S CENTER

PROGRAM BUDGET FOR REFERRAL NETWORK PROGRAM

I. PROGRAM STATEMENT (describes center's primary objectives for the program):

The Referral Network Program is designed to enable women to obtain needed information on welfare, child care, housing, legal, medical, educational services, etc.

II. PROGRAM PLAN (describes how the center intends to fulfill its objectives and how they contribute to the mission and goals of Huntington University):

This program maintains a job bank for employers to list available jobs. Anyone is free to look through the job listings. The program also maintains up-to-date information on legal rights and facilitates workshops on grievance procedures for university staff and students. The volunteer coordinators of this program provide referral service on health services, housing, and child care facilities. The referral service augments the internal and public service functions of the university and provides valuable information about university and community services.

III. ACTIVITY INDICATORS

Program	Number of Participants Last Year	Number of Participants First Six Months, Current Year
Referrals:		
Drop-in visitors*	800	450
Telephone calls*	700	375
Correspondence	75	40
Job bank (file usage)	375	180
Grievance procedures (workshop)	25	(not offered to date)

*The center is open for drop-in and telephone referrals only 20 hours per week for approximately 40 weeks.

HUNTINGTON UNIVERSITY WOMEN'S CENTER

PROGRAM BUDGET FOR REFERRAL NETWORK PROGRAM, cont.

IV. BUDGET

Graduate student (part-time T.A.)	$ 900.00
Work-study	204.00
Supplies	50.00
Duplication/printing	130.00
Postage	115.00
Telephone	60.00
TOTAL	$1,459.00

HUNTINGTON UNIVERSITY WOMEN'S CENTER

PROGRAM BUDGET, cont.

FISCAL YEAR: CURRENT YEAR

Personnel:	Hourly Rate or Annual Salary	Projected Hours or % of Time	PROGRAM A Counseling	PROGRAM B Educational Alternatives	PROGRAM C Referral	PROGRAM D	PROGRAM E	LINE ITEM TOTALS
1. Grad. Students	$1800 (yr.)	10 (hrs./wk.)	$ 1,800	$	$	$	$	$ 1,800
2. Grad. Student	900 (yr.)	5 (hrs./wk.)			900			900
3. Work-Study	.60 (hr.)*	10(hrs./wk., 34 wks.)		204				204
4. Work-Study	.60 (hr.)*	10(hrs./wk., 34 wks.)			204			204
5. Honoraria				960				960
	TOTAL PERSONNEL:		1,800	1,164	1,104			4,068
Supplies			60	125	50			235
Duplication			45	125	130			300
Postage			10	30	115			155
Telephone								
Mo. Rate: 12.00 x 12 = $ 144			72	36	36			144
Tolls: 4.80/mo. x 12 = 48			24		24			48
Other: installation								
Total Telephone: $ 192			96	36	60			192
Misc.:				50				50
	PROGRAM TOTALS:		$ 2,011	$ 1,530	$1,459	$	$	$ 5,000

*Work-Study: Center pays 20 percent; university pays 80 percent. Actual hourly rate = $3.00.

VI. PROGRAM DEVELOPMENT

RELATED PARTICIPANT HANDOUTS (from Chapter XI)

Content Outline
Identifying Needs Exercise
Group Roles in Exercise
Goals and Objectives Example Sheet
Translating Needs into Objectives Exercise
Sample Brainstorming
Program Selection Exercise
Program Proposal Form
Introductory Readings in Program Evaluation
Case Studies

TRAINING SESSION ORGANIZATION

Session 1	Duration	Activity	Pertinent Materials
Segment 1	1 1/2 hours	Overview and Needs Identification Lecture	Overview and Needs Identification: Trainer Notes Overview and Needs Identification Lecture Summary Content Outline (handout) Introductory Readings in Program Evaluation (handout)
Segment 2	1 3/4 hours	Needs Identification Exercise	Identifying Needs Exercise: Trainer Notes Identifying Needs Exercise: (handout) Group Roles in Exercise (handout) Case Studies (handout)

Session 2 Segment 3	Duration	Activity	Pertinent Materials
Segment 3	1 hour	Program Objectives Lecture	Program Objectives: Trainer Notes Program Objectives Lecture Summary Goals and Objectives (handout) Content Outline (handout)
Segment 4	1 1/2 hours	Objectives Exercise	Translating Needs into Objectives Exercise: Trainer Notes Translating Needs into Objectives Exercise (handout) Case Studies (handout)
Session 3 Segment 5	2 1/2 hours	Program Selection Lecture and Exercise	Program Selection Lecture and Exercise Trainer Notes Program Selection Lecture Summary Content Outline (handout) Sample Brainstorming (handout) Program Proposal Form (handout) Case Studies

These segments have most often been combined into three sessions. The first session includes Segments 1 and 2, the second session includes Segments 3 and 4, and the final session consists of Segment 5.

PROGRAM DEVELOPMENT: INTRODUCTION

This section of the manual provides the material on which three program development sessions were based. Each session included a lecture and an exercise. The lecture summary, exercises, and suggestions to trainers for conducting both types of activities are presented here.

The training was organized to focus first on needs identification concepts, then on objectives, and finally on the selection of program activities. The materials in this section follow that order, beginning with "Overview and Needs Identification: Trainer Notes," "Overview and Needs Identification Lecture Summary," "Identifying Needs Exercise: Trainer Notes," and finally a copy of the actual exercise and group role sheet. These last two pieces are participant handouts; like all participant materials, they are also included in the handout section of the manual. They are presented here for easy reference.

The next set of materials concerns objectives: "Program Objectives: Trainer Notes," "Program Objectives Lecture Summary," "Translating Needs into Objectives Exercise: Trainer Notes," and the exercise sheet. Another handout used in the lecture, "Goals and Objectives Example Sheet," is also provided.

Finally, the materials covering program activities ("Program Selection Lecture and Exercise: Trainer Notes") combine background information and suggestions for using both the lecture and the exercise. "Program Selection Lecture Notes" and a copy of the "Program Selection Exercise" are also found here. A handout, "Sample Brainstorming," which may be used with the lecture, is included as well.

The content outline covering all three portions of the program development material can be found in the handout section, as can the bibliography on program evaluation. Later in this introduction the issue of evaluation is discussed.

The program planning sessions have been structured to balance conceptual knowledge and a decision-making planning model with actual practice. Each lecture is followed by a related exercise. Each lecture and exercise follows and builds upon the concepts and outcomes of the preceding one.

A belief underlying these materials is that no one system or approach is complete or always appropriate. The ideas offered are just that--offerings. They may or may not be appropriate or useful to any one participant at any time in the future. Although the model is presented as a suggestion, the program planning process is a rigorous one, and participants should follow it in the exercises as closely and as best they can. Trainers need to push people past some of the frustration at times. The idea is that one knows better what parts work only after trying them.

The value of the program planning sessions has been cited over and over. Participants almost always experience frustration when they begin the sessions, and appreciation after completing them. Statements such as "*Now* I know why we did it that way" are common following the simulation. In fact, the overview lecture that introduces the entire program planning sequence has been modified to try to provide more of that understanding at the outset. Because of the relationship among the three parts (needs, objectives, and activities) and the learning that comes from experiencing these connections, it is advisable to complete all segments.

The program planning sessions focus on a *process* of planning rather than on models for certain types of programs, despite the fact that most people say they need specific program ideas. An emphasis on "neat ideas" can lead programs to overlook the critical needs, to lose focus on the actual impact programs are having on individual or institutional change, and to lose touch with the mandate of the center or of the institution.

Another reason to emphasize process over models is that the same program will not work equally well for different groups or in different settings. The process focus allows for flexibility in applying the program planning materials to a wide range of organizations and target groups.

Another assumption is that people are serious about the individual, social, and political changes to be brought about in working on women's needs. The focus on process helps to keep attention on the desired changes and requires a lot of commitment. At the same time, the process permits a group to balance what it wishes to do to meet women's needs with what it has to do to survive.

One of the major limitations of the program planning sequence is that it does not include evaluation. This is due in part to the limitations of the week-long training model. There simply is no time for it. Evaluation is a topic that is loaded with anxiety, mystery, and negative associations for many, which make it a time-consuming and sometimes arduous task. Trainers should explain the omission of evaluation during the overview lecture, and point out that an annotated bibliography on program evaluation, "Introductory Readings in Program Evaluation," is provided in the participant handout section. The addition of an evaluation design segment (including a lecture and exercise) would nevertheless be a valuable asset to the training; trainers may want to consider adding such a piece despite the additional time required.

Since evaluation is the least known, and therefore seemingly the most needed, of the four program planning components, it seems important to indicate why so much time is spent on the other familiar areas. One of the reported values of the program development sessions is that participants come away feeling tremendously validated, proud of the skills they already had and pleased with new ones they've acquired during the training. Focusing on the program planning process reveals the complexity of the work that most women's center staff do regularly. In the midst of daily crises and ongoing programs, it seems easy to forget the range of skills one is actually using, consciously or intuitively. The program planning materials validate these skills, "professionalize" them for some women, and provide new perspectives on them.

After the first year of the training, a manual was developed to share the ideas from the program planning sessions with those who had been unable to attend the training sessions. This manual, Developing Women's Programs, is available from the WEEA Publishing Center. It is a good supplementary resource for participants to know about, and also provides additional information and ideas for trainers.

OVERVIEW AND NEEDS IDENTIFICATION: TRAINER NOTES

Purposes

- To clarify the major components of program planning
- To explore the basic relationship among the four components of program planning
- To explain the rationale for the upcoming program planning sessions
- To differentiate between needs and solutions
- To highlight key elements in the needs identification process
- To point out the value of conscious, criterion-based decision making
- To explore ways of identifying needs
- To examine a target population selection process

Sequence

The overview introduces all the program planning sessions, of which needs identification is the first. Most often the lecture is followed directly by the needs identification exercise.

Duration

This portion of the training requires 1 1/2 hours. You will need approximately 20 minutes for the overview lecture, including questions, and 1 hour and 10 minutes for the needs lecture. The lecture and exercise sections can be combined into one session of 3 3/4 hours.

Background

The entire program planning sequence culminates in the simulation. Since the sequence can be very stressful, it is important that the overview lecture provide a rationale for persevering when the work gets hard, and a clear vision of how the various exercises relate to each other. Portions of the outline supplied here seem to meet these needs.

The needs identification lecture, like the other program planning lectures, presents a decision-making *process*. Participants should understand that, for the purposes of the training, it is important for them to understand *how* and *why* they selected their target population. Thus, the needs identification lecture focuses on identifying and documenting needs and on the criteria one might use in deciding which groups would benefit from programs. The lecture does not discuss the actual needs of different groups, or recommend priorities. In this way, the transferability of the process to various settings and organizations can be maintained. Similarly, examples in the lecture notes were designed to speak to a range of clients and program interests.

Evaluation

In one session we omitted the overview, with the result that many participants were confused about the purpose of the session. The overview seems to fill an essential orientation function. Generally, the most important concepts for participants seem to be (1) the distinction between a need statement and a solution, and (2) the conscious, criterion-based approach to selecting a target population.

Lecture Format

Although set up as a lecture, the needs identification material is designed for trainee participation as well. In some cases the summary indicates that material can be presented or sought via questions to the group. In other cases the summary suggests questions or a brief activity in order to check participants' understanding of a particular point. You will have to take into account time constraints, the complexity or subtlety of some of the ideas (especially in the context of our usual planning practices and language usage), and your own skills in deciding at which points and to what extent you will use a discussion or a question-and-answer mode.

For example, the distinction between a need and a solution tends to be elusive. One minute participants seem to understand it; the next, they feel lost. Trying to raise or clarify the point through discussion can be difficult if participants' examples are fuzzy or only partially correct. It takes a skillful listener to sort out the appropriateness of participants' comments on the idea being discussed, and a skillful teacher to put them to use directly. It also takes time. On the other hand, this approach can help to ensure the participants' grasp of the concept.

Throughout the lecture summary are suggestions for discussion or question-and-answer approaches (noted at the end of each major part, in parentheses). Suggestions on handling particular points--common confusions to be aware of, sensitive issues, and so on--are also noted in parentheses immediately following the point. These parenthetical notes should be helpful in preparing the lectures. Critical ideas for participants are presented in the lecture summary in parentheses.

OVERVIEW AND NEEDS IDENTIFICATION LECTURE SUMMARY

I. Overview of Program Planning

   A. What is program planning? Why work on it here?

      1. It's familiar to us all, something we do all the time.

      2. Essentially, it involves making decisions about the activities of women's centers.

      3. It's important to look at program planning here, for several reasons:

a. It can help to create a shared framework and vocabulary for working together this week.

b. It provides a framework for reviewing your center's existing planning activities and for considering some ideas to incorporate into future planning activities.

c. It can help to clarify the considerations that are most important to each of us in making program planning decisions.

d. Some of our program planning may involve carefully thought-out, consciously followed steps. Other aspects of our program planning may happen more automatically or intuitively. The process we will follow in these sessions aims for our decision making to be a more deliberate task.

B. What are the components of program planning?

1. There are four components:

   a. Identifying the needs to be addressed

   b. Determining what you want to accomplish

   c. Deciding what activities to implement

   d. Developing ways of finding out if your program is effective

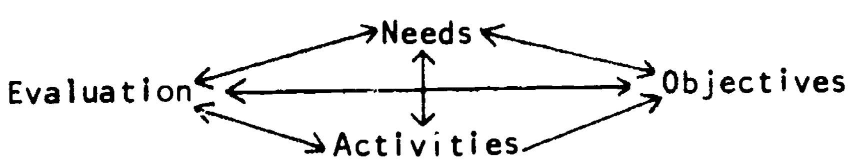
2. These four components are connected; decisions in each area affect decision making in the others.

3. Graphically, relationships could be represented as follows:

Needs
↓
Objectives
↓
Activities
↓
Evaluation

4. This is a linear, rational development approach. In real life, we don't always follow the deductive process. That is fine, as long as we still touch all the bases and pay attention to the relationships among parts.

5. Another way to show the relationships among components, which might be more realistic, is as follows:



a. You can start anywhere.

b. You just have to make sure that you check all the components.

6. In the program planning sessions, we'll be looking at each of the parts in logical sequence:

   a. Needs. The "Identifying Needs Exercise" will take you through the process of selecting a target population(s) and describing the needs of that group. This work will prepare you for:

   b. Objectives. The "Translating Needs into Objectives Exercise" will ask you to review the needs you've identified and to state the objectives you would seek to attain in terms of changes for that group. These objectives then become the guide for selecting:

   c. Activities. The "Program Selection Exercise" will engage you in brainstorming as many ways as possible of attaining the objectives you've identified. You will then select the approach and activities that you think will be most effective.

   d. At this point you will write up your program rationale, develop a thorough budget, and prepare to present your program to an administrator.

7. Your program rationale might look like the following:

   Need: Target group: rape victims
   Identified needs: obtaining medical and legal assistance, when desired.

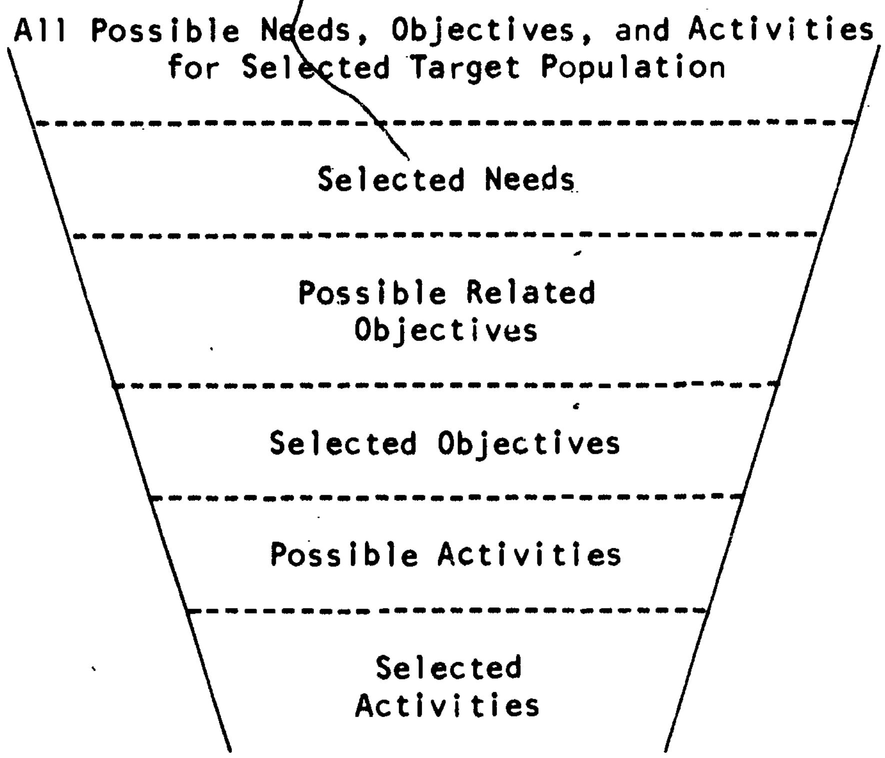
   Objective: Women should know their medical and legal *rights* as rape victims.

   Activities: Advocacy approach. Ten peer advocates are trained to talk with a rape victim about her rights, and to accompany her for medical and legal assistance.

   Training approach. Emergency room workers, local police, local physicians, and health workers take part in a two-day training program on the rights and needs of the rape victim, and of their role/responsibility in informing her of her rights.

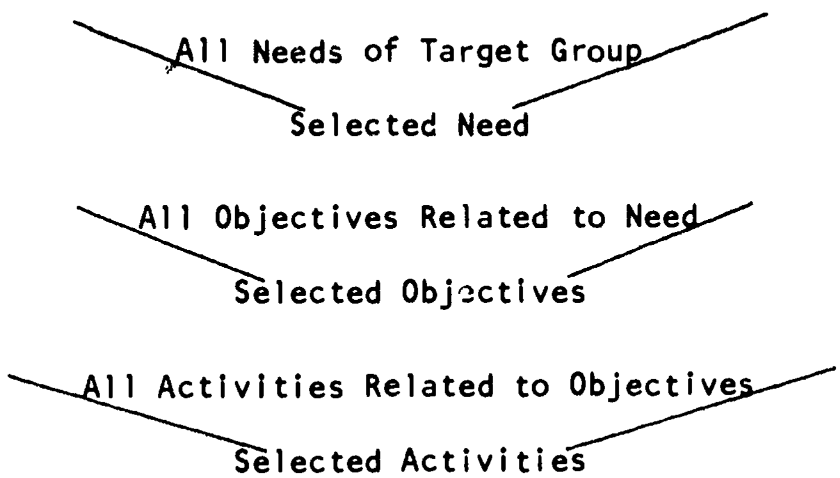
   a. Obviously, there are many different needs, objectives, and activities that could be selected. An important goal of this particular approach is to keep those choices as open as possible at each stage. In a sense, the goal is to avoid the familiar. That usually means not leaping to solutions, but taking each step as an opportunity to understand the situation more fully and to find new perspectives. One image for the process might be a funnel:

Figure 1



Another, perhaps more revealing, image is a series of funnels representing the opening up of possibilities at each decision stage.

Figure 2



b. Another important goal of the process is to provide a solid rationale for program activities.

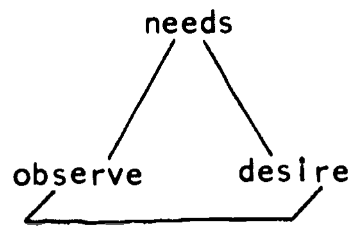
8. The program planning process can be very tedious and frustrating, since the exercises ask us to approach tasks in a way very different from our everyday approach to work, and since you may be working with

strangers on an unfamiliar case study institution, under time pressure. Unfortunately, the point or value of any activity is easiest to see only after the plan is completed.

9. Evaluation is not covered since it is simply too big a topic. The bibliography does provide a good set of resources for anyone interested in finding out more about the topic (see "Introductory Readings in Program Evaluation," p. 318).

II. Needs Identification

A. What is a need?



1. A lack of something desirable, useful, or essential

2. A gap between what we observe and what we desire

   a. Example: We *observe* that all child care centers in the local area have long waiting lists.

      We *desire* that child care be available to all who need it, when they need it.

   (It's good to have several examples handy.)

   b. We have identified a need when we know that what we observe isn't what we desire.

3. A need *does not* include a solution.

   a. Example: We observe that all child care centers in our local area have long waiting lists.

      We desire a new child care center.

   This example goes beyond need to indicate a possible solution.

   b. Stating a need in terms of a possible solution limits the view of alternatives.

      (1) There may be ten different ways to make child care available to all who need it: parent cooperatives, play groups, lobbying for a federal child care program, and so on. To focus on a single approach at the very outset limits one's view and possibly one's effectiveness. Instead of asking, "How can we most effectively increase the availability of child care?" we immediately put energy into "What do we have to do to create a new center?" Although that can feel very decisive and be very energizing, it may not be the most effective strategy.

(2) Another problem with limiting one's view in this way at the outset is that success becomes measured in terms of action rather than change. Following the example, assume that we defined the need as a new center and actually created one. In terms of the way we've stated the need, the need has been met, whereas if we stated the need in terms of the availability of child care to all who need it when they need it, our success would have to be measured continually in terms of this standard.

(Since the last point can be hard to hold on to, it might be helpful to ask each participant to jot down an example of a need. Persons sitting near one another could exchange examples, and indicate whether a solution has been stated by mistake. Good examples--correct and incorrect--could be shared with the group.)

B. The process of identifying needs calls for the following steps:

1. Gather facts about the existing situation.

2. Answer key questions:

a. Whom are we talking about?

Undergraduate women, for example, have varying needs, depending on their class, age, race, sexual orientation, etc. It's important to be specific.

b. Who needs what?

Again, even if you're looking at a general need area (e.g., birth control/abortion information), it's important to be aware of how the need may vary or be experienced by different groups.

c. Who has created or contributed to that need?

Did a policy or practice lead to the need? Are there certain key individuals who have interests or attitudes that led to the need?

d. What programs already exist that should be meeting that need?

Are there other agencies on campus or in the community whose mandates include the need? (One should be careful of "territory" here.)

e. What/who keeps the situation the same?

Have attempts to address the need been made in the past? If so, with what results? What are the obstacles to change?

f. What's the root of the problem?

What does one have to change in order to address the need and move people toward the desired goal?

(1) Example: We observe that in your rural community fewer than 10 percent of the adult women take continuing education courses at the local community college, though a random telephone survey indicates a significantly higher interest rate.

We desire access to higher education for all interested rural women.

(2) Before you can begin to examine solutions, you must find out the central reason why women do not take existing courses. It could be content, attitudes (theirs or their families'), transportation, or scheduling.

(3) Asking this question helps to focus the problem and make problem statements more specific.

(The identification of key questions in the process of gathering facts about the need could be handled by presenting the first two questions and then asking participants to think about other important questions. The trainer can either solicit their ideas or present the next three questions, asking them if they thought of those. The final question should be emphasized no matter *what* approach is used.)

C. Why is it important to identify needs or state the problem?

1. Focusing on needs is a way to check that we're addressing what's really important.

a. Remember, needs are the basis of what we do/why our centers exist.

(1) In the context of our centers, where there is often little monetary reward, the internal rewards of doing what we enjoy, of pursuing our interests, and of experimenting with new ideas become very important.

(2) We must be careful that our interests don't lead us astray, focusing, for example, on assertiveness training when the number of rapes is increasing monthly.

b. Some needs are more trivial or more critical, depending on a particular group.

(1) We all may need to develop our creativity, but some of us may first need to obtain adequate housing, deal with an impending divorce, find reliable child care, get through a depression, and so on.

(2) Although we *can't* meet all needs for all groups, we do need to make our decisions consciously. In other words, there should be a rationale for choosing to meet creativity needs instead of child care needs.

D. How can you identify or document needs?

1. Study literature and research from different fields that describe the ideal or identify common problems. Examples might be:

   a. Psychological studies documenting the importance of self-esteem and the lack of it among women.

   b. Educational and psychological literature describing, for example, the negative effect of sex-role stereotypes as used by counselors in working with their clients.

   c. Popular literature that identifies a widely shared problem, such as Marilyn French's The Women's Room or Betty Friedan's The Feminine Mystique. In different decades those books served to name and bring women's needs to consciousness.

2. Look up local, institutional, regional, and national statistics.

   a. The more local the statistics, the better. Nationwide there might be a desperate shortage of plumbers, but if there's an abundance in your community, you might not want to set up a training program in plumbing for women.

   b. Unemployment statistics, reported rapes, statistics on admissions, financial aid, attrition, etc., can be useful in identifying needs.

   c. Many large institutions have research offices that might have, or be willing to collect, the data you seek. Find out how your campus handles institutional research.

3. Demands for services are also revealing.

   a. Some programs are actually developed through direct, self-initiated demand.

      Example: Everywoman's Center (University of Massachusetts) began with the intention of providing counseling and workshops. A bulletin board in the center began to accumulate notes about women's experiences with different gynecologists, lawyers, and social workers. Women also began calling to ask for advice on doctors and lawyers (trying to find out who was sensitive, who was sexist, etc.). Staff members shared their own experiences and those presented via the bulletin board

      A simple tally sheet by the phone showed that the volume of referral requests was enormous. The staff decided that since the work was already being done, it might as well be done well, so a staff position was allocated to it. A more sophisticated tracking system now provides monthly data on the number of requests (walk-ins and calls), the information sought, and the referral made (within the center, on the campus, or in the community). This allows the staff to know in what areas better referral information needs to be developed. Approximately 8,000 referral requests are logged each year. That's powerful ammunition to have when you are seeking funds.

b. It is a good practice to keep track of everything you do and every request you get.

Example: Keeping track of library usage will provide evidence of the magnitude of any given need, and information for the evaluation.

4. Surveys and interviews can identify and document needs.

a. It's important to determine whom to ask: those who you think have the need themselves, providers of services that address the need area, others who have contact with the potential target group.

b. How you ask your questions is important.

Example: If you ask nonfeminists if they need "feminist counseling, you might get a clear no. If you ask them about experiences in counseling, about their perceptions of themselves, their choices, etc., you might get information that would confirm or disprove a need for feminist counseling.

c. Who asks the questions is also important.

Example: If lesbians were being interviewed, a heterosexual interviewer would be less likely to receive honest or complete answers than a lesbian interviewer would.

(This point may raise complicated value and political issues, including who is identifying needs for whom.)

5. "Needs creation" is sometimes called for.

a. Don't be limited to needs that a given group can articulate. Don't let someone put you in the position of *having to* document a demand.

Example: Women may not be beating down the doors of your center asking for workshops on masturbation, orgasm, or other issues related to sexuality; that doesn't mean there isn't a need for such workshops.

Nonfeminist women might not say that they need a women's center; that doesn't mean that they don't need its programs or won't use it.

Ten years ago, few women would have said that they needed life planning, yet as soon as it was made available, hundreds of women got involved in it.

b. Needs creation is really the process of creating an awareness of a need.

c. You'll know by the response if you're right or wrong. Give the idea time, though; sometimes it takes a while for a response to build.

6. Be prepared for a gap between the real and the ideal in needs assessment.

a. Time and budget are two immediate constraints on full-scale needs assessment.

b. It's nevertheless important to obtain as much useful information as you can within those constraints.

c. Make use of informal channels--conversations with representatives of agencies, the target group, etc. Information picked up over a cup of coffee is just as legitimate as survey data.

(The various strategies for identifying and documenting needs can be generated by participants who relate their experiences. Use their examples to bring out important points regarding each approach.)

E. Whose needs should you consider?

1. Given the millions of needs among billions of people, you should try to pinpoint as closely as possible your potential target populations.

2. Next, you have to determine:

a. Which group is most important to you?

(1) This may seem like an inappropriate question, but it's important to acknowledge that some groups are closer to our hearts than others.

(2) It may be easier to limit or control the effects of personal preferences once you have recognized them.

b. Which group's needs seem most critical?

(1) Again, this is a subjective impression.

(2) Individuals should look at why they see certain needs as critical. Looking at the *why* rather than the *what* may help circumvent a "who's more oppressed than whom" debate.

c. Which group's needs are already being addressed by other agencies or services?

   (1) This information should be attainable from observation, statistics, and a few phone calls.

   (2) You may need to differentiate between "being responsible for" and "actually meeting" the specified need.

d. Which groups are you most likely to be successful in reaching?

   (1) Again, this is a subjective impression.

e. Time, money, staff characteristics and politics, your institution's mission--all influence which group's needs you address.

3. These questions or considerations do not provide an answer to whether you should focus on a specific group; they only give you the information to use in reaching a decision. Although this may seem obvious, it's easy to lose sight of the process when you answer, for example, which group's needs seem most critical.

4. As an example, use the newsprint version of the chart on page 122.

   (The example is designed to take the group through the decision-making process. Suggestions for handling the example with the group are provided on the sheet following the sample chart itself.)

5. The point is to process your decisions consciously.

   a. Reference to specific considerations can help keep the group discussion focused.

   b. Reference to individuals' weighting of criteria can help to pinpoint the issues that need to be discussed.

F. How do you decide when to identify needs?

   1. This may be the first task of a women's center.

   2. *You might also wish to identify needs at any point, as a check to see if you're meeting important needs, or to gather more complete information on the magnitude of the needs.*

G. Criteria to use in keeping your needs identification focused or in writing a problem or needs statement for a proposal.

   1. Don't overkill. Narrow down your statement of the problem or need to something you can expect to accomplish in a reasonable amount of time.

   2. Document the problem. *Don't assume that "everyone knows it's a problem."*

3. If you need statistics to show the need, pull out only the key ones.

4. Make a logical connection between your organization's background and the problems and needs you intend to work on.

5. *Make sure you're stating the need or problem and not a solution.*

   Example: State the need for self-confidence, not the need for assertiveness training.

THE DECISION-MAKING PROCESS: AN EXAMPLE

FOR NEWSPRINT: Two newsprint sheets are used. One contains the context statement and the description of the population. The other lists each of the criteria, but does not list the sample responses below.

CONTEXT: Private, four-year, coeducational college. Five undergraduates staff the on-campus women's center on a part-time, volunteer basis. One faculty woman volunteers time and provides support when she can. All students are white and from middle-class socioeconomic backgrounds. All consider themselves radical feminists and express concern about racism, capitalism, gay oppression, and other societal ills affecting women. The main program at the center is a film and speakers series. The center also maintains a library and drop-in area. The total budget for the programs is $1,100.

POPULATION: Poor rural women with problems of poor health, inadequate heat and food, severe isolation, mental depression. There is little social agency outreach to these women.

CRITERIA:

TIME	MONEY	LOCATION/ PHYSICAL ACCESS	STAFF INTEREST	INSTITUTIONAL INTEREST
?	Not for direct services	Difficult for them to travel	Yes	No (very little)

STAFF SKILLS	LIKELIHOOD	CRITICAL NEED	OTHER AGENCIES	IMPACT ON OTHER PROGRAMS
Not really	? Could be difficult group	Yes	No	

SUGGESTIONS FOR USING THE DECISION-MAKING PROCESS EXAMPLE

1. Review the description with participants.

2. Indicate that the entire group should think of themselves as the five undergraduate volunteer staff members.

3. Tell them that it is the first meeting of the year. They have made a list of all the groups whose needs they might want to address (lesbians, staff women, older female students, black women, first year college women, high school seniors, immigrant workers, etc.).

4. Explain that they know they have to decide for which of the group(s) they will undertake the next steps of planning programs.

5. Depending on time, either talk through each criterion and suggest an assessment, or ask the group to provide a quick response to each criterion, keeping the context in mind.

6. Because of the exaggeration in the example, the group can respond with humor. Nonetheless, it is important to respect the seriousness of the need and the seriousness of the hypothetical groups' politics.

7. In looking at the criteria, individuals may say that they can't respond without knowing what program is being considered. Remind the group that there is no way programs could be generated for each of the 15 groups they listed as potential target populations. They first have to decide for which group(s) to take the next step.

8. Remind them that they will be going through the process in the needs identification exercise. Then they will have the chance to compare potential target groups along all the dimensions.

9. Remind the group that the issue is not whether the group has needs or even whether those needs are important. The question is whether the women's center should focus its program on *those needs* rather than on other needs.

10. When all considerations have been reviewed, ask for a show of hands from those who would vote to develop programs for the group. Find out which criteria were most important to them. Then ask those who would vote against continued planning to share which criteria were important to them. Point out that while everyone may agree that the needs are critical, the weighting of other criteria results in different positions.

11. Note how the importance of criteria may change. For example, if a center is attempting to gain funding or credibility within its institution, criteria such as institutional interest or likelihood of successful outreach may weigh heavily. However, if the center had some very successful programs already, it might be able to take more risks. Those two criteria might then carry very little weight in decision making.

12. Remind participants that they need to use only the criteria that they choose. The example provides possible, not definitive, considerations.

IDENTIFYING NEEDS EXERCISE: TRAINER NOTES

Purposes

- To apply the ideas from the needs identification lecture
- To select a target population
- To identify the needs of the selected group
- To review the effectiveness of the group's process

Sequence

This segment follows the needs identification lecture. Also, case study preparation must precede the exercise.

Dura...n

The introduction and exercise will require approximately 1 3/4 hours. Spend 15 minutes forming groups and explaining the exercise, and the remainder of the time for the exercise itself.

Background

The exercise was modified from its original format, benefiting from participants' responses. The limits are generally realistic, though some groups may fall behind in this first exercise. The exercise itself can be frustrating because the task is hard. This is the first real work with the case study, and people are working in newly formed groups. Suggestions to help minimize frustrations are listed below under "Typical Problems and Interventions." The groups formed during this exercise will remain the same throughout the program planning, budget, and simulation activities. "Forming Groups," below, provides guidelines for setting up the work groups.

Materials Needed

All participants should have a copy of the "Identifying Needs Exercise" and a copy of "Group Roles in Exercise."

Forming Groups

The groups formed for the first program planning exercise will remain the same for the rest of the program. Groups are usually formed in the following way:

1. Have everyone get up and move to an open area (this prevents groups from forming solely on the basis of physical proximity).

2. Have all the Huntington University people raise their hands; then all the Emerson College people should raise their hands (so that everyone knows who the potential group members are).

3. Ask participants to get into groups of three to five people, preferably with people they don't know. (The goal is to bring together as many strangers as possible.) A group that includes two friends or co-workers and two strangers can run into a very difficult dynamic. Four strangers have a lot more room for changing alliances, sharing responsibility, and equalizing participation. However, if there are four women from the same center who wish to work together, you might make an exception, using your own judgment. The advantages of such a grouping are that those four women can probably work easily together and the practice of working together outside their normal setting can be valuable. The disadvantage is that familiar dynamics and ideas will tend to emerge, limiting the possibility for new insights into how one might solve problems.

Group Roles

Before the exercise, remind participants to assign and use the group roles listed on the "Group Roles in Exercise" sheet. Individuals may decide among themselves how to divide the roles. In cases where there are only three members, the Summarizer and Maintainer roles can be combined. The purpose of the roles is two-fold:

- They enable participants to experience categorizing, sharing, and rotating some leadership behaviors in a group.
- They provide a structure to help participants get to work on the task quickly.

The purpose of the roles should be explained before groups begin the "Needs Identification Exercise."

Typical Problems and Interventions

Problem areas and examples of interventions that have been helpful are listed below for each step in the exercise, including the directions. Numbered steps refer to those listed in the exercise.

Directions

Emphasize the importance of Step 4. Invariably, people feel they can use that time for the other more "necessary" steps. Warn people about the possibility of frustration, and remind them that the most important reason for doing the exercise is to become familiar with the decision-making *process*. The exercise will help them decide which elements they might want to incorporate more fully into their *real* program planning effort. Suggest that they aim to accomplish as much as possible in the time allotted.

Urge them to take the first five minutes to read the entire exercise.

Point out the two charts included in the exercise. Participants do not need to use them, and they certainly don't need to adhere to the categories rigidly. However, the categories may serve as useful organizing and recording tools.

Step 1

Some people get very obsessive about this step, trying to list every population in the institution. It's helpful to sit in briefly on each of the groups after they start. If necessary, remind them to list only appropriate target groups for the women's center.

Step 2

Again, some individuals will want to answer the suggested questions for many different groups. You may need to suggest that they do a quick screening to identify the three to five potential groups that group members are most interested in.

If groups seem to be getting bogged down, remind them to accomplish only as much as they can within the time available. Remind them when they should move on.

Step 3

Participants are allowed to create additional information related to the need or problem, but they must adhere to the constraints as described. This point usually needs clarifying in the small groups as they are working.

In our experience, about half the groups made up some data, though often this was done at a later stage, after they had really focused on a particular need or set of needs.

Let groups know that if they have questions about applying their real experiences to the case, they should request the trainers' assistance. The general rule is that their own experiences can be used to fill in where the case leave off, but they must not alter or replace basic information in the case.

Twenty minutes before the end of the allotted time, remind the groups to move on to Step 4.

146

IDENTIFYING NEEDS EXERCISE

DIRECTIONS

You will have 1 1/2 hours for this exercise. Spend 1 hour and 10 minutes on Steps 1-3 and allow 20 minutes for Step 4. At the end of the time you should have identified a target population to work with, and a need of that group for which you will later develop a program.

To begin, read through the entire exercise (5 minutes).

STEP 1

List the potential users of Emerson College/Huntington University Women's Center (5 minutes).

Make sure you understand the task. Try to be specific. Remember that undergraduates can include men, women, feminists, anti-feminists, nonfeminists who are interested and sympathetic to women's issues, lesbians, single parents, and Third World women.

List only those groups that you would like to see using the women's center.

Spend no more than five minutes on this step. Don't discuss the needs of the different populations; just list them.

STEP 2

Select the group for whom you will later develop a program (25 minutes).

Clarify the task and how you will approach it before beginning. Refer to the case study material and consider:

- Which population(s) do you have access to? Which population(s) have access to your center?
- Think about the college/university mission. Are there some groups for whom the college/university would not be likely to support programs?
- Which population's needs do you know best?
- With which population do you feel the most rapport?
- With which population do you want to work?
- Whose needs are most pressing?

You may use the chart on page 130 to help you. Now that you have gathered some information on the various populations, decide which groups' needs you will work with.

STEP 3

Identify the need(s) of the group you've chosen (35 minutes).

Make sure you understand the task. For the population you've chosen, begin to list elements of the current situation. You may use:

- direct observation and experience (translating your own experiences to the case study situation)
- statistics from this case study
- information/descriptions with which you're familiar from psychological, educational, or sociological research that seem to apply
- demand and request data that you may make up (You should be clear about how the information was obtained and this process of data collection should be feasible given the description of the women's center. The data you come up with should seem probable and "real," given your *own* experiences within the group.)

If there is time, define the desired situation(s) for each of the current situations.

In completing this section of the exercise, refer to material in the case study. You may also use information from your own experiences. If you have had experience with a particular group at your own institution, and you think the problem would be similar at the type of institution represented in the case, use your experience and assume that you have had that experience or information within the case study situation.

For example, if your group is looking at the needs of faculty women, you are not allowed to alter the basic case data concerning their number, the number involved in feminist courses, or the clustering in lower ranks. You could, however, *add* your experience or understanding of faculty women's needs in describing their current situation. You might state that faculty women receive less travel money, fewer graduate assistants, and less support in grant activities, based on your knowledge of faculty women at your own institution. These added data easily fit within the framework of the case and are appropriate to include.

Spend no more than 35 minutes on this step. Use the chart provided to complete this activity. *Do not spend time discussing possible programs or solutions. If you get ideas for programs, jot them down and hold onto them for later use.* It may help if one person takes the role of differentiating program ideas from needs statements for the group (e.g., "Counseling is a program idea. Can we identify what need counseling would address?").

STEP 4

Examine your group's process (20 minutes).

Put aside your work on this task for now. Individually complete the group effectiveness questionnaire. Be as honest as you can in your assessment of yourself and the group.

After everyone has completed the form, each person should share some of her perceptions. Try to avoid statements such as "I'm sure we all think/feel . . ." or "Probably everyone felt . . ." In other words, don't assume that others share your opinions. Try to say things in a way that allows others to disagree, such as making "I" statements ("I felt . . ." or "It seemed to me . . ."). In other words, be specific about *your* feelings and experiences rather than generalizing about *theirs*.

140

CONSIDERATIONS FOR SELECTING YOUR TARGET AUDIENCE

(Use only those you think appropriate.)

Population	Physical Access	Staff Interest	Institute Interest	Staff Skills	Likelihood of Success	Critical Need	Other Agencies

IDENTIFYING NEEDS

EXAMPLE

Population	Current Situation	Currently Desired
First year female students	In the entering class, 60 percent are female, but only 40 percent of the graduating class are female. Attrition and transfer rates are higher for women than for men.	Women will experience the college environment as supportive of them and responsive to their needs.
	First year women experience more pressure to be sexually liberated.	Women will feel comfortable with their own sexuality. Women will feel they have a right to say no. Women will have explored their feelings about celibacy, lesbianism, bisexuality, masturbation, heterosexuality, etc.

Population	Current Situation	Desired Situation

EVALUATION OF GROUP EFFECTIVENESS

A. Looking at Your Own Behavior

Indicate the degree to which you agree with each of the following statements, from 1 to 5 points (least to most agreement). This evaluation is primarily to help you gauge your effectiveness in the group process. You need not share your responses with the group.

1.	I understood the task we were working on.	1 2 3 4 5
2.	I stayed on topic during the discussion.	1 2 3 4 5
3.	I avoided coming to hasty conclusions.	1 2 3 4 5
4.	I contributed a fair share to the discussion.	1 2 3 4 5
5.	I was assertive about indicating when I agreed or disagreed with the group's decision.	1 2 3 4 5
6.	I expressed my opinion openly, without hiding personal feelings.	1 2 3 4 5
7.	I was able to resolve conflicts I had with others.	1 2 3 4 5

B. Group Effectiveness

Answer the following questions briefly, but as specifically as you can. Concrete exchanges are helpful here. These responses may be shared with the group if you are willing.

8. I felt I contributed most to the group by . . .

9. List one thing that each other member did or said that helped the group accomplish the task.

10. Our group would have been more effective if someone/everybody had . . .

GROUP ROLES IN EXERCISE

In order to facilitate working together in a new group under time restrictions, each person should take on one of the following roles.

Time and Agenda Keeper

Your responsibility is to keep the group moving through the various phases of the decision-making exercise. It will be your responsibility to keep track of the time and to suggest--as appropriate--time guidelines for the group. Your first task when the group begins is to state what the group is to accomplish and what the suggested steps are. You should probably make sure that everyone else is clear on the task.

Recorder

Your task is to be the group memory, recording the ideas and decisions of the group. Be as thorough as you can. The notes will be useful to your group later in drafting program rationales. Since you are to write down the important ideas, it is essential that you ask for points and decisions to be clarified, repeated, or summarized whenever you're unsure that you're recording them fully and correctly.

Summarizer/Focuser

Your job is to listen intently to the development of ideas so that you can summarize periodically what's been said. It is also your task to keep the discussion to the point. If people start to wander, your task is to bring them back to the topic at hand.

Maintainer

Your task is to make sure that everyone who has something to say gets a chance to be heard. You should check to see that everyone has an opportunity to speak and that each person gets feedback on her ideas, questions, etc.

PROGRAM OBJECTIVES: TRAINER NOTES

Purposes of the Lecture

- To distinguish client-centered or learning objectives from other types of objectives
- To stress the importance of client-centered objectives
- To distinguish outcomes from activities
- To describe the basic differences between goals and objectives
- To discuss the purpose of objectives in program planning
- To clarify the relationship between objectives and needs
- To clarify the relationship between objectives and program activities and evaluation

Sequence

The lecture on objectives generally follows the lecture and exercise on identifying needs.

Duration

Approximately 45 to 60 minutes will be needed, depending on the group's familiarity with the concepts. The lecture and exercise can be combined into one two-hour session.

Background

The lecture is designed not to substitute for a full explanation of the role and development of objectives, but to emphasize certain concepts that are helpful to the program planning process. It is important to keep this in mind, since participants are increasingly knowledgeable about certain aspects or kinds of objectives (e.g., performance and management).

It is difficult to help people who have no experience with objectives become sufficiently familiar to work with them; it is equally difficult to help those who have experience with management kinds of objectives understand why those aren't the focus. It is important for the trainer to be familiar with many different systems of objectives, so that she can quickly grasp the system a participant refers to and encourage her to share it, if it seems relevant, or *not* share it, if the experience is not relevant to the focus of the lecture. Although you may feel uncomfortable dismissing certain kinds of questions or examples, that approach is preferable to the open approach, which can lead to confusion, especially given the limited time available. The trainer's knowledge about the problems of conflicting language, definitions, and rules in the field can also help participants set aside particular approaches and focus on the ideas presented. The ideas can be adapted to or can complement almost any other approach.

Many examples are presented in the lecture notes and in the handout "Goals and Objectives Example Sheet," which accompanies them. If you are working with more homogeneous groups, or with groups sharing other types of program concerns, you might want to develop new examples. Clearly, the more relevant the sample objectives are to people's program interests, the easier it will be for them to recognize the difference between their view of their purposes and the perspective the lecture takes. Usually the difference takes the form of thinking in terms of program activities rather than client outcomes.

Evaluation

Participants generally commented on how confusing it was to differentiate program activity statements from client-centered objectives. They also indicated that they found the lecture helpful and the distinction important. Those who were previously unfamiliar with objectives said that learning to write them was an important skill.

Materials Needed

The handout "Goals and Objectives Example Sheet" should be available for all participants.

PROGRAM OBJECTIVES SUMMARY

I. Familiarity with the Idea of Program Objectives or Goals

   A. Check to see what definitions of objectives people are familiar with.

   B. Check to see if people use objectives in center work.

II. Defining and Writing Objectives

   A. The aim is a specific, measurable outcome of your program.

   B. The statement should be written in terms of what the *client* or audience will attain or learn.

   C. *A program objective does not say what you're going to do. It says what the result of your work is to be for the group/population.*

   D. The most important word is *outcome*.

      1. People commonly confuse the *ends* (outcomes) with the *means* (program activities).

      2. Example: Which of the following state an outcome for a client and which state a method or means?

a. To establish a peer sex education program for women living in coed dorms.

b. To provide printed abortion and birth control information to entering students.

c. To know the advantages and disadvantages of different birth control methods.

d. To recognize one's own stereotypes about sex and sexuality.

e. To be able to state one's needs clearly.

f. To involve returning-women students in assertiveness training workshops.

(It is helpful to have these examples written on newsprint or a chalkboard, so that participants can examine them.)

E. Those who are familiar with education and the term *educational* or *learning objectives* should understand that that's what is being described.

1. Educational/learning objectives are in sharp contrast to program management objectives, which spell out what steps need to be taken to implement a program (e.g., to advertise a workshop, to conduct a workshop on welfare rights).

2. Client-centered objectives provide you with a framework for understanding why the workshop is important and what it is to accomplish. Program management objectives don't do that. (Example: It doesn't matter whether the workshop is advertised and conducted unless some important learning or change will occur as a result.)

F. Ask participants to give examples of objectives from one of their centers' programs.

1. They should write down at least one.

2. They should share it with the person nearest them, who should check to make sure it's an end and not a means.

(Participants may want to discuss the difference between goals and objectives before doing this. Tell them that it doesn't matter whether they write a goal or an objective, as long as it's stated as an outcome. Also, it's a good idea to check the examples while the pairs are talking, clarifying and explaining the ends-means distinction individually.)

G. Clarify the difference between goals and objectives.

1. Where you are / / / / / / / / / / Where you want to be = goal

Objectives

2. These are related terms, but goals are more general and of longer range.

3. An example in one context may be a goal in another. For example:

Situation A

Goal: *To state one's needs clearly*

Objectives:
a. To recognize that one has needs
b. To believe that one's needs are valid
c. To understand the importance of expressing one's needs
d.
e.

Situation B

Goal: To be assertive in difficult situations

Objectives:
a. To identify one's own needs in the situation
b. *To state one's needs clearly*
c. To understand the difference between being aggressive and assertive
d.
e.

4. Don't get caught up in semantics. The reasons for differentiating between goals and objectives are practical ones.

   a. For example, goals, being of longer range and usually more general, are less helpful in specific program planning. They provide a *general* direction. Since it's hard to come up with programs that lead directly to goals, objectives--more specific descriptions of what an individual will learn or change--are necessary. Objectives are easier to tackle. It is easier to plan an activity aimed at enabling women to become aware of the skills they've developed working in the home than to plan an activity to result in full self-acceptance and self-esteem. The goal may be for all women to achieve high self-esteem, but the program must be built around the smaller steps toward that goal.

   b. Goals are often more difficult to measure, as in the above example. It is far easier to determine if someone has become aware of some skills than it is to assess her increased feelings of self-esteem or acceptance. The more discrete steps allow for the satisfaction of marking or evaluating changes and learnings as you go.

   c. *If you find the language of goals and objectives confusing, call everything an objective and simply note which will take longer, and what order of objectives seems appropriate.* Check often to make sure your statements are as clear and specific as you can make them.

III. Importance of Stating Goals and Objectives

A. Such statements help to clarify and focus on what's important. What we *do* in and of itself isn't a center's reason for being; what *changes happen* for the clients is the best measure of the center's effectiveness.

B. Such statements provide guidelines for developing activities. Without goals and objectives, we have no basis for deciding, for example, whether to pursue a counseling program or a workshop program.

C. Formulating statements puts you through a process of conscious decision making. Obviously, for any given need there are many different approaches with their own sets of steps. You have to select the outcomes that you think it's important to work toward.

D. *In stating objectives you are interpreting the need.*

1. Go over the "Goals and Objectives Example Sheet" (handout).

   (Make sure that everyone understands the objectives and then discuss each of the points at the bottom of the page, referring back to the examples.)

2. Objectives may not get to the root of a problem, so it's important to consider which of many possible objectives does.

   (Refer to the rape example: awareness of danger, awareness of precautions, men on campus, etc.)

3. If you find that none of the possibilities gets at the root of the problem, you should develop new objectives.

4. If the root of a problem is too difficult to get at, you must decide if the problem is still worth addressing (e.g., if you felt that the problem of safety could be seriously addressed only through changes in men's attitudes and behaviors).

E. *Objectives define steps toward the desired situation.*

1. Some objectives are more long-term; some are more general. Usually, the more general, long-range statements are called goals. These provide a framework for identifying the smaller steps.

   a. An analogy might be a staircase. The landing is equivalent to the first goal. Each of the stairs represents an objective. One reaches the goal through a process of attaining each of the objectives.

Goal

Objective

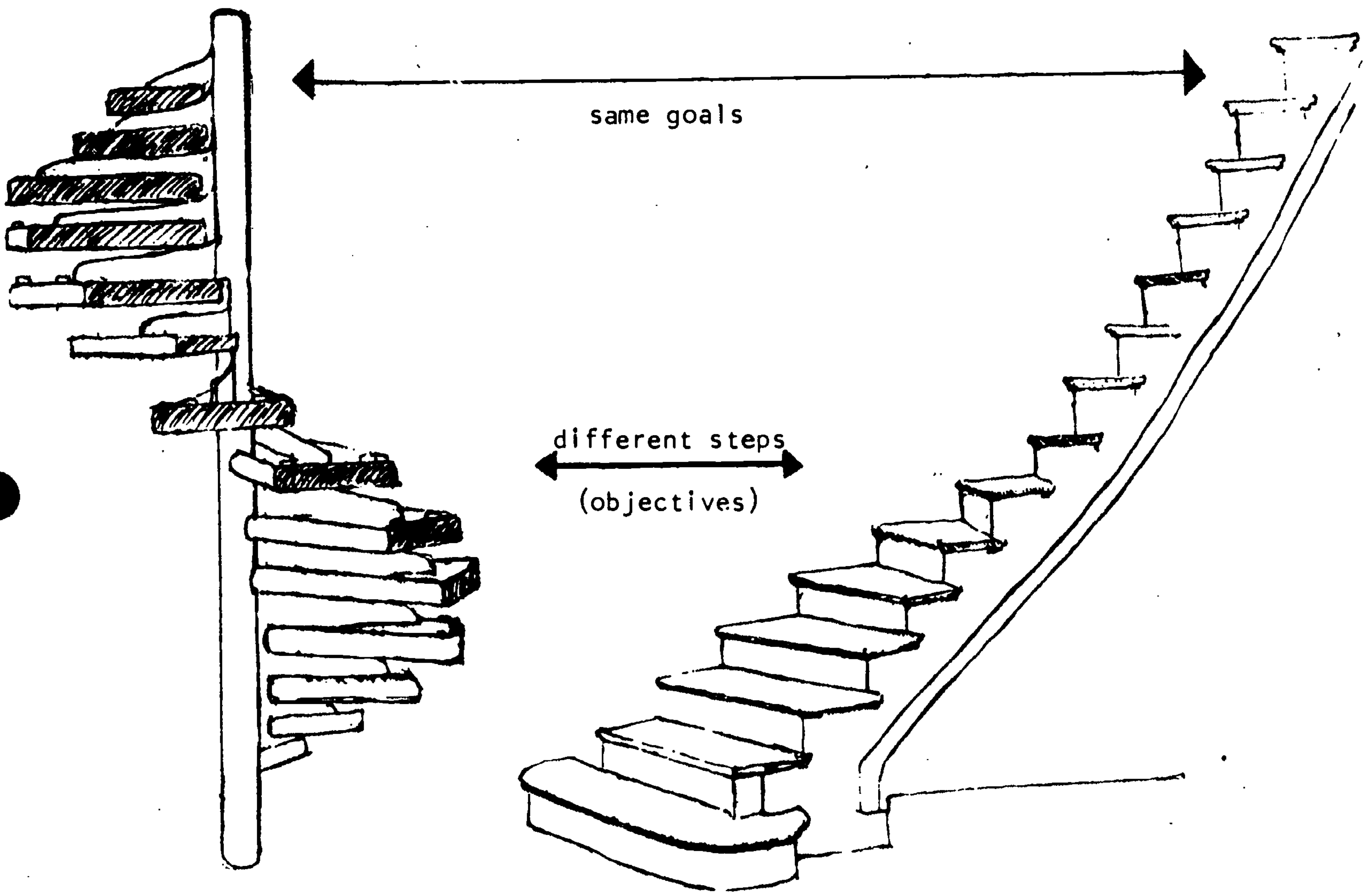
Objective

Objective

b. Program activities are the means by which people reach each step.

2. Different program coordinators might set very different objectives for the same goal.

   a. To use the analogy again, we might agree on the basic height and size of the landing but one of us might design a circular staircase and the other a wide, traditional one.



3. One person's goal may be another's objective.

4. It is important to move toward clarity and specificity.

F. Objectives can provide the framework for evaluation.

1. You can't conduct a fair evaluation unless you know what the program was intending to achieve.

2. It's important to know if we're accomplishing what we set out to do (e.g., set up a peer counseling program), but it's more important to know what effect the program has had. Has a woman's self-esteem increased (if that was our objective or goal)?

160

IV. Criteria for Developing and Selecting Objectives

A. Objectives should describe an outcome, a result.

B. They should be open to one interpretation only (that is, they should be as clear and specific as possible).

1. The more specific the objective is, the better it can guide you in creating or choosing among program activities.

2. If you have a rather general objective, such as "Poor women will feel supported in their entry into higher education," it will be important to know what the elements of support are--knowledge, transportation, attitude, financial aid, schedules, or friendship. A series of more specific objectives at the outset, ones that indicate *your* interpretation of "support," for example, will help keep program activities congruent with your intentions.

C. The objectives should be achievable by the client, user, or participant. (You can determine this based on your knowledge of the target group. It's your educated, subjective assessment.)

D. The objectives should be relevant to the institution, the women's center, and the population itself.

1. This means that each objective should be checked against the overall goals of the center; the needs, interests, and values of the target population; and the mission and goals of the larger institution.

2. The criterion of relevance to the institution may have importance for funding. Depending on the situation, one may or may not wish to use it. Some objectives address needs that the institution may not recognize as its responsibility, but which a women's center cannot ignore.

161

GOALS AND OBJECTIVES EXAMPLE SHEET

Example A

Current Situation: Among classified employees, 90 percent of those at Grade 6 or below are female.

Goal: Equal opportunity and access to jobs at all levels for women, plus compensatory programs to redress any past discrimination.

Objectives: Document discrimination in the job classification system.

Increase classified staff women's access to educational opportunities on campus.

Enable staff women to assert their rights on the job.

Example B

Current Situation: In the last three months, there have been three reported rapes of undergraduate women who were walking on campus in the evening.

Goal: Women will be able to walk safely on campus at all times.

Objectives: Women will become aware of the incidence of rape on campus.

Women will become aware of precautions to take when walking alone.

Women will be trained to defend themselves.

Men will be restricted from walking on campus after 6 p.m.

OR

Goal: Women will be able to deal with the physical, emotional, and legal aspects of their rape experience.

Objectives: Health services, campus security, local police, and women's center staff will be made aware of special needs of rape victims.

Victims will be enabled to report rape.

The above examples are designed to show several things. First, objectives can be stated in a variety of ways. Second, the stated objectives in each example point to differing interpretations of the need, which is the appropriate focus of discussion in coming up with objectives. Third, the objectives demonstrate addressing the *same need* by working with *different populations*. Finally, in most cases there will be more than one goal.

TRANSLATING NEEDS INTO OBJECTIVES EXERCISE: TRAINER NOTES

Purposes

- To apply the ideas from the objectives exercise
- To identify a goal(s) for the target group, related to the identified need
- To select objectives related to the goal

Sequence

The exercise must be preceded by the needs identification exercise and the objectives lecture.

Background

The exercise has been modified to reflect participants' feedback. The time limit is realistic, providing groups have completed the needs identification exercise. Some groups finish this exercise early; some catch up during this exercise. If several groups have fallen behind, it is best to provide no more than ten minutes for them to catch up. This may mean that they have to circumvent part of the process and make a less fully considered decision. That's fine. Participants have to be reminded that it *is* a simulation and that they are not expected to be as thorough as they would be in daily life. (Of course, it can also be pointed out that one of the frustrations of daily life is that it often intrudes on planning time, to the extent that decisions are made off-the-cuff.)

In our experience, participants typically spent as much time as we provided on the exercises, because they got caught up in trying to produce a finished, polished product. Remind them that the program proposal serves as a vehicle for practicing and improving planning and negotiating skills. The learnings they take away are much more important than the content of their case study proposal.

Materials Needed

All participants will need a copy of the "Translating Needs into Objectives Exercise," their case study, notes from their needs identification exercise, and the "Group Roles in Exercise" sheet. They may also wish to have the "Goals and Objectives Example Sheet" handy.

Typical Problems and Interventions

Suggestions for guiding the exercise and anticipating problem areas not discussed above are provided below for certain steps. The numbers correspond to those on the exercise directions sheet.

Directions

Remind participants to use the group roles.

Remind individuals to implement the changes they discussed in reviewing their group's effectiveness at the end of the needs exercise.

Step 4

At the beginning of the exercise, remind people of basic brainstorming guidelines: (a) any idea goes; (b) hold all criticism; (c) try to get as many ideas as possible.

Remind people that they'll learn more from really trying to think of different objectives than from agreeing immediately on the first objective that sounds good.

In observing groups, if some seem to be stating the obvious, remind them to think about the root of the problem.

Step 5

Remind people about the chart they can use.

If a group seems to be stating very general goals or objectives, it might be helpful to emphasize criterion (b), "Is the objective clear and specific?" and to guide them through the process of clarifying a general statement.

You should monitor all groups for program activities masquerading as objectives. Depending on the group and the time, you can either point out the error directly and provide or solicit examples of "correct" objectives, or you can tell the group that it is making that error and suggest that a group member try to take on the role of differentiating activities from objectives.

Generally, it is useful to remind all groups that some member should monitor the ideas (at this stage, rather than at Step #4) in terms of the activities-objectives and program-client distinctions.

TRANSLATING NEEDS INTO OBJECTIVES EXERCISE

1. Assign facilitative roles.

2. Review the "Goals and Objectives Example Sheet," noting how different focuses for action can be developed from the same need statement.

3. If you haven't already done so, decide on the particular need or problem your group will consider. Make sure your need/problem is understood and agreed on by everyone.

4. Make sure that your desired situation statement is agreed on by everyone. The desired situation actually defines your goals.

5. Brainstorm as many different objectives as possible (spend no more than 25 minutes).

   Don't worry at this point about how/if you're stating the objectives. Come up with as many ideas as you can.

6. Consider the merits of the different objectives (spend no more than 25 minutes).

   Use the following list of criteria (or select your own) to sort through possible objectives. The attached chart may help you.

   a. Does the objective describe a desired outcome/result for the target group?

   b. Is the objective clear and specific?

   c. Is the objective achievable for the target group?

   d. Is the objective achievable within practical considerations?

   e. Is the objective relevant to your center? To the target group? To the institution?

   (Note: If you find that you've stated program ideas and activities rather than objectives, just ask yourself what the results of the activity would be for those engaging in it. This should lead you to the objective. *It may help to assign responsibility for this question.*)

7. Decide on the objectives for which you will develop a program (spend no more than 10 minutes).

16.

SELECTING OBJECTIVES

NEED:

OBJECTIVES:

CRITERIA

	Relevant to college/ university	Relevant to women's center	Relevant to target group	Achievable re: time	Achievable re: resources	Important outcome	Relates to need

PROGRAM SELECTION LECTURE AND EXERCISE: TRAINER NOTES

Purposes of the Lecture and Exercise

- To help participants recognize the importance of researching program ideas
- To help them identify criteria to use in selecting program approaches and activities
- To give them practice in applying the information from the lecture
- To relate the development and selection of program activities to objectives

Sequence

This lecture usually follows the lecture and exercise on objectives and precedes the program activities exercise. The final exercise prepares participants for the budget development exercise.

Duration

Two and a half hours are required. The lecture takes no more than 30 minutes. Two hours are allotted for the exercise.

Background

Since the development and selection of program ideas are tasks with which participants tend to be most familiar, the lecture is kept fairly brief. The exercise, on the other hand, is long to encourage care in selecting the best activities and to ensure that participants will have the degree of program specificity necessary to develop a budget. The time is adequate, providing groups are reminded that a polished, "real" product is not required.

Evaluation

Participants have generally found the criteria helpful. For most, the material has been familiar, but a good reminder.

Materials Needed

The "Sample Brainstorming" handout sheet may be needed if the first part of the lecture is used. Each participant will also need a copy of the exercise and a Program Proposal Form.

Lecture

The first section of the lecture is designed to address the different stages of program idea development, from the more general to the more specific. It is helpful if the participants are accustomed to planning *events* rather than comprehensive programs. For groups who have experience in program development, the section is not necessary and may be dropped.

Typical Problems and Interventions in the Exercise

A general problem with this exercise is that the participants may become so anxious about doing a good proposal for the administrator that the group processes and awareness of the overall purpose, the original need, and the objective all but disappear. Therefore, it may be helpful to begin with a group deep relaxation exercise. You can lead the exercise, using the group instructions below:

1. Lie down or sit comfortably, and begin to breathe deeply. Let your stomach relax. Breathe from your diaphragm slowly and deeply.

2. Now begin to feel your feet relax--toes, ankles, heels. The tension is released and the relaxation spreads upward past your ankles to your calves. Feel your calves relax, the tension melt away. With each breath, your muscles relax more. (Continue in this way through the entire body: thighs, hips, chest and back, hands, arms, shoulders, neck, face, and top of head.)

3. Now I want you to remember a moment, event, or time when you felt wonderful about yourself and very whole. Be as much in that moment as you can. Be in it fully. Watch it. Recreate it. Be aware of what you are feeling, what qualities you are expressing.

4. (Wait a few more moments.) Now go back to another time, event, or moment when you felt very good about your effectiveness, when you really felt wonderful about what you were able to accomplish. Relive the moment fully. Experience it. Recreate it. Be aware of what you're feeling, what qualities you are expressing.

5. (Wait a few moments.) Now I want you to imagine bringing the quality that you just reexperienced to your group here. How would you be if that quality were fully present? How would the group be?

6. What's getting in the way? Can you set aside that block? Can you choose to bring the quality to the group?

7. Before coming back to this moment and the group, ask yourself if there is anything that you would appreciate from the group that would help you be more effective in the group. What can you share with the group about the quality you have chosen to bring to the group's work?

8. When you're ready, open your eyes.

The exercise should be processed in the small groups by having each individual share the quality she would like to bring to the group and describe any changes from others that would assist her or improve her functioning in the group. (Be careful to limit this sharing; otherwise, it could take up to an hour!) Our experience has been that such exercises are helpful in setting the appropriateness, placement, and pacing of the exercise.

Other s ggestions for facilitating the program activities exercise are provided below.

Directions

Remind people to use the group roles.

If you did not use the relaxation exercise, suggest that people take a few minutes at the beginning to summarize any points of process or group dynamics that they want to pay particular attention to. Each woman might reflect on what she herself should work on--e.g., listening to others--and what she hopes all members of the group will watch--e.g., being careful not to interrupt one another.

Step 1

Highlight the point about pushing past first ideas and making yourself think of two more ideas.

Urge each group to do this even if they think they already know what program they want to do.

Step 2

If a group finds itself debating whether to revise its objectives and needs, you will have to assess whether they can really complete the task and simulation with the original needs and objectives. If they can, you may want to suggest that they continue without major changes, but note for their future use the importance of those review questions midway in the process. If the group really must revise its needs and objectives, you may wish to work with them to ease and speed up the process. Most frequently, only minor revisions in the needs or objectives statements result from this step.

Step 3

Remind people of the chart.

Urge people to think through each possible activity carefully, using all criteria, since this phase will give them the most information for their program rationale.

Remind the groups that they may add or delete criteria.

Step 4

Sometimes participants want to know if they may have more than one activity. The answer (as suggested in the comprehensiveness criterion) is yes.

Step 5

Some groups may not complete this step. Although you should urge them to complete as much as they can, remind them that they will have a little additional time during Communication Skills to discuss aspects of the program rationale.

PROGRAM SELECTION SUMMARY

I. Program, Program Approaches, and Program Activities

A. It may help to think about each of these levels in developing program ideas, since there are *choices* made at each level.

1. Example:

Program:	Career development for women
Program Approach:	Individual counseling
Program Activities:	Vocational interest/aptitude testing
	Self-guided career counseling workbook for people to use prior to counseling
	Individual counseling sessions

2. Program names the general area on which you're focusing. Program approach identifies the primary characteristics (e.g., individuals, not groups; counseling, not workshops). Program activities identify the resources and opportunities created for the target group so that you can achieve the objectives.

3. The planning of events--single activities separated from intended outcomes and unrelated to other activities--is different from the concept of program discussed here.

4. The "Sample Brainstorming" sheet illustrates the development of program ideas at each level.

(This entire first section can be omitted if the group is sophisticated in programming. The section was developed primarily to assist student groups in moving away from event orientation in program activities.)

II. Ingredients of Program Selection

A. Identifying all possible ways of achieving the objective (brainstorming).

B. Researching how others have gone about meeting the need; what has worked, or not worked, in the past (information gathering).

C. Identifying the criteria to use in selecting your approach (decision making).

171

D. Screening the possibilities through the criteria (decision making).

E. Selecting the methods you will use to reach the objectives (decision making).

III. Suggestions for Identifying Alternatives

A. Brainstorm ideas--push beyond your first thoughts. Allow yourselves to think without worrying about constraints.

B. Let the ideas incubate for a while. Sometimes we don't think of an important idea until after the decision is made. A useful practice is to separate discussions from actual decision making. You may come to a tentative decision at the end of the meeting, but it may be better to live with the decision for a day before finalizing it. It's *much* harder to unmake a decision than to take a little extra time prior to making it final.

IV. Suggestions for Researching

A. At a minimum, check out what's happening on your own campus. Who else is responsible for meeting needs of this group? Who else performs a similar service for a different group? *This is an area in which potential funders are likely to question you.*

B. Ask others on your campus for their ideas and opinions. Most people like to be of help and like to be thought of as observant or knowledgeable. Asking the head of security about her or his experiences with rape on the campus (what problems security people have seen, problems victims encounter, what the security people have tried to do and what they need) may provide you with new information and a friend.

C. Try to find out whether a program like the one you're considering has been tried elsewhere and documented. The Educational Resources and Information Clearinghouse (ERIC) is a good resource for descriptions of many programs for women at higher education institutions. Most large libraries have ERIC holdings. The Women's Educational Equity Communications Network (WEECN) is another good source.*

1. Such data can only strengthen your planning and your rationale.

2. Such a search is usually beyond our time and means, though this type of information is essential in writing proposals for grants.

D. Check to see if campuses with which your institution competes have such programs.

*Information on their resources can be obtained from WEECN, Far West Lab, 1855 Folsom Street, San Francisco, CA 94108.

1. If they do, you might be able to get helpful information from their women's centers. This information may also assist you in winning administrative support.

2. If they don't, you may not get information that would help you in the planning stage, but you might use whatever information you can get to build a strategy for gaining administrative support (based on, for example, uniqueness).

V. Criteria to Use in Selecting Methods/Activities

A. Does it seem practical in terms of time, space, staff, materials, cost, etc., considering what you know about the activity and your organization?

B. Will the activity really lead to the stated outcome? You may want to make sure that the activity relates directly to the change, learning, or behavior that the target group is expected to attain. That is, if they do X (your activity), will they learn Y (your objective)?

C. Is it comprehensive enough--as big as the need and objectives? In many cases it will take several sequenced or related activities to achieve an objective.

D. Is the activity appropriate to the target population's racial, ethnic, or socioeconomic background? This question provides a check on whether you made all decisions with knowledge of the target group in mind. For example, you might create a wonderful workshop about your institution to help poor women become familiar with the college's programs, but if the workshop is located at the college, is run by faculty or college personnel only, and does not provide for transportation and child care, then key factors in the real situation of this group may not have been taken into account. This may make the activity inappropriate.

E. How will the activity affect other directly or indirectly connected programs? Examples:

1. If you offer workshops on counseling in dorms, you should assess their impact on the current dorm peer counseling program.

2. Make sure that workshops don't conflict or overlap with continuing education courses.

(To check participants' understanding of these criteria, solicit examples or interpretations of the criteria rather than provide them yourself.)

SAMPLE BRAINSTORMING

Goal: Women will value their independence.

Objectives: Know ways in which one is independent.

Know ways in which one is dependent.

Increase one's independence.

Increase one's feelings of self-confidence.

Brainstorming: Program Areas

Personal identity development
Career development
Educational planning development

Selected: Career development

Brainstorming: Program Approaches for Career Development

Individual counseling
Career workshops
Job placement
Group counseling
Referral
Job development
Career information
Career role models

Selected: Individual counseling

Brainstorming: Program Activities for Individual Counseling

Counseling in dorms
Training dorm counselors to provide career counseling
Individual counseling in selecting careers
Individual counseling in writing resumés
Providing information on job market trends
Offering materials that would take the place of a counselor
Testing for aptitudes
Testing for interests
Training career counselors in other campus agencies to be nonsexist in handling female clients
Offering a limited number of individual counseling sessions
Offering an unlimited number of individual counseling sessions
Peer career counseling
Providing individual career advisors (women in various professions act as counselor/advisor to a woman interested in those fields)

171

PROGRAM SELECTION EXERCISE

Total time: Two hours (This exercise may be broken into two parts.)

1. Brainstorm program approaches for meeting the objective(s) you selected (15 minutes).

   In brainstorming, remember the following:

   a. Withhold all critical comments.

   b. When you think you've thought of everything, think of at least two more things.

   c. Use *key words* to capture an idea; the idea can be amplified and explained later.

   d. Forget temporarily about the usual constraints (i.e., money, time, staff), since you'll have to come back to them later.

2. Reexamine your needs and objectives (10 minutes).

   After you've generated all the activities you can think of, consider:

   a. In brainstorming program ideas, did you identify any new needs?

   b. Did any of these seem more important than the need you previously selected?

   c. In brainstorming, did you come up with any new objectives (even though that wasn't the task)?

   d. Do you still feel that the needs and objectives you identified are the most important ones for your group to work on? If so, proceed to Step 3. If not, spend some time now revising your objectives and needs.

3. Consider the merits of different program activities (45 minutes).

   Screen the various program ideas against the following criteria (or use whatever criteria you think appropriate):

   a. Is the idea practical, considering the time involved, the space required, and necessary resources such as staff, materials, funding, etc.?

   b. Will the activity really lead to the stated outcome?

   c. Is the activity appropriate to the target group's ethnic, racial, or socioeconomic background?

   d. How will the activity affect other related groups or departments?

   e. Is the activity appropriate to the case study institution?

4. Select the program activities you want to implement (20 minutes).

   The attached chart may be helpful in selecting activities.

(continued)

5. <u>Write a description of what you plan to do and the rationale for selecting that method</u> (30 minutes).

Your rationale should focus on why your selected approach and activity are the best ones possible (e.g., to meet the need, given institutional considerations, etc.). You should use the Program Proposal Summary from Chapter VII in drafting your description and rationale.

173

SELECTING PROGRAM ACTIVITIES

NEED:

OBJECTIVE(S):

CRITERIA

Possible program activities	Is it practical? (Time, space, staff, cost)	Will it lead to the stated outcome?	Is it appropriate to the population's background?	Will it have an impact on other related areas?	Other considerations

VII. BUDGET

RELATED PARTICIPANT HANDOUTS (from Chapter XI)

Content Outline
Institutional Profile Sheet
Budget Preparation Instructions
Program Budget Form
Program Proposal Summary
Polishing Touches/Final Considerations
Budgeting Terms: A Brief Glossary
Selected Bibliography

TRAINING SESSION ORGANIZATION

Session	Duration	Activity	Pertinent Materials
1	3 hours	Lecture/ Presentation	Lecture Notes Charts Content Outline
2	3 hours	Lecture/ Presentation	Lecture Notes Charts Content Outline Budget Preparation Instructions Institutional Profile Sheet Line Item/Program Budget Form (2-3 for each participant) Polishing Touches/ Final Considerations Checklist

173

BUDGET: INTRODUCTION AND TRAINER NOTES

Purposes

The intent of this portion of the training program is to demystify the budgeting process at higher education institutions in general, as well as the budget development process for programs at women's centers. Toward that end, the participants are given relevant information as well as the opportunity for some hands-on experience in turning program statements into budgets. Stated more specifically, the purposes are the following:

- To provide participants with an overview of the budgeting process at higher education institutions
- To promote an understanding of the institutional context in developing a women's center budget
- To give participants the opportunity to develop a budget for presentation to higher education administrator

Sequence

The budget segment of the training follows the sessions on program development and precedes the portion on communication skills. Conducting the communication skills session after the budget session but prior to Simulation and Seminar provides participants with the opportunity to rehearse some aspects of their budget presentation. At the same time, they will be focused on communication issues relevant to the kind of asymmetrical power relationship that will be role played in the simulation.

Duration

A total of six hours of the training program's activities are devoted to budget, divided into two sessions of three hours each. During the first session the trainer delivers a lecture/presentation, handles questions and answers related to the information presented, and, as appropriate, guides the participants in being informational resources for each other. During the second session participants develop an actual budget. Depending on the group members' level of experience, the pacing of the sessions, and the trainer's assessment regarding the needs of participants, the initial hour can be spent either continuing the presentation or beginning the preparation of budgets. We have had effective sessions with both formats. Trainers using these materials are urged to keep the considerations cited above in mind when determining how to use the six hours.

It has been our experience that by the fourth day in the week of training, anxiety regarding the simulation is mounting. People may need more time to prepare their budgets. Although some groups have worked on into the night or over breakfast to add polishing touches, as a rule of thumb it's best to close the final budget session with participants ready to make their presentations.

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Background

Participants' Experiences and Attitudes

One limitation in the development and effectiveness of women's centers has been that the staff who direct and/or coordinate such organizations often lack both experience with and access to information on institutional budgeting processes. One aspect of the dynamic involved is that women have faced systemic as well as personal discrimination, which limit their access to positions in which such experience could be acquired. The problem is compounded by a corresponding learned limit to our horizons regarding the funding of these centers. In addition, women who come to the training from student-run centers seem to think of the student association or student government as the appropriate funding source. These women may question the applicability of information on institutional fiscal matters to their own circumstances. A significant learning experience for these women can be derived from encouraging them to work on securing *institutional* fiscal support.

Some women bring negative personal attitudes or negative past experiences to the content of this session, which can complicate their learning in this area. We have found it helpful to ask participants how they feel about working with budgeting when they relate what their roles are regarding the budget at their own centers. The attitudes and feelings women reported were as varied as the amount and type of experiences they had had with such work.

Some examples of what women attending the training have described in this regard are:

- Math anxiety
- "I hate charts, numbers, graphs, any of that stuff."
- "I always think of that as what men do."
- "It scares me because it seems so important."
- Fears of being co-opted if they learn too much about such "establishment" or institutional processes
- Fear that they really won't be able to understand what it's all about
- Experiences of being viewed negatively by other women because they *do* understand budgeting, like it, and can handle such dealings effectively

Small Schools/Large Schools

Sometimes women from smaller schools will question the applicability to their campuses of the information on various budgeting approaches. Generally, such a question is based on the perception or experience that the approach at their schools is very informal. That may be true to some degree; scale can make a difference in how things are handled. As you present the material and describe different approaches (however participants view the fiscal process on their campuses), it's likely that one or perhaps several of the approaches you describe are operating at each of their campuses. Encourage participants to look for familiar threads in what you're presenting, and to combine that information with their current perceptions of how budgeting is handled on their campuses. Regardless of the size of the institution at which their center is based, women who have attended the training describe the material presented in the session as informative and useful in their work.

Evaluation

For many women attending the training, the content of this session was new information. Women with more experience or knowledge in this area often indicated that they would have preferred to learn more about budget justification strategy. Regardless of whether participants came to the training with little or much information, all indicated on the evaluation that they would like more information on this topic. Women consistently said that these sessions contained information that was applicable to their experience at the centers, that they made them think, and that they met their individual needs in this area. The concepts involved were rated as "understandable," as was the language/jargon used.

Some common examples of the new skills or ideas that participants reported gaining from this segment include:

- The importance of not underestimating financial need or asking for too small an amount
- Learning how to handle the mechanics of a budget
- The notion of seeking "hard" versus "soft" money
- Budgeting terms, line item budgeting
- Using a more thorough budget development and presentation as part of funding strategy
- Learning how to go about seeking information
- Learning to complete a center's budget
- Learning the difference between actual and political structures; learning what to look for in a university organizational chart

One issue that women expressed an interest in is not covered in this session: noncampus sources of funding. Our rationale for not covering this issue is based on the relevance and importance of campus-based centers' being able to negotiate effectively for institutional monies. Due to time and schedule limitations in what is already an intense week of training, we decided not to try to address grant proposal writing. However, the "Budget Lecture Notes" include information regarding several resources, which participants interested in grant writing should find useful. Furthermore, when participants came from centers funded in part by grants, we actively encouraged them to get together over lunch or dinner to share information as well as questions, fears, etc., concerning that type of funding.

Materials Needed for Budget Sessions

The items listed below that are marked with an asterisk (*) are for participants' use during training; you will need to provide the appropriate number of copies. The number symbol (#) indicates materials you should supply for participants' later reference or use. The items marked with two asterisks (**) are materials included to assist trainers in conducting the sessions.

** Charts: Sample charts, which should be transferred to newsprint, are provided to assist the trainer in presenting material for the session. They are numbered and sequenced to follow the content outline.

*/** Content Outline

** Budget Lecture Summary

* Program Budget Form: For use by trainers and participants in preparing the program budget during the second budgeting session. You should have two to three times as many copies as participants, since they are used in practicing budget preparation as well as during the simulation.

#/** Institutional Profile Sheet: For background information and reference by trainers; also for later use by participants in working at their centers.

* Budget Preparation Instructions and Checklist: For use by participants in the Thursday afternoon session. These materials provide a framework and some guidance questions to assist participants in "translating" the program developed during the week into a budgetary format; they are also used in general preparation for the simulation.

* Program Proposal Summary: For use by participants in preparing for the presentation to an administrator during the simulation. Prepare two to three times as many copies as there are participants.

Glossary: Provided for later use or reference by participants and trainers; not used during training.

#/** Selected Bibiiography: Provided to suggest background or additional reading for trainers; also for the future reference of participants.

Groupings for Budget Sessions

Session One

The first budget session, the lecture/presentation, is a large group activity. In our experience it is helpful to begin by pointing out which of the budget materials in the participant packets will be used during the training and which are for their later reference. (If necessary, refer back to the section on materials and the chart at the beginning of this introduction for such information.) Also, it may be helpful to acknowledge at the outset that some of the information you'll be presenting will be more directly applicable when participants return to their centers than it will be in preparing for the simulation. This will relieve participants from feeling that they must apply everything presented regarding budget in their simulation.

It is also helpful and anxiety reducing to tell the group that your intention is to *demystify* the budget process. Encourage them to ask questions at any point and note that the information you will present may or may not seem familiar.

Throughout the Lecture Summary, you will find comments in parentheses; these will assist you in referring to charts and other materials, as well as provide more specific directions for working with the group and the materials.

Session Two

The second budget session is conducted with participants working in small groups. Your primary function will be to provide assistance to small groups as needed. Let them know you are available and "float" among the groups periodically, but avoid becoming so involved that you end up doing their work for them. We have generally had two or three trainers share the work of assisting groups in this session. The trainer who had primary responsibility for the lecture session still had primary responsibility for maintaining an overview of the groups' efforts and progress, but the additional trainers made it easier to pace and focus the assistance, and helped keep track of each group's progress.

You should be very familiar with the "Budget Preparation Instructions," which participants will be working with, so that you know what they will be trying to do.

Ideally, participants should have the full three hours in this session to prepare their program budgets for presentation. Sometimes it takes longer than three hours to present the material in the first budget session. However, you should give participants a minimum of two hours to work with the "Budget Preparation Instructions."

Participants will be working in the same groups they were in during the program development session. Encourage each woman to read through the directions provided *before* starting to work in the group. Remind participants of the group roles they used during Program Development. Although it may be helpful to continue using these group roles, it is not mandatory. By this point in the training, each small group will have established its own pace and working style.

We have found that participants tend to underbudget when translating their programs into fiscal terms. In addition to making reference to this in the presentation as an issue that many women's center staff share, it's helpful to work a little more closely with a group that seems inclined to underbudget. Participants are likely to include women with varied experiences and values relating to fiscal ambition, which may combine personal and political issues with institutional constraints. This makes it doubly important to help groups make sure the scope of their budget is matched to their intended program effort.

BUDGET LECTURE SUMMARY

I. Introduction

(Briefly review A through D.)

A. Explain what you would like to accomplish (i.e., providing some information and turning program statements into budgets for presentation to administrators).

B. Explain that the focus will be on demystifying budgeting, which is largely a political process learned through experience. There are no specialized techniques that cannot be learned.

C. Briefly share your own background and experience with budgeting and ask participants to tell you theirs; ask them to share their *feelings* regarding such work.

D. Explain which materials in the packet are to be used during the training, and which are for their later reference.

Encourage participants to ask questions at any point during the session; note that the information presented may or may not seem familiar, depending on each person's previous experience.

Remind participants that some of the material presented will be directly applicable to preparing a budget during the training, and that some of it will be more directly useful and applicable back at their campuses and centers.

II. Overview of Some of the Various Institutional Approaches to Budgeting

Tell participants that it's valuable to know what the various approaches are, so that they can recognize the type of budgeting done on their own campuses. Knowing the system or approach used can help them develop better requests for funding of new or existing activities. Institutions may use "pure" forms or combinations of these forms in their budgeting. It's also important to remember that different approaches are often used by administrators at different levels of an institution. Urge participants to listen for familiar threads in what's being presented.

A. The incremental approach

See Chart #1.

1. Justify only additional funds you're requesting. The amount allocated the previous year = BASE. With such an approach, the increase received in a given fiscal year becomes part of the base budget for the next fiscal year--unless the funding source stipulates otherwise (i.e., a one-year or one-time allocation).

2. Advantages and disadvantages

See Chart #2.

a. Advantages

(1) Understandable and widely accepted.

(2) Easy to prepare--focus only on increase.

(3) Provides a starting point: the base.

b. Disadvantages

(1) Has a bad connotation because it's so focused on increases.

(2) Politically oriented ("games" to get increases); old or outmoded programs don't get attention.

(3) Not practical during tight fiscal times.

B. The zero-based approach

See Chart #3.

(Refer to former President Jimmy Carter, the state of Georgia, and efforts to zero-base the federal budget as some of the background for this approach.)

1. Justify your entire program budget each year, using a base of zero. True zero-based budgeting is usually not feasible in complex institutions on a yearly basis for all departments or units. If used, the approach is likely to be in an altered or composite form: i.e., justify everything above, say, 70 percent of last year's expenditures, as opposed to 100 percent rejustification. Ongoing contracts and the tenure system are some examples of why 100 percent zero-based budgeting is seldom feasible on campuses.

2. Advantages and disadvantages

See Chart #4.

a. Advantages

(1) Seen as politically sound.

(2) Appeals to taxpayers because it involves reviewing/evaluating programs each year.

(3) Tends to promote participation (sometimes begrudging) because staff involvement is needed to justify the program.

b. Disadvantages

(1) Threatening, especially to those witn old or irrelevant programs.

(2) Increases the work load for all involved, because of amount of justification involved in the process; especially difficult for large departments.

(3) Zero is not the true base: generally a percentage of budget gets justified (e.g., 70 percent) due to considerations like tenure, etc.

C. The PBBS (Program Planning Budgeting System) approach

1. This system was developed by the Rand Corporation. Robert McNamara, who was part of the original group, tried to install it in the Defense Department. Basically it is a philosophy of management that has never been used with full success.

2. PBBS has three major steps:

a. Planning = long-range (five to fifteen years); goals and objectives are set and analyzed in terms of cost-benefit analysis, which involves quantifying things; difficult in general, but especially with concerns such as education, learning, growth.

b. Programming = one- to five-year time frame; select ways to meet objectives.

c. Budgeting = translate decisions on programming into dollar plans or budgets.

(Nowadays, one is likely to find remnants of the PPBS rather than the whole system.)

3. Disadvantages of PBBS

a. Few campuses have the type of well-defined data base, with highly quantified information, that the system requires.

b. It's hard to get agreement on the benefits of education, and harder yet to quantify them.

c. It's extremely time-consuming.

D. The ETOB (Every Tub on Its Own Bottom) approach

Every department or organizational unit pays its own way--has to generate enough revenue to cover its own expenditures. Some high-level administrators love ETOB: it shifts funding problems (e.g., new secretary, another assistant professor) directly to the department involved. Harvard used it for years, but in the 1970s did centralize the funding for some units on campus (like the library, admissions, computer center, etc.); still used for some parts of the institution.

E. The King's Decree approach

Central administration or key administrator determines the budget for each department or unit, not necessarily consulting with those concerned. Allocation is final. If this approach is operating, hope for a benevolent dictator!

F. The SWGG (Squeaky Wheel Gets the Grease) approach

SWGG is very common, and especially likely to be found on campuses that don't have a systematic approach to budgeting. The loudest squeak gets the most "grease," i.e., money. This is a very political process; the bureaucrat with the most polished ability to persuade or influence gets large allocations. However, if this system is in operation, don't assume that you or your center can't be just as persuasive as anyone else, just as articulate as anyone else, and more imaginative in how you "squeak."

III. Types of Funds

See Chart #5.

A. Unrestricted funds are not without limitations; e.g., with state or public money for travel, there may be limits on mileage rates or meal maximums.

B. Restricted funds may be limited by the type of activity, by line item or category within the budget, or by the organization from which the money originated.

For example, at one private women's college, the restriction on a donor's gift was that the money could be used only to purchase cottage cheese and yogurt to be served in the dining halls. However, most gifts are not that tightly restricted!

In seeking funding of "for women only" events, it's wise to check out sources that support fraternities, sororities, religious groups, clubs, etc.--groups whose activities are limited to members only.

(Note: If participants have found it difficult to fund "for women only" events, solicit suggestions, or offer some from your own experience.)

C. Grants

1. Types include private, business, or corporate grants, and state and federal grants.

2. One resource is the grant writing training offered around the country by the Grantsmanship Center, based in Los Angeles. This is a very intensive but effective week-long program, costing approximately $325. Write to the address below for information on the training

and for the magazine they publish on writing proposals for grants. (They also sell reprints of various articles on grant writing.)

The Grantsmanship Center
1031 South Grand Avenue
Los Angeles, CA 90015

3. Another aid to seeking grants is the publication entitled <u>Finding Funds for Programs Relating to Women's Educational Equity</u>, which contains information on the funding process itself (both private and government), how to write a good funding proposal, selected foundations and government agencies, as well as an extensive listing of useful books and articles to help with finding funds from such sources.

WEECN (Women's Educational Equity Communications Network)
1855 Folsom Street
San Francisco, CA 94108 ($2.50)

D. Reserves and discretionary funds

1. Reserves are generally set aside at the beginning of each fiscal year; this may be done at several administrative levels in order to handle contingencies. In the middle of the fiscal year, if there have been no emergencies, administrators will often make supplemental allocations or fund short-term or one-time projects. Generally this is not a public process; you'll have to get this information on your own. This is one situation when having a solid working relationship with administrators and good informational relationships with others will be of great assistance.

2. Discretionary funds are generally very loose and probably unrestricted (their use is at the discretion of the administrator). Sometimes referred to as "slush funds," they tend to be very hard to identify and are often categorized under incredible names. Access to them is often dependent on having developed a good working relationship with the administrator over time.

E. Hard money and soft money

1. Hard money is a term generally used to describe ongoing/permanent types of money, from a more stable source (e.g., if a person's salary is "hard money," that usually means it's an ongoing part of the campus budget, from state funds, stable funds, etc.).

2. Soft money refers to money from grants, time-limited endowments, etc. Certain portions of state allocations to a campus are described this way. Soft money has a greater tendency to disappear than hard, so it's important to know which type of money funds people and programs at your center.

IV. Sources of Funds

See Chart #6.

Most institutions receive money from several sources. If you're knowledgeable about the variety of sources when you discuss funding requests with administrators, you can bring up the question or possibility of tapping particular sources.

A. Tuition amounts available to an institution vary according to the enrollment. Private institutions are more directly dependent on tuition for funding of programs and personnel. With state institutions there's often some form of "washing," so that the institution may not receive the amount of money it actually collected (e.g., in some cases, tuition monies may be incorporated into a state's general fund and allocated back to the higher education system or to specific campuses in proportions based on a combination of a formula and current state politics. With regard to tuition collected versus what's actually available on a state campus, it's important to realize that when tuition and/or fees increase, there may not be any increase in available funds, since the state funding may have decreased.

B. Fees are often collected and used differently from tuition. For example, on some campuses fees collected go directly to particular departments or programs for lab supplies, computer cards, etc., whereas tuition goes first to the state and then back to the campus. Student government fees are an example of money that is collected and directly allocated by the unit collecting it.

C. The availability of federal, state, and local funds and appropriations varies, depending on the type of institution (i.e., state schools get state appropriations; some community colleges get local appropriations). Work-study money is considered a federal appropriation at some institutions, a certain percentage of which must be matched. The common federal/institution ratio is 80:20.

D. Trust funds

   1. Most institutions have trust funds of various sizes for a range of purposes. Some are restricted, but most are not. For example, research trust funds are restricted to the type of activity the name suggests; land grant institutions get federal land grant monies, which end up as trust funds that are usually restricted.

   2. There are also trust funds created by the interest on investments or endowments. Some are also drawn from noninvestment capital. If an institution had a million dollars, for example, it might invest three-quarters of it, earn interest on that amount, and have the remaining $250,000 to spend.

E. Gifts and donations

   1. These funds are usually contributed by alumni/alumnae, and often go into a separate trust fund. It's helpful to know if there

are accounts like this on your campus, and to have some idea of how unrestricted funds may be used.

2. Women's centers at some private colleges have been able to work effectively with the alumni/alumnae office and get the center's name included in the list mailed to alumnae/alumni for donations.

3. This type of money tends to be appropriate for one-time or once-a-year events, not ongoing programs. Keep such considerations in mind when trying to match type of event/program to potential sources.

F. To learn about possible sources for your budget, it is helpful to talk to people in the budget or fiscal planning office on your campus. Though such offices don't usually grant funds directly, people in these offices know what types of money are available and how flexible the budget is. They can serve as a source of information that an administrator who funds your center is not likely to offer.

V. Budgetary Cycles

Please note: It is important to make sure that you have time to prepare your budgetary request with adequate justification. Don't miss out on potential funding by being late.

A. Knowing people in the campus budget office can be helpful in getting some advance notice of budget submission cycles. Very often, as you move down the administrative hierarchy in an institution, programs are in the position of *reacting* to the budget allocation process. This is not as strong a position as if you know the time frame, can anticipate deadlines, and be prepared.

B. Some time frames are listed below.

See Chart #7.

1. Calendar year: Not common, but some institutions do use it.

2. Fiscal year: 1 July through 30 June--the most common cycle for state funds at public institutions.

3. Federal fiscal year: 1 October through 30 September.

4. Academic year: 1 September through 31 August--common and particularly relevant for private colleges and centers that have or are considering applying for student government association dollars.

5. In states whose legislatures meet only every two years to hand down a budget, state higher education institutions may be on a biennial budget. In this case, pay special attention to what is likely to be a different type of budget cycle.

6. Within one institution, there are usually several cycles operating; remember to match the *source* to the correct *budgetary cycle* when seeking funds.

C. Budget request submissions

1. If you know the approach to budgeting used by your campus, it can help you concentrate on the appropriate justification in your budget request. The budget submission process is a good opportunity to make a case for your center, highlight successes, etc. This is particularly important in situations when you haven't maintained excellent communication with administrators who fund you. They may have heard about the center only by rumor, may have stereotyped views, etc.

   For example, focus on providing statistics or other information on client use of programs or services. If you use volunteers, figure the cost of their time as if the university paid for it and show it as an amount that you save the institution. If some programs are especially cost-effective, conceptually unique, or models of unusual ways to provide a particular service, this is a good time to review them briefly.

2. A budget request should *not* be as lengthy or detailed as an annual report. Be guided by the kind of information your administrator indicates she or he wants, and the kind of justification that seems appropriate for you and your institution.

(Participants may raise the following question: Is it acceptable to submit a budget request to more than one campus source? To answer this question, solicit the perspectives and experiences of participants. Stress that there's no *one* correct answer to this question and that it's important to women to know about their particular institution, its organization, policies, budgeting approach, current fiscal situation, etc., before deciding on an appropriate strategy.

As a general strategy, it seems best to recommend that centers select those parts of center programs that an administrator would be most likely to fund and submit that portion of the budget only. This minimizes risk in some cases.)

3. Fixed costs

   See "Pie Chart," #8.

   a. It's important to have some sense of what's *really* available for monies. Looking at the idea of fixed costs may help give some perspective on that.

   b. In learning about sources and types of money on campus, it's important to realize that *much of the money isn't actually available*.

c. A large portion of monies in any area of an institution's budget is already committed for salaries, there are also fixed costs for utilities and overhead.

d. A certain amount of any budget also has to be allocated for price level adjustments (salaries, supplies, utilities, mail costs, etc.).

e. After finding out what amount is already committed, you may find that your request is bidding against a smaller portion of available funds than you initially anticipated (see white areas on Chart #8).

(Note: Go over the chart with participants to be sure that they understand the notion of fixed costs. As you refer to the pie chart (Chart #8) with this section, participants may inquire whether the white (or blank) parts--utilities 9 percent, physical plant 8 percent, etc.--mean that all the monies in those areas are actually available. The answer is no. The reason they're depicted as they are on the chart is for graphic presentation of the material and to simplify what they're viewing. Solicit and try to deal with questions; examples from your own experience are often helpful in illustrating this section.)

4. Budget strategies

Add to the following information with your own and participants' experiences.

a. There is no one strategy that's appropriate for all campus-based women's centers. Each center has a unique set of circumstances based on the varied and complex political conditions at its institution. The struggle, then, is to identify the relevant political factors on your own campus, not to replicate exactly what has worked for a center somewhere else.

b. Budget requests need to be preceded by groundwork--preliminary conversations, prior relationship with funder. As you work to establish common ground and a relationship, it's helpful to understand both the formal and the informal/political organization of your campus.

c. Finding one supportive administrative unit and obtaining all funding through that division is generally only a successful strategy if the source is sufficiently broad-based or powerful enough to fund diverse programs (e.g., president's or chancellor's office). Personnel changes in that unit can leave a center vulnerable. The risk here is putting all the eggs in one basket.

d. Use a commitment from one source to try to secure money from another. This strategy minimizes risk to the administrators involved, but keeps you running and doing varied and extensive amounts of justification.

5. Formal organization and political organization (informal structure)

See Charts #9 and #10. Add to the following information by drawing on personal and participant experiences.

a. Formal organization

(1) Refer participants to the "Institutional Profile Sheet" for likely information sources.

(2) Review the charts with participants. (Questions regarding where different centers represented at the training fall within their institutions' formal organization can be helpful.)

b. Informal organization

(1) This is not generally in chart form, and might not be discussed by anyone at the institution even if you asked.

(2) It's important to be aware of the informal side in handling the process of seeking funds.

(3) Staff assistants often have the responsibility for reviewing and adjusting budget requests. This doesn't mean you should bypass the administrator who directs the division you're seeking funding from; rather, *include the staff assistant*.

(4) Clues to who's important among staff assistants:

- Whom has the administrator designated to sit in on meetings?
- To whom are you told to send your budget request?
- On whose desk is your request sitting when you inquire about it?
- To whom does the secretary in the administrator's office refer your call?

c. Advisory and planning committees

(1) Know who's on them and which ones could affect your center and its programs.

(2) Assist your supporters by providing data about your center, as well as moral support.

(3) Try to find strategies for converting or neutralizing "enemies"; if you can find some shared values or beliefs, involving such people on committees can be a strategy

for educating them about your efforts and enlisting their aid. Be selective and cautious about this; seek the advice of your supporters on any such selections.

d. Student-run centers

These centers often have more difficulty getting information regarding the informal organization of an institution. This is a time-consuming process that requires visibility and consistent exposure. Supportive faculty and staff contacts can be useful and helpful, especially those on your campus with tenure, visibility, and credibility. Even those without tenure will have access to information less readily available to students.

D. Budget allocation process

Describe the steps and display Chart #11.

1. Instructions are sent to administrators, departments, etc.; deadlines are set.

2. The initial budget is set.

3. Review and adjust the initial budget (this takes place each time the budget passes from one level to the next within the university/college organizational structure).

4. Appeals may be made. Not all institutions have an appeal process. If yours does, when you justify the initial budget, hold on to enough detailed data so that you can back up a request, if necessary.

5. Late submissions are accepted. In some institutions these aren't accepted. Even if they are, they can cost you money since you'll be dealing with the leftovers.

6. Midyear review takes place. Usually only upper level administrators are informed of this portion of the budgetary cycle. In some cases, they'll let programs under their jurisdiction know what is happening. Here's where communication and a good relationship with your administrator can make a difference--as can the type of ties you have established with the budgeting office.

(Note: Reviewing the submission allocation process by tracking it through a major division on the organizational chart can help clarify this process for women attending the training.)

VI. Trends and Patterns of Institutional Allocations

In addition to the previously presented aspects of the budgeting process there are other factors that affect the allocation patterns on any campus. The more you know about these dimensions of your own and other campuses, the better equipped you will be to influence such processes.

A. Historical dimension

1. Who has funded women's programs on your campus in the past?

2. What is the source(s) of funding for women's centers on other campuses--especially at institutions similar to yours in terms of size, type, and composition of student body?

B. Organizational dimension

1. Are there parts of the formal organization that fund experimental or innovative efforts?

2. Remember the formal organization chart when you try to match your program to an appropriate funding source.

C. Political dimension

1. Keep the informal or political organization of your campus in mind.

2. Is there a pattern? Are certain persons or divisions consistently opposed to programs for women?

3. Are there competing constituencies (e.g., women's groups and programs being pitted against minority groups)? How do they articulate their needs?

VII. Institutional Characteristics

The "Institutional Profile Sheet" provides an outline of the types of information you will need (and their usual sources), so that you can begin to enhance your understanding of these dimensions. Once you have determined the characteristics of your campus, you should take that information into consideration in designing programs and preparing a budget.

VIII. Mission, Goals, and Objectives of Institution

A. Any college or university has statements of its mission, goals, and objectives, which can be said to characterize it as an institution.

B. These statements can be found in admissions catalogs, reports, and advertising materials. (See "Institutional Profile Sheet.")

C. You don't have to believe the rhetoric to use the statements. The main thing is to translate the content of your program into terms an administrator can accept, understand, and fund. The statements can assist you in developing a strong justification strategy. For example, if an institution states that one of its goals is public service, providing services to community women to help them gain access to the institution's educational services could be seen as being consistent with that goal.

IX. Developing a Program Budget

This section of the program budget session should be presented to participants as an introduction to the actual preparation of their program budgets. It reviews previous steps from program development sessions, on which their work will build: (a) it notes the importance of knowing how they'll assess their program's effectiveness; (b) it reviews issues that are common problems or concerns for women's centers in developing budgets; and (c) it discusses the actual process involved in terms of justification strategies and the distinctions between program and line item budgets and materials they'll use working in the small groups.

A. Identify needs, goals, objectives, and activities (done in the section of training on program development).

B. Identify input/output measures. This will assist you in program evaluation and help you explain to an administrator how you will know if the proposed program is a success and/or responds to an existing need.

C. Consideration of priorities and alternatives

1. Alternatives. Be prepared to answer questions regarding ways of conducting and paying for the program you're proposing. This is when having gone through a very thorough program development process proves especially valuable. Alternatives should have been considered for activities/approaches to the program, staffing patterns, every line item or cost area of the budget, as well as the overall amount and possible source(s) of the funding.

2. Political process. The concrete, factual information about budgeting on your campus is the easiest to get; the political aspects are more elusive, but just as essential in understanding the whole picture. Keeping on top of several things at once is important here (e.g., specific administrative relationship with funder, tone of institution, situation with higher education in your state, etc.).

3. Limiting your own horizons. Women's centers often do this to themselves. Change assumptions regarding possible funding sources on campus so as to broaden your options. One common, self-imposed limitation is sticking with the student association/government as the only possible funding source.

4. Promoting and maintaining credibility. Can be time-consuming and demanding, especially for student-run centers, but is critical to the process of obtaining institutional funding. Be responsible and competent, and have your data together. Documentation of efforts is important, as is addressing issues concerning the image of the center on campus.

(Ask how participants handle this priority for their centers.)

D. Translating programmatic decisions into line items and program budgets.

See Chart #12.

(Note: Remind participants that shortly they'll be spending several hours on this in the same small groups in which they developed programs. Suggest that they refer to the blank "Program Budget Form" in their packets, as well as to the completed ones for the women's centers in their case studies. Using Charts #12 and #13 and these forms, briefly explain the differences for participants.)

1. Line items

   In the line item approach, you budget only for particular items or expenditures. Know your own institution's line items: this will guide you in submitting requests.

   (Note: Let participants know that the line items on Chart #12 are used in the Massachusetts higher education system. It may be useful to check out how those compare with ones used at their institutions, but keep this discussion brief.)

   One strategy that is sometimes a requirement in budget preparation and submission is to indicate previous expenses in each category. If you were preparing a straight line item budget, you would have one column for each item, with a second column to show the amount of increase requested, and the total.

2. Program budgets

   With this approach, you can look at your women's center as a series of programs, each of which has its own budget.

   (Refer participants to Chart #13, as well as to the completed form from the case studies, for examples of program budgets that also include line item totals.)

E. Developing justification strategy

1. This step involves interrelating the needs of the target population or women to be served, the needs of the center, and the needs of the institution.

   (Remind participants that having gone through a very thorough program development process will assist them with this step, as will being as informed as possible regarding the institution, its current concerns, and its politics.)

2. The following three dimensions are all important considerations in working out a justification strategy for a budget request.

   a. Political dimension

      Show the relationship of the center's goals and programs to the institution's mission and goals. Show funders they have something to gain in supporting your program (e.g., they're meeting the institutional goals).

b. Programmatic dimension

Be able to demonstrate the need, specify the intended outcome relative to the need, and describe the program approach or activities you've selected to address the problem.

c. Budgetary dimension

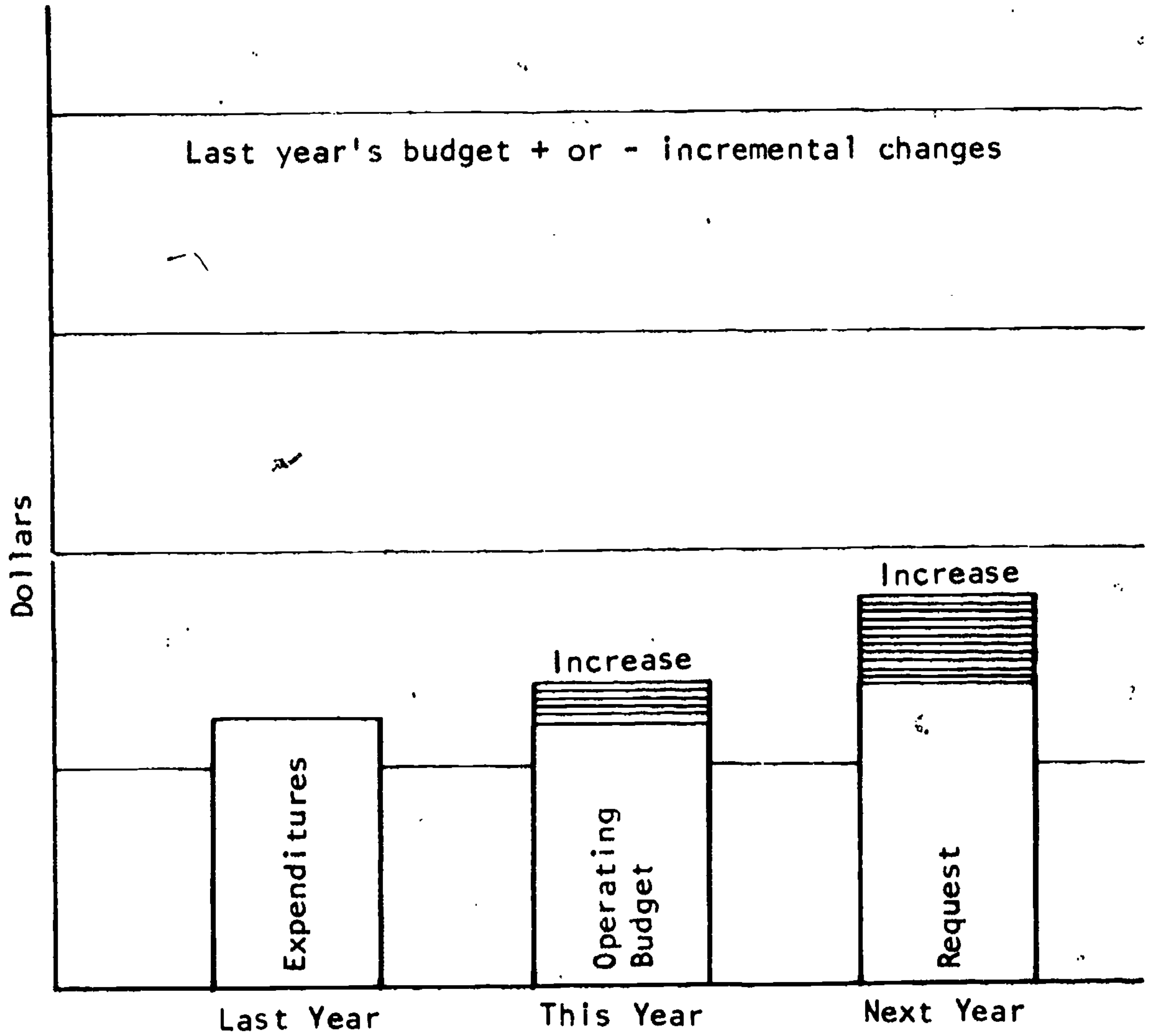
Show that you've considered other approaches and that your budget request is a cost-effective one, based on the need and the desired outcome.

(Note: Trainers should now break participants into their small groups. Have them read the "Budget Preparation Instructions" and remind them of how much time they have to translate their programs into budgets. Indicate what role trainer(s) will be taking for the period remaining in the budget session.)

SAMPLE CHARTS FOR BUDGET LECTURE

CHART #1

INCREMENTAL BUDGETING



MAIN FEATURE: Justify only the increases:

2 0

CHART #2

INCREMENTAL BUDGETING

ADVANTAGES

1. Is understandable and widely accepted
2. Provides a starting point
3. Makes it easy to prepare a budget

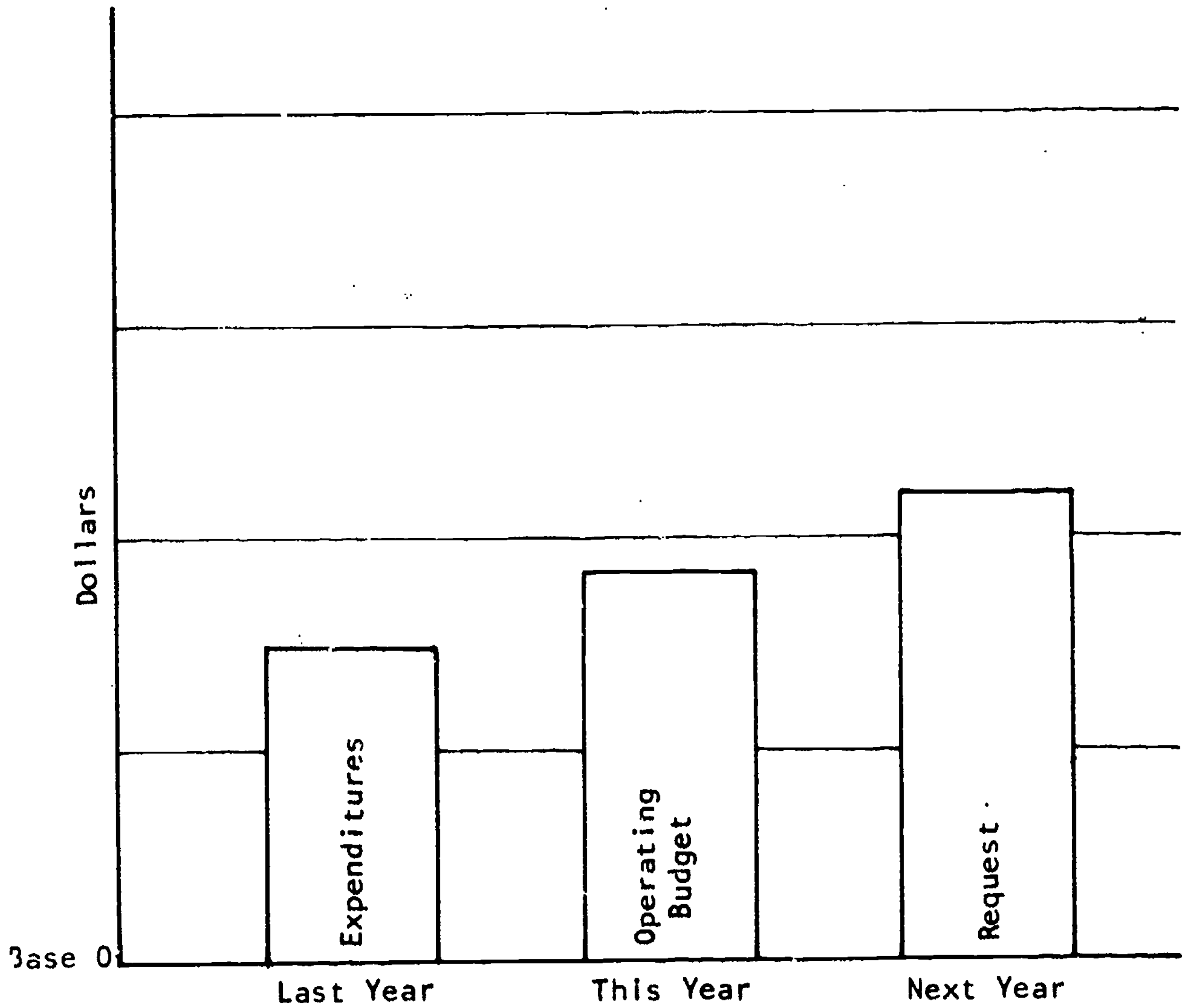
DISADVANTAGES

1. Has a "bad" political connotation
2. Is politically oriented
3. Disregards old or irrelevant programs
4. Is impractical during stringent times

CHART #3

ZERO-BASED BUDGETING

Total rejustification of everything from zero



202

CHART #4

ZERO-BASED BUDGETING

ADVANTAGES

1. Is politically sound
2. Ensures constant reassessment of all programs
3. Promotes participation

DISADVANTAGES

1. Is threatening
2. Increases work load
3. Does not really have zero as true base

CHART #5

TYPES OF FUNDS

1. Unrestricted Funds (never purely unrestricted)
2. Restricted Funds
3. Grants
4. Reserves and Discretionary Funds
5. Hard Money and Soft Money

2''1

CHART #6

SOURCES OF FUNDS

1. Tuition
2. Fees
3. Federal, State, and Local Appropriations
4. Trust Funds
5. Gifts and Donations
6. Earnings from Investments
7. Other Earnings (athletics, social, etc.)

CHART #7

BUDGETARY CYCLES

TIME FRAMES

1. Calendar Year (1 January - 31 December)
2. Fiscal Year (1 July - 30 June)
3. Federal Fiscal Year (1 October - 30 September)
4. Academic Year (1 September - 31 August)

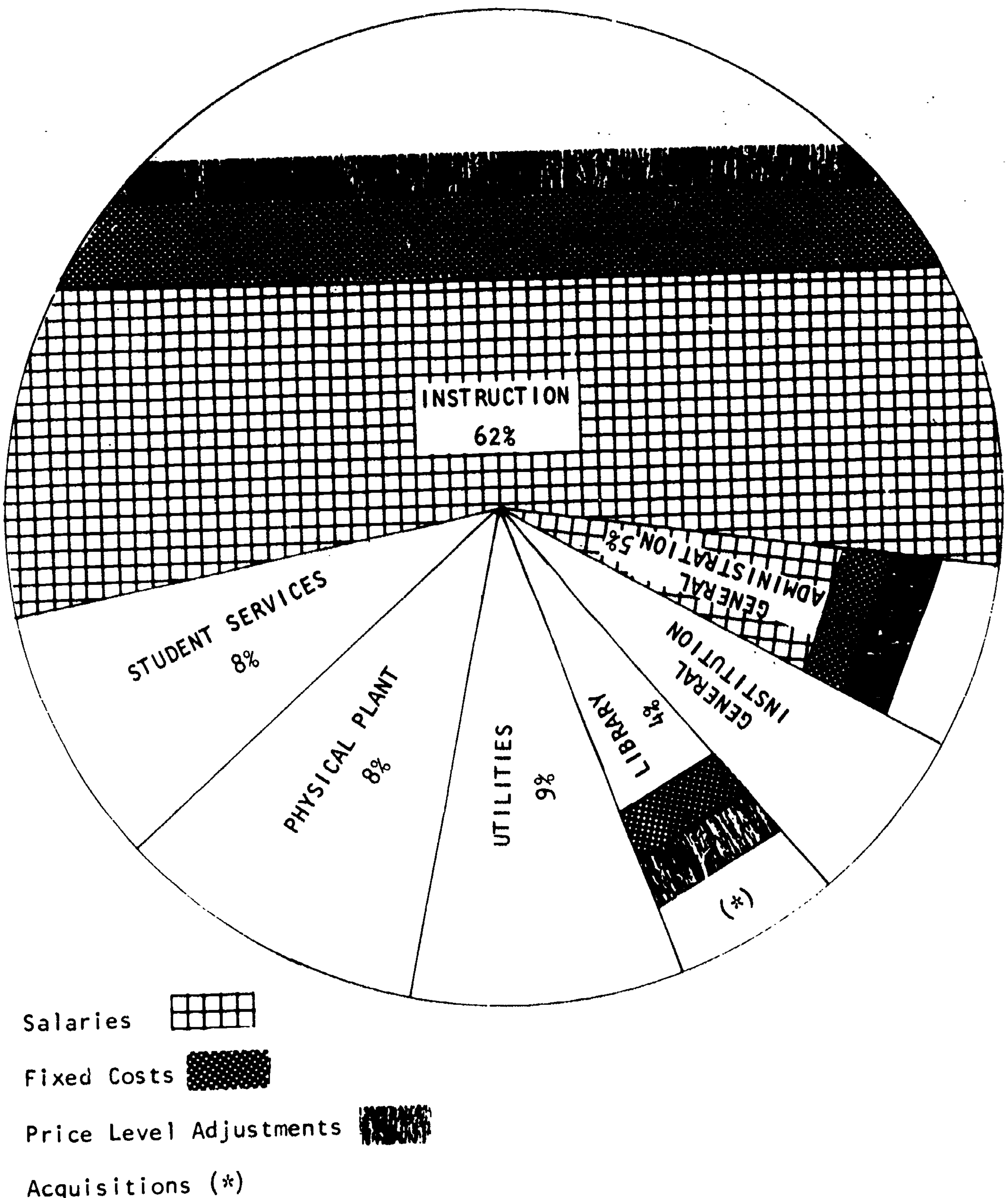
BUDGET REQUEST SUBMISSION

1. Fixed Costs
2. Budget Submission
3. The Formal Organization
4. The Informal (or Political) Organization

2 0 6

CHART #8

HOW MUCH IS AVAILABLE?



2?7

CHART #9

FORMAL ORGANIZATION

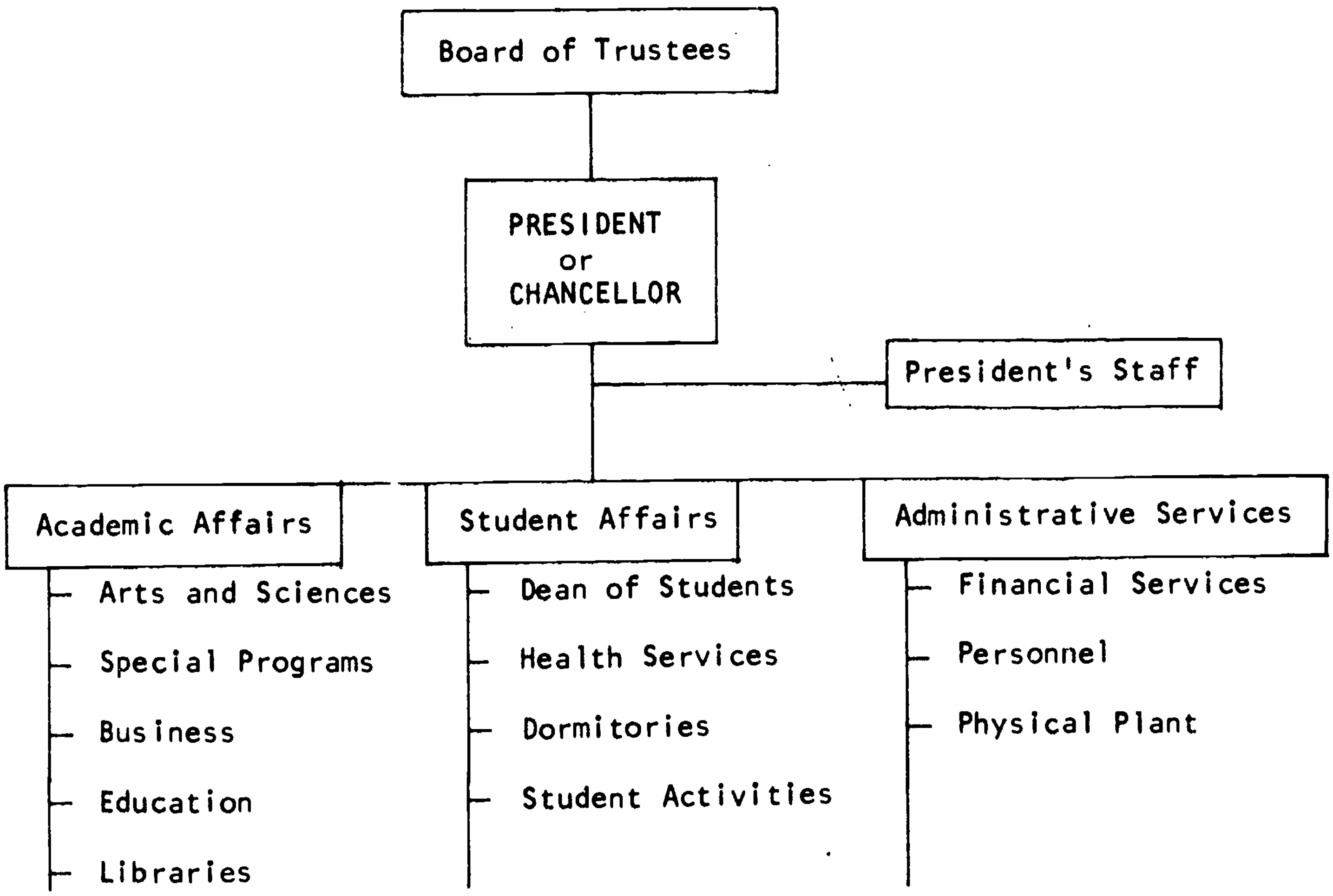
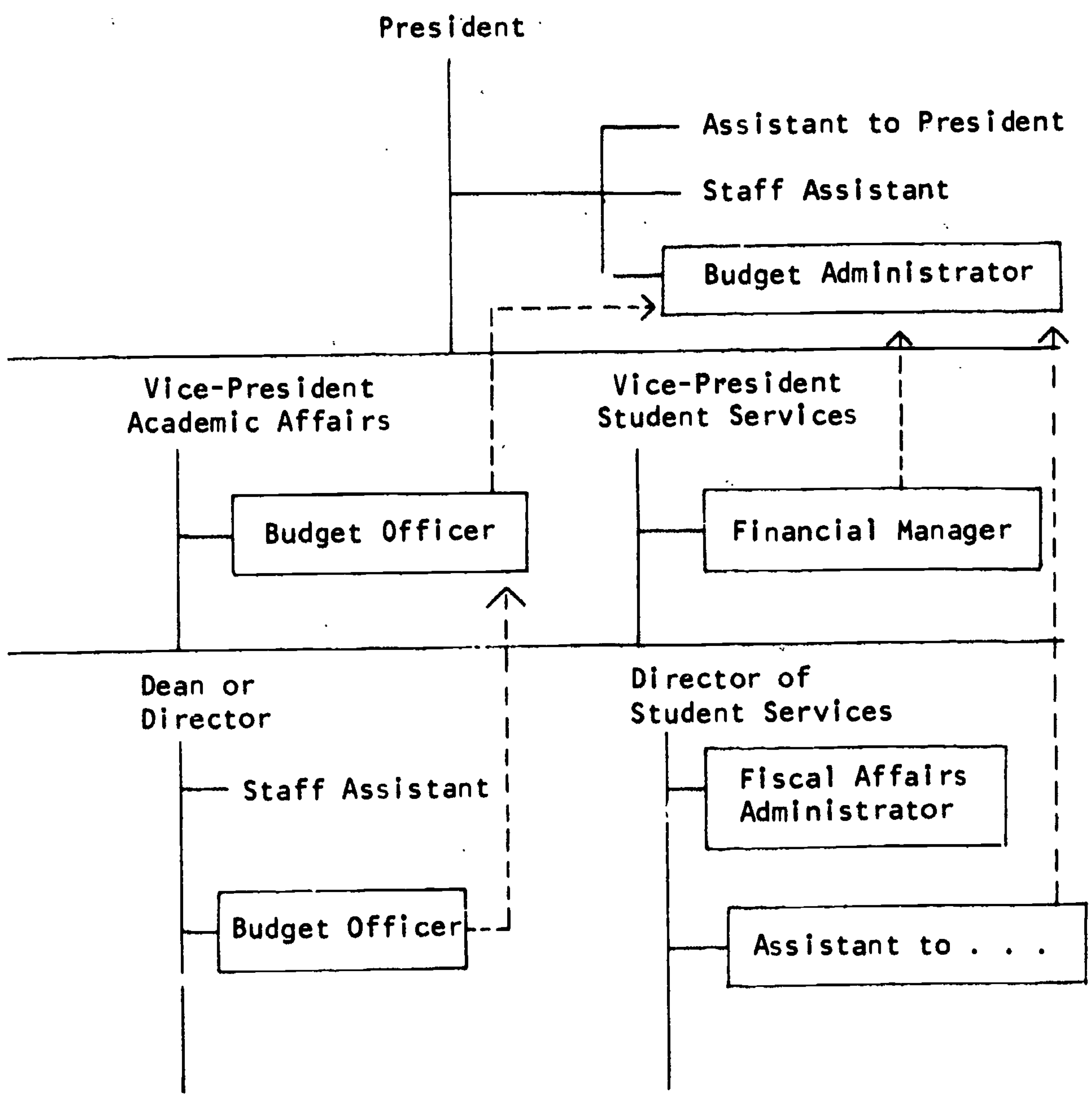


CHART #10

POLITICAL ORGANIZATION*



*Boxes indicate examples of where fiscal power often resides.

CHART #11

BUDGETARY CYCLES (cont.)

BUDGET ALLOCATION PROCESS

1. Instructions
2. Initial Budget
3. Review and Adjust
4. Appeal
5. Late Submissions
6. Midyear Review

2 0

CHART #12

LINE ITEM BUDGET VERSUS PROGRAM BUDGET

LINE ITEM BUDGET:

01 Permanent Personnel Salaries

02 Benefits

03 Services and Student Pay

..

..

..

..

08 Utilities

..

..

11 Printing

12 Maintenance (equipment repair and replacement)

13 Educational Supplies

14 Administrative Expenses (phone, postage, etc.)

15 New Equipment Purchasing

16 Rentals

PROGRAM BUDGET (Synonyms: Activities; Cost Centers):

Examples:

1. Counseling
2. Referral
3. Workshops
4. Drop-In Center

2 1

CHART #13

PROGRAM BUDGET: PAST EXPENDITURES

		PROGRAMS				
		Personal Counseling	Workshops	Drop-In	Line Item Totals	
LINE ITEMS	Salaries	$ 2500.	$ 6600.	$ 900.	$10,000.	
	Telephone	120.	60.	20.	200.	
	Supplies	70.	150.	30.	250.	
	Program Totals	$ 2690.	$ 6810.	$ 950.	$10,450.	Center Total

CONTENT OUTLINE: BUDGETING SESSION

I. Introduction

A. Review what is to be accomplished in this session (turning program statements into budgets and learning about the budgeting process)

B. Focus will be on the demystification of budgeting, which can be described as a "political process learned through experience"; there are no specialized techniques that can't be quickly learned

C. Consider who we are, what our backgrounds are, and what our experiences are with budgeting

D. Encourage questions at any point during the day's activities; overview materials for session

II. Overview of Some of the Various Approaches to Budgeting

A. Incremental

B. Zero-based

C. PPBS (Program Planning Budgeting System)

D. ETOB (Every Tub on Its Own Bottom)

E. KING (King's Decree)

F. SWGG (Squeaky Wheel Gets the Grease)

III. Types of Funds

A. Unrestricted funds

B. Restricted funds

C. Grants

1. Private
2. Business and industry
3. State
4. Federal

D. Reserves and discretionary funds

E. Hard money and soft money

2:3

IV. Sources of Funds or Funding Information

A. Tuition

B. Fees

C. Federal, state, and local funds

D. Trust funds

E. Gifts and donations

F. Information about possible funding sources for your budget can be gained through good relationships with institutional insiders

V. Budgetary Cycles

A. Helpful to have informational relationships for advance notice of budget submission cycles

B. Time frame

1. Calendar year
2. Fiscal year (1 July - 30 June)
3. Federal fiscal year (1 October - 30 September)
4. Academic year (1 September - 31 August)

C. Budget request submissions

1. Appropriate justification statement
2. Length and type of information
3. Fixed costs
4. Budget strategies
5. Formal organization and political organization (informal structure)

D. Budget allocation process

VI. Trends and Patterns of Institutional Allocations

A. Historical dimension

B. Organizational dimension

C. Political dimension

VII. Institutional Characteristics

214

VIII. Mission, Goals, and Objectives of Institutions

A. As one type of institutional characteristic

B. What they are

C. Where they can be found

D. How women's centers can use the stated mission, goals, and objectives of their institutions in formulating their budget requests (justification strategy)

IX. Developing a Program Budget

A. Identify goals, objectives, and activities (done in previous session)

B. Identify input/output measures

C. Consider priorities and alternatives

D. Translate program decisions into line items and program budgets

E. Develop justification strategy with emphasis on relating the needs of the center to the needs of the institution (importance of inter-relating needs and goals; dimensions to consider)

2..)

BUDGET PREPARATION INSTRUCTIONS

In the sessions on program planning and development, you went through exercises in which you developed a program idea to respond to the identified need of a particular target population.

During this portion of the training, you will be working with others in your small group to:

- Translate that program information into a budgetary format
- Decide on an administrator at the case study institution to whom you will present your budget request
- Develop and refine your justification strategy
- Put the polishing touches on the budget request you will present in the simulation

Please take a few minutes to read through the following pages before you begin to work. Remembering and using the group roles from the program development sessions may assist you in moving more smoothly through your tasks.

Translating Program Approaches into Budgetary Terms

Now that you've determined what the objectives are for your program, and have developed a description and rationale, refer to your group's work to prepare statements for the first three sections on the Program Proposal Summary sheet.

When you have finished, use the budget development questions that follow to help you think through some of the costs that may be involved in your proposed program budget. How might you mesh the budget with (or add it to) those at the women's center in the case study with which you're working? Prepare a line item and program budget--using the form provided--and then a summary of these anticipated costs for the budget section on the Program Proposal Summary sheet.

Questions for Budget Development

Personnel Costs

Who will be doing the work--directly and indirectly (i.e., support staff)?

Will you shift or expand the time of existing staff? Hire new staff?

Will you involve consultants, an advisory board, workshop leaders, speakers, or other individuals?

How long will each staff woman work (number of hours, days)?

Will the staff be student or nonstudent workers?

Will they be salaried or volunteer?

Who should receive an honorarium, fee, or other financial support?

Note: If you're planning to have volunteers, don't forget to estimate their time and include what the cost would be if they were paid. This gives you and the administrator a view of the "real" (as opposed to the actual) cost of the program.

Other Costs

Where will the program be carried out?

Will you need to rent or pay in some way for space or custodial help?

What equipment and supplies will be needed?

Telephone
Paper and pencils, etc.
Photocopying and other duplicating
Typewriters
Desks and chairs
Other ______________________

Will you need to purchase books, cassettes, or films? Is renting them a possibility?

Will you be developing or using audiovisual materials? If so, what are the costs and equipment involved?

What printing and mailing expenses might be involved? (Brochures or mailings advertising the program/service; reports, pamphlets, materials that might be produced and distributed as a result of the program)

Once you have projected and detailed these basic costs, you can begin working on the line item Program Budget Form provided. Use a scratch copy now. When your figuring is done, summarize the appropriate cost information for your program in the fourth section on the Program Proposal Summary sheet. Prepare three final copies of both the project summary sheet and the budget form for the simulation: one set for the administrator, one set for your small group, and one set for the trainer who will act as process observer.

To Which Administrator Will You Present Your Request?

Refer to the case study with which you are working and consider the following questions:

- Given the major divisions of the university/college, what is the logical place to look for funding for the program you have planned and budgeted?

- How does that fit with the current funding source(s) for the center? With past funding source(s)?

- Given what you've learned regarding the formal and the political organization of higher education institutions, what is the likely title/position of an administrator to whom you would present your request? Decide on this now, so that you can tell the administrator at the start of the Simulation session.

Refining Your Justification Statement and Strategy

Use the following questions to help you refine your justification statement and strategy:

- Can you demonstrate the needs that your program is intended to meet? Review them briefly among yourselves.
- Can you present concisely and coherently reasons why your women's center should be funded to conduct the program or provide the service you propose?
- What are the arguments likely to be that some other office on campus can do this? How would you counter such arguments?
- Could you describe for an administrator any alternative approaches to conducting the program you propose? Can you explain why you decided on your particular proposal? Try it among yourselves.
- If asked, could you describe for an administrator your rationale for the program costs?
- What cost cuts could you absorb and still conduct the program? What items are you willing to negotiate? What's the "bottom line"?
- Can you show the relationship between the needs of the target population/women's center and the stated mission, goals, and objectives of the institution? Review this briefly among yourselves.

WOMEN'S CENTER

PROGRAM PROPOSAL SUMMARY

I. NEED/PROBLEM:

II. PROGRAM OBJECTIVES:

III. PROGRAM ACTIVITIES:

IV. PROGRAM BUDGET:

2 9

PROGRAM BUDGET FORM

FISCAL YEAR: ____________

Personnel Position:	Hourly Rate or Annual Salary	Projected Hours or % of Time	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	LINE ITEM TOTALS
1 ______	$ ______	______	$ ______	$ ______	$ ______	$ ______	$ ______	$ ______
2 ______	______	______	______	______	______	______	______	______
3 ______	______	______	______	______	______	______	______	______
4 ______	______	______	______	______	______	______	______	______
5 ______	______	______	______	______	______	______	______	______
	TOTAL PERSONNEL	______	______	______	______	______	______	______
Supplies			______	______	______	______	______	______
Duplication			______	______	______	______	______	______
Postage			______	______	______	______	______	______
Telephone								
Mo. Rate: ______ x 12 =	$ ______		______	______	______	______	______	______
Tolls: /mo. x 12 =	______		______	______	______	______	______	______
Other:	______		______	______	______	______	______	______
Total Telephone:	$ ______		______	______	______	______	______	______
Miscellaneous:			______	______	______	______	______	______
			______	______	______	______	______	______
			______	______	______	______	______	______
	PROGRAM TOTALS:		$ ______	$ ______	$ ______	$ ______	$ ______	$ ______

POLISHING TOUCHES/FINAL CONSIDERATIONS

Use the following checklist to make sure your group is ready to present your program and budget to the administrator tomorrow morning.

- [ ] Readable copy of Program Proposal Summary sheet, prepared for the administrator
- [ ] Copies of same for group members' reference in the simulation
- [ ] Copy of same for the trainer/process observer
- [ ] Accurately figured and readable copy of line item Program Budget Form prepared for the administrator
- [ ] Copy of same for group reference in the simulation
- [ ] Copy of same for the trainer/process observer
- [ ] Decision made on the position/title of the administrator from the case study institution whom you will approach
- [ ] Decision made as to who will make the presentation for the group in the simulation (What part/role will each member of the group take?)

VIII. COLLABORATION AND COOPERATION

RELATED PARTICIPANT HANDOUTS

None

TRAINING SESSION ORGANIZATION

Duration	Activity	Pertinent Materials
1 to 3 hours	Games and Exercises	Activity Outline Trainer Notes

COLLABORATION AND COOPERATION: INTRODUCTION AND TRAINER NOTES

The week-long training program is rigorous and intense. It tends to take its toll after a few days. By the third day it's important to provide a real change in the interaction and thinking patterns that have emerged. This session is designed to do just that.

This section of the manual provides notes on the use of games and exercises within the training--the why, when, and how--and specific directions for exercises that we used throughout the last year of the training program. This was one session when we truly learned as we went; the suggestions to new trainers are offered in that spirit.

Trainer notes are also included for break activities. These are meant to serve primarily as reminders of the importance of changing a group's energy (or generating it). Many of the suggestions seem to lead the trainer and the group into the realm of the ridiculous, but this is not without purpose. It's amazing how much energy can be generated through silliness. And it's equally amazing how free everyone can begin to feel when the trainer can be a role model without taking herself too seriously. As in all the other sessions, the trainer should take her own style into account in determining whether these activities should be included. This caution is underscored in the trainer notes that follow.

Purposes

One major focus of this session is relaxation. It is hoped that each participant will be able to experience the following:

- Enjoy the company of others
- Laugh

- Let go of the stresses and strains brought on by the demands of the training

- Feel accepted by the rest of the group

- Accept others in the group with understanding and compassion

- Discover the energy that can come from playing

In addition, there are several secondary objectives for the session. These are not taught or forced. Rather, they are allowed to emerge and gently supported when and if they do. These secondary objectives are:

- To help participants examine their responses to and feelings about leadership, cooperation, and competition

- To look at behaviors that block one's effectiveness in a group

- To encourage participants to express fears and frustrations concerning physical activities and sports

Sequence

This session can take place anytime during the training week. Generally, we recommend having it at the end of a day, since the transition from play to the classroom is no easier for adults than for children. Also, it seems to serve as a good release when it is placed in the middle of the week.

Duration

One to three hours are needed for this session. If one were to do all the exercises and allow for periodic reflection and discussion, the session could take three hours. However, the time is quite flexible; as little as 45 minutes to an hour can be spent on some of the activities provided for the session.

Background

The first year that we held the training, this session was titled "Fun in the Woods" and was held outdoors. A special facility in a wooded area on campus was available for our use. This facility included a creek with a narrow log for a bridge; a river with a wire stretched from bank to bank; a log nine feet high, braced between two large trees; and numerous other physical challenges and obstacles. A special series of exercises and tasks allowed participants to work individually and in groups to test their own and the groups' limits. Amazing feats were accomplished, and the surprised trainees basked for days in the risks they had taken (which varied greatly) and in their own and others' achievements. Everyone learned a lot about how insurmountable obstacles can be surmounted by a group working together.

Unfortunately, we couldn't take the woods on the road. However, the trainer who guided groups through the woods, Pat Griffin, was able to construct a series of indoor activities that would have some similar effects. Since the indoor exercises were new to us, we practiced them several times among friends before trying them in training groups. We urge everyone to practice the directions and timing of the exercises before implementing them. When we did not follow our own advice with the Traffic Jam exercise, we became as confused and frustrated as the group. We, too, began to think that the directions were wrong or the task impossible. Of course, when we played it out in the quiet of the office, we found that the directions were complete and the task quite solvable. Playing each of the games oneself is an excellent way of preparing for the session.

Evaluation

Participants did not complete session questionnaires for Collaboration and Cooperation. However, comments directly following the session usually addressed two points: that the session was very therapeutic, fun, and rewarding, especially in terms of feeling closer to other participants and to the trainers (who typically alternated leading and playing); and that there was a need for more play and more free time. People often indicated that while they had wanted free time, they did get more from the structured physical activity, playing, and sharing than they would have had going home and collapsing. On the other hand, they still felt the need for more free time.

Resistance to the Session

We have conducted the exercises with women of all ages, heights, weights, and in varying states of physical fitness. Trainers need to be sensitive to differences in participants' physical condition so that they can adjust activities accordingly. It is important to demonstrate this sensitivity at the outset in order to minimize resistance stemming from fear of failure or worries about one's limits. Stress that anyone may pass on participating in a particular exercise. You might also play a game like Elbow Tag early on, adding special rules that participants can use to fit the game to their needs. For example, in tag games participants can use one word (such as banana) to signal regular speed, and another word (watermelon) to signal slow motion. Anyone can then change the pace of the game. In our experience, women were very sensitive to one another's capabilities, and trainers had a lot of assistance in making sure that everyone felt included--no matter what limitations she needed to be placed on her activities.

As suggested in the introduction to this session, it's important that the trainer allow herself to look ridiculous. This helps everyone get over the reservation about "making a fool of oneself." The second exercise, Stick Spin, is a good one for equalizing the group; no one does the exercise well and everyone looks ridiculous. Although a simple exercise, Stick Spin can raise a lot of fears, which you should acknowledge. At the same time, encourage everyone to try. Finding a balance between coaxing participants to try something they have doubts about and validating their knowledge of and right to their own limits is the most difficult aspect of the session.

If participants resist the whole idea of playing and spending time on "frivolous" exercises, you might suggest that everyone try just one exercise for 15 or 20 minutes. Participants will probably agree to that short trial, after which you might ask, "Shall we try another exercise?" The playing is usually so infectious that 15 minutes easily turn into 45 minutes or an hour.

Optional Format

As indicated under "Sequence," the session can be placed anywhere during the week. The exercises can also be conducted throughout the week, rather than in a single session. "Fun in the Woods" set the format for a single session, which we maintained in part because we felt that prejudices against "irrelevant" humanistic exercises were less likely to arise using the session approach.

Selecting and Leading Exercises

The most important consideration in selecting exercises is whether you enjoy a game yourself. This means that you should read through the exercises, practice those that interest you, and select those you like to play. Your enjoyment will help to motivate others.

A second important consideration is achieving a balance among active, quiet, and problem-solving games. The "Collaboration and Cooperation Activity Outline" shows a sample sequencing of activities, based on this kind of balancing. The second part of the outline categorizes all activities. We recommend selecting an activity sequence ahead of time and making a newsprint listing of that sequence, which can then be displayed on the wall as a helpful point of reference. Leading or participating in the exercises can get one very caught up in the enthusiasm and energy of the moment. The list will serve as a reminder of the other activities you've chosen, and can be a welcome aid when you're standing there slightly winded, laughing, and enjoying the change of pace yourself.

Although trainers may put together a carefully selected and well-balanced agenda of activities, it is very important that they be prepared to change the sequence or selection depending on the group's energy. Common sense is the best guide. When people seem a little winded, insert a quiet activity instead of continuing with the planned tag game; when energy flags, suggest a high-energy activity.

One of the most difficult aspects of leading this session is knowing when to end games. The best time to stop a game is when it's at its peak. This leaves everyone with a good feeling and a lot of energy to carry over into the next activity. Sensing the right moment to stop takes practice; it's also particularly hard to identify when one is in the midst of the game (and leaders are encouraged to play). A good solution can be for two trainers to participate in this session, with one trainer playing and one trainer leading and observing each game.

In leading this session it's important to give clear directions. Again, practice helps. In addition to making the directions clear, it's helpful for the trainer to spice them up with a little humor, a dramatization, or a demonstration. Keeping a light, playful tone will enable participants to open up different parts of themselves. These and other suggestions for leading the exercises are summarized in the list included in the activity outline.

One final note: In some exercises, women and feminist groups create very different dynamics from mixed-sex groups. For example, in the game Consensus, which was included in the first year of training as well as the second, the groups reached consensus on the first round 80 percent of the time and never took more than three rounds to achieve consensus. According to the trainer, Pat Griffin, who had led this activity with a variety of groups, this was a very different pattern from what she had previously observed.

In another instance, a game was eliminated because it created too much frustration. It was a game that the trainer had led only in mixed groups, with a range of heights and weights. The difficulty of the task increased enormously when participants were very similar in height and weight.

Trainers who wish to add other games or exercises should keep in mind the possible differing effects in male, mixed, and female groups.

COLLABORATION AND COOPERATION ACTIVITY OUTLINE

Time (approximate, in minutes)	Activity
15	1. Mouseketeer Roll Call
15	2. Stick Spin or Elephant-Giraffe
15	3. Experience Recall
10	4. Talk in Circle--Freedoms and Responsibilities
TOTAL, 1-4: 55 minutes	
5	5. Elbow Tag
10	6. Consensus
10	7. Blind Lineup
10	8. Rock/Paper/Scissors Tag
10	9. Knot
10	10. Trust Walk or Trust Fall in Circle
5	11. Hug Tag
5	12. Zoom-Mooz
TOTAL, 5-12: 65 minutes	
TOTAL, 1-12: 2 hours	

Time (approximate, in minutes)		Activity
10	13.	Sharing
5	14.	Touch Blue
20	15.	Traffic Jam
10	16.	Competition/Cooperation Activities
10	17.	Sit in Circle
5	18.	Sister
5	19.	Energy Circle
5	20.	Group Hug or Group Cheer

TOTAL, 13-20: 70 minutes

TOTAL, 1-20: 3 hours, 10 minutes

Game Leadership Hints

1. Don't lead anything you don't enjoy doing yourself.
2. Give clear, playful directions.
3. Sense when to end games (at peak).
4. Play yourself whenever possible.
5. Anticipate safety problems.
6. Pay attention to the group energy and change the agenda when necessary.
7. Underscore the rules frequently: everyone has the freedom to fail; everyone has the freedom to pass on playing a game; and everyone is responsible for taking care of others in the group.
8. Let the group determine how much time to spend processing exercises and the extent to which feelings or responses are explored.
9. Change the rules of a game if it feels right to do so.
10. Mix active and quiet activities.

Active, Fun Activities

Mouseketeer Roll Call
Stick Spin
Rock/Paper/Scissors Tag
Elbow Tag
Hug Tag

Circle, Quiet Activities

Zoom-Mooz
Elephant-Giraffe
Touch Blue
Talk in Circle

Problem-Solving and Cooperation Activities

Consensus
Blind Lineup
Knot
Trust Fall
Stand Off
Human Spring
Mirror
Traffic Jam

Endings

Sister
Sit in Circle
Energy Circle
Group Hug
Group Cheer

COLLABORATION AND COOPERATION EXERCISES

The exercises described below are derived from many sources. The roots of many of them can be found in old recreation books. New language, somewhat different values and emphases, and an infusion of energy have come from those who are taking new approaches to individual and community play and from those who are attempting to integrate humanistic values, personal growth, and physical activity. Some of these exercises were created by Pat Griffin of the University of Massachusetts at Amherst. Some are so widely played that it is difficult to name the original sources. Others have been adapted from two major works: The New Games Book, edited by Andrew Fluegelman; and Cowstails and Cobras, by Karl Rohnke.* When possible, we have noted the sources from which games were adapted.

Relevant information, when necessary, is provided on equipment, desirable group size, and safety issues. Times given are approximate Information on the effect of an exercise is included for those exercises that were actually used with training groups.

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*The New Games Book, edited by Andrew Fluegelman (New York: Doubleday, 1976). Cowstails and Cobras, by Karl Rohnke (Hamilton, Mass.: Project Adventure, 1977).

Mouseketeer Roll Call

Time: 15 minutes

Numbers: 12 or fewer is best--it can be done with 25 people, but takes longer.

Directions: Group stands in a circle. Each woman thinks of a movement she can make standing in place to represent a sport or physical activity she enjoys. Going around the circle, one woman calls out her name and does her movement. The whole group repeats her name and action. The next woman calls out her name and makes her movement. The group repeats both her name and action and those of the first woman. The game continues in this fashion until the whole group has called out each woman's name and mimicked her action.

This exercise gets the group moving, is a good review of names, and provides a good introduction to the insanity that will follow.

Stick Spin (adapted from Cowstails and Cobras)

Equipment: A stick approximately three feet long (length not crucial)

Time: 15 minut for 12 to 15 people taking turns

Numbers: Any number--you can speed it up by having two women go at once, or by having two groups.

Safety: The group is responsible for keeping spinner in circle. Leaders must be alert, since this exercise can leave people very dizzy! Do it only on the grass or on a mat inside. *Make sure that each person has recovered before going on to the next woman.* People often say they're okay, then fall. The group can move in closer for safety.

Directions: Group in a circle. One at a time, each woman moves to the center of the circle, holds a stick over her head with both hands, looks at the top of the stick, and spins it 12 times. Then she puts the stick down and steps over it. The group counts aloud for the spinner. Pairs do it by holding onto one another's waist with one arm, each holding onto the stick with the other.

This is an excellent equalizer; no matter how physically competent one is, one will end up dizzy and looking ridiculous.

Elephant-Giraffe

Time: 10 minutes

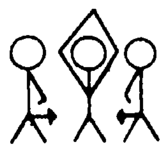
Numbers: Groups of 12

2[illegible]0

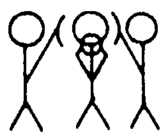
Elephant-Giraffe (cont.)

Directions: Group in a circle. One woman should be in the center. She points to someone and says either, "Elephant, one-two-three," or "Giraffe, one-two-three." The woman she points to and the women on either side of that woman must assemble to represent the animal named before the woman in the center counts to three. If they do, she points to another woman. If they don't, she and the woman she pointed to trade places.

To form a giraffe, the middle woman (the one pointed to) places her arms over her head and the women on either side lean in with their elbows pointed at her waist. Thus:



To form an elephant, the middle woman places her two fists to her nose for a trunk and the women on either side put their hands up to her ears (to make big ears). Thus:



Variation: Have two women in the center of the circle.

Experience Recall/Guided Fantasy

Time: 15 minutes

Directions: Have each woman sit or lie down in a comfortable position. Ask the group to think back to high school, junior high, and then elementary school age, and silently recall their playful experiences with friends. Give them some time to remember. Then ask each participant to try to find the child inside her and let her out. "Give your child permission to play this afternoon . . . When you're ready, open your eyes." Participants may share as much or as little of their experience as they choose.

Talk in Circle

Time: 10 minutes

Numbers: Whole group

Directions: Group in a circle. Trainer will go briefly over the following three points with the women:

1. Freedom to pass--everyone has the right to opt out of an activity.

221

Talk in Circle (cont.)

2. Freedom to fail--some exercises, like Stick Spin, are designed to encourage "failure."

3. Responsibility* to take care of oneself and of one another.

Elbow Tag

Time: 5 minutes

Numbers: Any number, or two small groups of 12 (the latter is probably better)

Safety: No problem, except maybe slick-soled shoes--better to use crepe soles

Directions: Find a partner. Link elbows with her, back to back. Two women remain unlinked. One of these women is "It" and the other is being chased. To be safe, she must link elbows with someone, back to back. Only two women can be linked together and be safe, so the woman on the other side of this threesome must break away and hook elbows with someone else before she is tagged "It." When she hooks elbows with her new partner, the person who had previously been hooked up must now run before she is tagged. There are tag backs. The women with linked elbows are stationary, with only two women running at a time.

This is a fun game that lends itself to all degrees of physical fitness.

Consensus

Time: 5 to 10 minutes

Numbers: Any number

Directions: Divide the group into three teams. It doesn't matter whether they have even numbers. Show the teams three positions. For example, Position 1 might be hands on hips; Position 2 might be kneeling on the floor; Position 3, hands on head. Have everyone practice assuming each position together. Have each group caucus and pick one of these positions secretly. Then with groups all standing together facing each other, have everyone take the secretly chosen positions at the same time (on a count of three, or a call of "bananas" or "Chevrolet" or whatever). The object is for all three groups to pick the same position. If they don't, each group meets again and decides to switch to another position or stick with the same one.

This could go on forever, so the leader needs to use discretion in stopping the game. Interesting intergroup pressure may start working, particularly if it's a two-on-one situation.

Consensus (cont.)

Variation: Instead of the leader's selecting three positions, each group might pick its own positions and demonstrate them for the group. Then proceed as above.

In doing this game with feminist groups, consensus comes quickly and easily. Everyone enjoys the accomplishment and is usually interested in sharing the different processes groups used in selecting a position.

Blind Lineup

Time: 5 to 10 minutes

Numbers: Any number, believe it or not (or two smaller groups)

Safety: Remind women to feel around *gently*.

Directions: Before giving any directions, have all close their eyes and tell them they may not talk any more. They may laugh, but no more talking. Their group project is to line up by height. You'll have to remind them not to talk. Also, assure them that you are keeping your eyes open as a safety precaution and you won't let anyone walk into a tree or wall. It's incredible, but they'll get it together. They'll want to talk about it a little afterward. It's also fun if you share what you saw as the process developed. Actually, this one is as much fun to watch as it is to do.

This game creates a real sense of accomplishment and closeness. We've done it with as many as 25 participants.

Rock/Paper/Scissors Tag (adapted from The New Games Book)

Time: 10 minutes

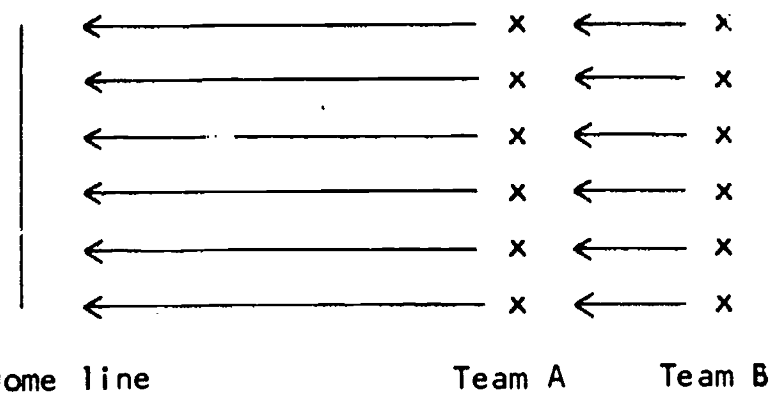
Numbers: Any number

Directions: First, review the "signs" for rock, paper, and scissors, i.e., a closed fist for rock, an outstretched hand with palm down for paper, and the first two fingers of the hands open like blades for scissors. Then have women review how to play Rock/Paper/Scissors in pairs: rock pounds scissors, scissors cut paper, and paper covers rock. Then divide into two teams. Have each team stand about 15 yards apart, behind two lines. Each team should pick (secretly) rock, paper, or scissors. Both teams then come together at the midway point between their two lines.

On the count of three, each team flashes its sign. Whichever team loses, all of its team members must turn around and run *swiftly* back across their boundary line before they get tagged by someone on the other team. Whoever gets tagged changes teams and the game begins again. Stop playing when it feels right.

Rock/Paper/Scissors Tag (cont.)

Example: If Team A flashed rock and Team B flashed paper, B's would chase A's to their home line (since paper covers rock), thus:



This game brings up childhood memories. Our most interesting experience was when two groups chose the same sign *seven* times in a row.

Knot (adapted from The New Games Book)

Time: 10 minutes

Numbers: 8 to 10 (three groups of 8 or 9 people each)

Directions: Each group forms a circle. Everyone puts her arm in the center, reaches across the circle, and grabs two hands that don't belong to the same person. Check to make sure it's done correctly; then tell the group they must untangle the knot without breaking any connections. They end with two interlocking circles, one big circle, or two separate circles. "Knot aid" (breaking and reconnecting two connections) can be administered if there is a hopeless snarl.

This is one we didn't work out before implementing it. We never did see a knot get totally unsnarled, but it was fun.

Trust Walk (good if playing outdoors)

Time: 10 to 15 minutes

Numbers: Any numbers

Safety: Each leader is responsible for her partner's safety--and should be told as much.

Directions: Divide the group into pairs. One woman is a leader, the other a follower, in each pair. Follower closes her eyes and is led by her partner on a sense walk, touching, smelling, and hearing whatever is in the environment. After five minutes, partners switch roles.

Trust Fall in Circle (a little riskier than Trust Walk)

Time: 10 to 15 minutes

Numbers: Groups of six (can be five or seven)

Safety: Each group is responsible for its members.

Directions: Stand in a tight circle, with one person in the center. The center person closes her eyes and keeps her body stiff and her feet together. She falls in any direction, without moving her feet or opening her eyes, if possible. The group catches her and passes her around and back and forth across the circle. Each woman should have the opportunity to be in the center (note pass option). *Tell the group that even if a woman falls all the way to the ground, the group will gently let her down.* Invariably this happens to someone, so if it's mentioned ahead of time, it can be anticipated. Demonstrate this for the group.

Since this is a high-risk activity for many people, it also fosters a lot of rewards for those who allow themselves to participate despite their fears.

Hug Tag (adapted from The New Games Book)

Equipment: A bandana, shoe, or something obvious to be passed from "It" to "It"

Time: 5 to 10 minutes

Numbers: Whole group

Directions: Have someone volunteer to be "It" and give that person the bandana. No one is safe from It unless she is hugging one other woman. Hugs may last only three seconds. When It tags someone, she passes on the bandana, so everyone can tell who is It.

Variations: (a) You're only safe when hugging two other women, three other women, etc.

(b) Have two Its.

Zoom-Mooz

Time: 5 minutes

Numbers: Whole group

Directions: Everyone sits in a circle. Leader turns to woman sitting to her right and says "Zoom." This woman does the same, and Zoom is passed around the circle this way a couple of times. Then the leader tells the group that the next time anyone gets the Zoom, she may either

Zoom-Mooz (cont.)

pass it to her right, as she has been doing, or she may apply the brakes (complete with screeching and pulling back on imaginary reins) and reverse the direction of the Zoom by passing it back to her left. Of course, this makes it "Mooz." The Mooz continues left until someone again applies the brakes and passes it back right as Zoom--and so on.

Sharing

Time: 10 minutes

Numbers: Whole group

Directions: The sharing can be a transition point. See if there's anything personal related to the playing and experiences that women want to share. Don't go around the circle; just let women speak up as they want to.

Touch Blue

Time: 5 minutes

Numbers: Whole group

Directions: Group mills together randomly. Leader calls "Freeze!" and everyone does. Leader calls "Go!" and everyone does. Next time the leader calls "Freeze," she then calls "Touch Blue!" Everyone must then touch something blue on another woman. Leader explains that *anyone* may call "Freeze" from now on and say "Touch ________ (noses, rings, curly hair, shoes, etc.)." Anyone may call "Go." When three people don't unfreeze on the command of "Go," the game is over.

This is an involving and quiet game, which literally puts everyone in touch with everyone else.

Traffic Jam (adapted from Cowstails and Cobras)

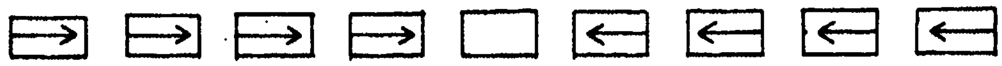
Equipment: Pieces of paper or paper plates taped to the floor in a line, so that a person can stand on one and step to the next.

Time: 20 to 25 minutes

Numbers: Groups of even numbers (If odd numbers, one woman can act as a coordinator. This role can be rotated. There should be no more than 12 participants in a group.)

Traffic Jam (cont.)

Directions: The object is for two groups of at least four women each to exchange places on a line of squares (or plates) that has one more place than the number of women in both groups.

(Group of eight) 

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All of the women on the left must end on the right and vice versa. To begin, one group stands on the squares to the left of the middle square, facing the middle square. The other group stands on the squares to the right of the middle square, facing the middle square.

There are two kinds of legal moves: (a) A woman may move onto an empty square in front of her:

(1 or 2 may move to an empty square);

and (b) a woman may move around another woman who faces her onto an empty square:

(1 may move onto empty square).

It is illegal to (a) move backwards, (b) move around someone facing the same way you are, and (c) move at the same time as another woman.

The best way for a leader to understand this game is to use pieces of paper marked with the opposing arrows and to work out the solution. Participants may get frustrated easily, so it's important for the leader to know that there is a solution. The game provides a good experience for discussing patterns in group problem solving.

Competition/Cooperation Activities

Time: 10 minutes

Numbers: Whole group, in pairs

A. Stand Off: Stand facing each other in pairs, feet together, toe to toe. Using hand-to-hand contact only, each woman tries to push the other off balance. Exchange partners a couple of times.

B. Human Spring: In pairs, start off the same way as in Stand Off. Both partners lean in and push off one another's hands and push back to original position without either one moving her feet. Each one takes a step back and tries again. The idea is to see how far apart they can get, fall forward, and recover a standing position without losing their balance.

C. Mirror: In pairs, stand facing one another. Designate one as leader, one as follower. Without talking, the leader moves her hands in any pattern. The follower mirrors the leader's actions. Switch roles and repeat. Then have them repeat the activity with no designated leader. Let the action flow nonverbally back and forth between partners.

Sit in Circle

Time: 10 to 15 minutes

Directions: Discuss group activities--competition, cooperation, problem solving, leadership. Encourage connections with other parts of training.

This activity sometimes generates a lot of reflection and discussion about competition, sometimes, very little. It varies greatly with the group.

Sister (adapted from The New Games Book)

Time: 10 minutes

Numbers: Whole group

Safety: No problems, but caution everyone to walk carefully, with eyes closed.

Directions: Everyone has her eyes closed. The leader will secretly designate one woman as "Sister." Everyone mills around. Whenever anyone bumps into someone, she takes her hand and asks "Sister?" If she gets the response "Sister," she drops the hand and continues searching. If she asks "Sister?" and gets no response (the original Sister will not respond), then she keeps contact with her hand and becomes part of the sisterhood. She also doesn't respond when anyone then asks her "Sister?" When the whole group has found the sisterhood, everyone opens her eyes.

A friendly, warm exercise that everyone seems to take quiet pleasure in.

Energy Circle

Time: 5 to 10 minutes

Numbers: Whole group

Energy Circle (cont.)

Directions: Stand in a circle holding hands (or sit). Leader passes a squeeze around the circle. Let it go around a couple of times silently. Then stop it and tell the group the next time they get the squeeze, they may pass it on as before or stop to share a thought about this session before passing it. Let this continue until the squeeze makes two uninterrupted circuits, then stop.

This is a closing activity whose effectiveness varies from group to group. Some spend 20 minutes on this, while others are through in much less than that.

Group Hug

Time: 5 minutes

Numbers: Whole group

Directions: Hold hands in a circle. Leader drops one hand and begins walking in a circle around the group. Keep circling until the group is wound up in a group hug. To untangle, have the woman in the center of the hug find her way out, the shortest way, with everyone following her.

Group Cheer

Time: 5 minutes

Numbers: Whole group

Directions: Stand in a circle holding hands. Close in tightly; hands in center, squat down. Everyone starts saying "Yea" very softly. As all stand up and spread the circle out, "Yea" gets louder until the circle is as big as it can get. Then, hands up, shout "US!"

BREAK ACTIVITIES: TRAINER NOTES

Some of the following activities may be helpful as a way of reenergizing people during breaks. Which activities you will use will depend on your sense of the group and your own preferences. If you have your own favorite games or exercises, use them. As with the Competition/Cooperation exercises, you should lead only those activities that you enjoy and are comfortable with.

Pepper Stress (transition activity between long periods of sitting and heavy concentration)

Equipment: A chart on the wall or chalkboard, big enough for everyone to see, showing the arrow pattern below. (Pattern is "read" across, left to right, from top to bottom.)

Pepper Stress (cont.)

← ↓ → ↓ ← ↓
← ↑ ↓ ↑ ← ↑
← → ↑ ← ← ↓

Numbers: Whole group

Directions: Everyone stands facing the chart.

1. First round. Everyone calls out the direction of the arrows and at the same time moves both arms in that direction. Example: The first line is: "Up-right-right-down-left-right" (demonstrate).

2. Second round. Everyone calls out the *opposite* direction of the arrows and moves arms in the *actual* direction. Example: The first line is: "Down-left-left-up-right-left" (say), and "Up-right-right-down-left-right" (do).

3. Third round. Say the *actual* direction of the arrows and move arms in the *opposite* direction (this is extremely difficult).

4. Fourth round: Say the opposite direction of the arrows and move arms in the opposite direction also.

Human Wave (group stretching activity)

Numbers: Whole group

Directions: Everyone stands in a circle.

1. Someone begins by making a movement (e.g., touching toes).

2. Each person repeats the movement, one by one, until the movement has returned to the leader.

3. The leader immediately begins another movement.

4. As a variation, the position of leader can also move, so that each time the previous leader repeats her original movement, the person next to her begins a new movement.

Circle Race (a crazy verbal circle game)

Numbers: Any number, though 10 or more is preferable

Directions:
1. The leader (A) starts by turning to her right and patting the woman next to her on the shoulder. The leader says, "I give you a pat."
2. The Receiver (B) responds by saying, "A what?"
3. A answers, "A pat."
4. B then continues to pass the pat in the way she received it to the person next to her (C). When the pat is passed to C, she asks, "A what?" and the question is repeated all the way back to the leader, who answers, "A pat," and the answer is repeated along the circle to C. C then continues passing it to the person next to her (D), who asks, "A what?" and the process is repeated again, each time returning to the leader.
5. *Meanwhile*, as soon as the leader has completed passing the first pat, she begins passing a shake (handshake) to her left, using the same formula as for the pat passing.

Zoom-Mooz (a verbal circle game)

See the Collaboration and Cooperation Exercises for directions.

Telephone

Numbers: Whole group

Directions: The leader whispers a sentence to the person next to her, who continues passing it on. The last person in the group announces to the group the sentence that was passed to her.

Sister Sez

Numbers: Any number

Directions: Directions are the same as for Simon Sez.

Head through the Elbows

Numbers: Whole group

Directions: Have everyone cross her wrists and clasp her hands. Next, have people bring their hands toward their chins, bending their elbows together. The goal is to put your head through your two forearms, without unclasping your hands.

Body Tricks

Numbers: Whole group

Directions: Have people share and try to do tricks they used to do as children (e.g., touch nose with tongue, wiggle ears, etc.).

212

IX. COMMUNICATION SKILLS

RELATED PARTICIPANT HANDOUTS (from Chapter XI)

Content Outline
Interview Preparation Exercise
Defensive and Supportive Communication
Program Presentation Role Play
Selected Bibliography

TRAINING SESSION ORGANIZATION

Duration	Activity	Pertinent Materials
2 hours	Lecture/ Discussion Role Plays	Lecture/Discussion Trainer Notes Lecture/Discussion Summary Interview Preparation Exercise Defensive and Supportive Communication Program Presentation Role Play

COMMUNICATION SKILLS: INTRODUCTION

This Communication Skills session is comprised of three major parts: a lecture and discussion on preparing for a persuasive interview, an interview preparation exercise, and role plays and discussion on defensive and supportive communication patterns. The trainer notes that follow this introduction provide background information on the session, including suggestions for expanding and limiting the different parts. The "Communication Skills Lecture and Exercise Summary," following the trainer notes, includes the actual lecture notes and directions for the two sets of role plays. The "Interview Preparation Exercise" and the "Program Presentation Role Play," both handouts, complete the section. Additional copies of these, plus the content outline and bibliography for the session, are in the handout portion of this manual.

This session, more than any other, has been influenced and limited by its placement in the week of training. Since it has usually been the last session before the simulation, participants are generally overloaded with information and very anxious--not an ideal state for learning. The trainer notes address this problem in terms of modifying the session to respond to participants' perceived immediate needs (i.e., working on the program proposal and presentation). The anecdote sharing that is incorporated into the lecture and encouraged throughout is another way of responding to the content overload. In our experience, trainers doing the session in the week-long format must be prepared to be highly flexible, very energetic, and able to share or create humorous and vivid examples. Most often, questions tend to be in the form of "What do you say when the administrator says such and such?" Spontaneous role playing can be fun, energizing, and very helpful. At the same time, an important criterion in interview strategy is one's personal style. The trainer needs to be able to talk about her own style and place her examples of "good" responses or her success stories in that context. It is best when the trainer can provide illustrations of a variety of personal styles.

Because this session tends to highlight differences in experience and problems in communication effectiveness, the trainer needs to keep in mind that the purpose of the session is *not* to bring about major changes in individuals' personal communication skills. The purpose is to create awareness of some strategies and communication patterns that may be effective in certain types of situations.

The session can also serve to highlight political differences among group members. Some feminists have deep concerns about the danger of being co-opted and the effects of "playing the game." Preparation can seem tantamount to manipulation and wrong to some, while seeming only sensible to others. The trainer needs to be aware of and sensitive to such issues. Sometimes this means having a discussion about people's varying definitions of manipulation. Sometimes it simply means reinforcing the idea of making conscious choices about how one will approach a situation after having weighed various (and possibly conflicting) goals and values. As in all other sessions in the training, emphasis should be placed on the process of careful decision making rather than on a specific approach, solution, or decision.

COMMUNICATION SKILLS: TRAINER NOTES

Purposes

- To review ways of preparing for a negotiation
- To identify particular interview strategies
- To develop interview strategies
- To understand elements of defensive and supportive communication
- To examine personal defensive and supportive communicative patterns

Sequence

This session precedes the final simulation. It can occur at any time after the final program planning exercise, though usually it follows the final budget session.

Duration

Two hours have been allowed for this session in the training week. However, two hours do not permit completion of all activities. Ways of limiting the session are discussed under the heading "Optional Formats." The full session would take approximately two hours and forty minutes.

Background

Over time, this session focused increasingly on preparation for the final simulation. In large part this has been due to the anxiety of participants. Their focus on the upcoming simulation is usually so intense that only those comments that seem to apply directly to an interview with an administrator are heard.

The session provides an opportunity to work on actual interview strategy and to practice presentations. These two aspects are most important in the context of the upcoming meeting, and suggestions for optional approaches to the session are made with this in mind. If the session is to be used in a different context, the emphasis in content and format might vary significantly.

The content for this session was selected originally to meet the needs of those women's center staffs who had little experience in negotiating directly for program support. Many of the points are fairly basic and familiar to those who regularly prepare for negotiation meetings, or who simply maintain liaison with administrative offices.

The aspect of the session that keeps it interesting, even for those who are experienced, is the anecdote sharing. Some anecdotes are provided in the notes and there are periodic suggestions to solicit examples from participants. The richness of the first part of the session comes in the practical "how I did it" story telling. When this session occurs at the end of the week of training, such an approach is essential: the information overload participants are experiencing makes conceptual points hard to hear, while vivid examples can more easily be taken in.

Evaluation

Responses to the session have been very mixed. Many people indicated that by the time this session occurred, they simply couldn't take in any more information. Related to this, many noted that they would have preferred more time just for developing their program proposals. Some found that the content was very familiar and unnecessary for them, while others described the session as practical and very helpful. For a few, the session was all new and very important.

Optional Formats

There are four basic parts of the session:

- Lecture/Discussion Summary
- "Interview Preparation Exercise"

- "Quickie" role plays of defensive and supportive communication, along with the "Defensive and Supportive Communication" handout
- "Program Presentation Role Play"

Since these activities together take longer than the allotted two hours, ways of combining or handling them are discussed below. It would probably be helpful to read through all the communication skills materials before reviewing the optional formats.

Lecture Options

If groups have fallen behind in writing up their program proposals, this is a session during which they can make up the time. Instead of presenting or discussing the ideas in the lecture summary, the notes can be duplicated and passed out. Individuals can skim them and raise any questions they have about the summary. This can be limited to 20 minutes.

To ensure that the basic points are covered in the least amount of time, the lecture summary can be given as a lecture, without much discussion or participation. However, as noted above, individuals often feel they can't take in much more information by the time of this session in the week-long training model. So coverage may be a moot point. In addition, listening (rather than sharing) may be more enervating than efficient. Nevertheless, it is possible to run through the lecture in 30 minutes.

The most effective way to do the lecture is with a great deal of participant sharing. The material lends itself to anecdotes and to spontaneous role plays, promoted by "What if X says Y?" questions. Done in this way, the lecture portion can take an hour or more.

Interview Preparation Exercise Option

If groups need more time to work on their proposal forms, additional time can be allotted to this exercise. The exercise can also be limited to the first two steps, if necessary. Normally, 40 minutes are needed for this exercise.

"Quickie" Role Play Option

These role plays on defensive and supportive interactions depict difficult communication patterns. The most efficient way to use them is for two trainers to stage the role plays together, allowing only two to three minutes for each. In that way the trainers can select the verbal and/or nonverbal dynamic that appears to be the most instructive for the group to discuss.

These role plays can be fun and illustrative, but they are also easily eliminated from the session, since they do not address participants' need to focus directly on preparation for the simulation. The "Program Presentation Role Play" is perceived as being much more relevant.

Program Presentation Role Play Option

As just noted, this role play is seen as directly relevant. The time for the role play can be reduced to 20 minutes by doing the role play only once. *Each group should do the role play at least once.* Given differences in verbal skills, some verbal group members may press to eliminate this role play in favor of talking more about strategy, since they don't need practice. The less verbal members, on the other hand, are more likely to need the actual experience of starting the meeting, presenting themselves and their ideas, etc. The trainer should be sensitive to this dynamic. Observations of group members' interactions while they complete program development exercises usually guide decisions here.

<u>Materials Needed</u>

- "Interview Preparation Exercise" for each participant
- Role cards based on the quickie defensive-supportive role plays (needed only if participants are to do them)
- "Program Presentation Role Play" sets for each group; each set should contain an administrator role, one or two women's center representative roles, one observer role description, and one or two observer checklists (depending on how many times the group will role play)

COMMUNICATION SKILLS LECTURE AND EXERCISE SUMMARY

I. Introduction

A. The focus is on the process of negotiating with administrators for funding for women's centers--selling to those who have power to fund.

B. The concepts (such as preparing for an interview, supportive-defensive communication behavior) dealt with aren't unique to this situation, but seem especially pertinent to it.

C. The central situation considered is the Persuasive Interview. Communication effectiveness is determined in part by how the meeting has been anticipated. Thus, two focuses are:

1. Interview strategy or preparation.

2. Effective communication in the interview.

II. Persuasive Interview

A. Definition: a structured communication situation in which two or more people converse with a specific, predetermined purpose.

B. Characteristics: reciprocal asking and answering of questions in an *attempt to influence outcomes.* The goal is to change the other person's behavior, feelings, attitudes, etc.

C. In this case, the situation is asymmetrical--dealing with unequal power positions. The goal is to minimize the inherent asymmetry. This is done through effective communication.

III. Elements of Interview Strategy

A. These elements include:

1. Analysis of the "persuadee" (the administrator, in this case) after a prior search for available and potentially relevant information.

2. Preparing information.

3. Analyzing the interview setting and situation.

4. Formulating a plan for persuasion:

a. Ensure best use of limited time:

(1) Target the content.

(2) Target the style.

b. Maximize confidence and control in potentially stressful situations.

B. Analysis of the administrator may include collecting the following types of background information:

1. General characteristics: age, sex, race, reputation, communication style, prior places of appointment.

2. Values: assessed through various indicators (e.g., reputation, jobs held, political activities).

3. Interests: academic affiliation, memberships in associations, pet causes, etc.

4. Current situation: political or budget pressures, recent institutional problems, actual job responsibilities (i.e., what decision responsibility does the administrator really have? In what areas does she or he have jurisdiction?).

5. Knowledge about women's issues and the center: any prior involvement or interest in the center or in women's studies?

C. Such information may come from a variety of sources.

1. A secretary or other support staff in the administrator's office or in another office. If you make friends with your administrator's secretary or other staff, you can find out much helpful information.

a. Is it a good day or a bad day on which to schedule a meeting?

b. Is the administrator facing difficult personal or institutional problems?

c. What's happened to the request you sent in last week?

d. A friendly relationship may come about through such means as carrying memos to the administrator's office yourself and chatting with the secretary, or acknowledging her help in following up on paperwork--but there's really no special formula for developing such a relationship.

2. Other programs that receive funds from that administrator.

a. Other program directors who have participated in negotiations can provide information on style, values, and interests.

b. They can also provide information on the administrator's funding pattern (e.g., "She always cuts your request by 5 to 10 percent" or "He usually tries to divide up midyear review money among programs that got the smallest increase").

(1) This information is more sensitive and therefore access to it may require a close relationship.

(2) This information may vary with different sources (e.g., the administrator always cuts Jones's budget because she knows Jones pads it; if you talk only to Jones you may be getting valid but unreliable data).

3. Other administrators (obviously this source is dependent upon an existing relationship).

a. Other administrators not only can provide information on how a colleague is likely to respond and what aspects of the current situation will influence him or her most, but also they can sometimes assist directly by talking with that administrator informally (e.g., "Hi, George. Listen, A and B from the Women's Center were just in to see me, and I told them I thought they ought to talk to you.").

4. The student newspaper, which often quotes administrators.

a. A source not necessarily high on the accuracy or reliability scale (especially according to administrators), but nevertheless a starting place for getting a sense of the issues an administrator may face if you have no other contacts.

5. Student government offices that work with administrators on joint committees.

6. Sympathetic faculty members who serve on committees with administrators.

7. Compiled institutional data (e.g., at the University of Massachusetts, Amherst, a computer printout available in the library lists all staff and faculty members' salaries).

8. The Public Relations Office may have short biographies of major administrators.

9. Obviously, the amount of data you need or wish to obtain will vary from situation to situation.

   a. You don't need to know whether the administrator sings in the shower, but you do need to know enough to assess what information you should emphasize, how your tone and style of dress may affect the interaction, etc.

   b. This is not to suggest that if the administrator is reputed to be a conservative intellectual with a formal style, you should be prepared to quote William F. Buckley and wear a dress. It is to suggest that this information will enable you to examine carefully the context for negotiating, to review those goals and values that may be in conflict, and to make conscious choices.

10. Remember that much of the information you get will be subjective, so be prepared to form your own opinions.

   a. This point is critical.

   b. The people you talk to can only share information based on their own experiences. Past conflicts or current loyalties may greatly influence the information they actually have or can share.

   c. An administrator may be hostile to women's studies, for example, because its creation decreases the budget base--not because he or she is hostile to women's programs generally. The administrator may be quite neutral while listening to your proposal. If you walk in expecting an adversary, you will probably interpret his or her questions or concerns negatively.

   d. The best approach--though a difficult one--is to obtain whatever information you can, use it cautiously in preparing your proposal presentation, and then forget it as you walk in the door. You don't want the opinions of others to intrude on *your* experience of and interactions with the administrator.

(The above points 1 through 10 can also be elicited through discussion and participant examples.)

D. Prepare information prior to the interview that is consistent with analysis and that is in appropriate form.

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1. Obtaining information about an administrator's interests doesn't mean that you must use it.

   Example: Prior to one simulation, several group members arrived early and began questioning their administrator's secretary. They learned where he had been employed previously, that he loved to ski, and where he went to school. This information was "dropped" (not always smoothly) into the meeting. The result was that the administrator was startled. The danger is that someone could feel invaded or intruded upon.

2. Some background information may be useful only as a guide to introductory conversation--as a means of establishing a more personal and friendly tone.

   a. For example, if you found that an administrator really enjoyed opera and Leontyne Price had performed the night before, it might be appropriate to ask if she or he attended the concert.

   b. Such conversations should *never* be preplanned. One meeting got off to a terrible start because the administrator began by talking about an antique chest in the room as the group followed her in. They entered and sat in silence until one person began, "We'd like to present our proposal on . . . " During the processing of the simulation, the group explained that they had planned to talk about the local dogwood festival and didn't know what to say when the topic of the antique chest was introduced.

3. Generally, the information you obtain is useful in deciding what to include in your proposal, how formal or informal the presentation should be, what information to highlight, and what issues to address.

E. Analyze the interview setting and situation.

1. It is important to know the approximate amount of time you'll have for the meeting.

2. Find out if it's a good day or time for an appointment (get the secretary's best guess).

   a. Early morning is usually good because there won't have been time for problems to pile up.

   b. The example of creative scheduling comes from an administrator who was booked solid for days. A group needed to see her, so they asked her secretary if she was in her office during lunch. She said yes, and the group brought her lunch and met with her while she ate. In that instance, that was the best possible approach (though one would hesitate to use it without other information on style, personality, etc.).

3. Know the "turf" or territoriality, "owning of space," and the power that comes with that.

   a. Think of alternative settings to the administrator's office. In her or his space you're at the mercy of the physical setup, which may place you in a corner and the administrator at a distance, safely behind an imposing desk.

      (1) If this happens, you can still attempt to have the administrator move to where you are (if there's space) by saying something like, "We've got a proposal we'd like to share with you. Can we sit and go over it together?" Or you can request permission to move your chairs to the desk. Or, if you have a direct and honest style with a little humor thrown in, you might say something like, "I'm already concerned that there's been too much distance between our program and your office--as this seating arrangement indicates. Would you mind joining us (or our moving closer)?"

      (2) Your own style and the administrator's style should dictate how you respond.

      (3) It's important to try to change the situation. However, if the administrator doesn't respond positively, drop it and forget it for the moment.

   b. Neutral turf, or your turf as a balance.

      (1) If you invite the administrator to your space, think what impression you want to make (e.g., if you want to show that you're overcrowded, make sure you get the crowds to show up when the administrator is there).

      (2) A small conference room in the administrator's building is a good example of neutral turf. You can make sure the chairs are arranged as you like, etc. Also, you'll know that phone calls won't interrupt. You can suggest this when you make the appointment, or if the appointment is made through the secretary, simply tell her the location of the meeting and check to see if that meeting place elsewhere in the building would be all right, given other meetings, how reachable the administrator needs to be that day, etc.

   c. Beware of "taking over" an administrator's turf, if you do use his or her office. In one simulation, members of a group decided that the administrator's office was not well set up for the meeting, so they rearranged the furniture to the extent that the administrator could not get to his chair behind his desk. In the processing following the meeting, the administrator explained that while he understood the motive, it was not a good solution.

4. Formulate an interview strategy.

   a. Set objectives.

      (1) Select those aspects that you think the administrator needs most proof and clarification of, and prepare to treat them specifically.

      (2) Think about standard arguments ("Tough budget year," "I'm besieged with requests," "Duplication of services") and your basic responses to them.

   b. Know how you want to direct the conversation if you have an "in."

      (1) For example, stress the history of the center, a particular program's effectiveness, etc.

      (2) Budget discussion may come last or first.

      (3) *Be flexible*: a conscious tactic, or simply a preference, may be to change the order you had hoped to use. On the other hand, you want to stay in control of the meeting.

      (4) Watch for diversion--off-the-track stories. You have to assess whether the diversion is worth it because of the atmosphere and goodwill it creates, or whether it is simply preventing a more thorough discussion of your plans. For some meetings you might want to encourage such stories.

   c. Determine who will represent the center during the interview.

      (1) If more than one person will do it (which is usually good), how will you work together? You want to avoid having silent members in a meeting.

      (2) Deciding who will take primary responsibility for certain components of the proposal, for different issues, can be helpful.

      (3) It's important to sit so that eye contact can be maintained among yourselves, as well as with the administrator.

   d. Talk directly with the administrator.

      (1) Be prepared to listen.

      (2) Watch eye contact and nonverbal messages--yours and the administrator's.

   e. For all your planning, be ready to respond to the administrator as an ally and someone who can help.

(1) Look for positive remarks by the administrator.

(2) Most people will find something positive to say about a program idea: "I think the needs of that group are important" or "This is basically a good idea." The assumption that the administrator is an ally makes it easier to respond to those comments and to solidify them: "We're certainly glad to hear that you support the idea."

(3) Sometimes an administrator will make critical comments or suggestions because she or he really thinks there are problems with your approach. Explore these reservations. Let the administrator know that you understand her or his point of view and consider what steps you will take in rethinking your plan. You can place the criticism of the proposal into the context of support by ackrowledging your appreciation of the thought the administrator has given to the need and by stating your belief that with his or her continued active support in developing the program, success is more likely.

(4) In turning down a program request, an administrator will often state some variation of "I wish I could help you." Again, in looking for the positive, turn this into an expression of support by responding with specific, nonpecuniary requests for assistance (e.g., suggesting other administrators with whom to talk, talking with other administrators on your behalf, becoming a member of an advisory group responsible for advising on the development of the program, etc.).

f. Being cheerful and optimistic (or realistic) will carry you only so far. In the face of real adversity, directness and anger may be the best resort.

(1) Anger should be a *last* resort, not an initial one.

(2) Administrators respond very differently to confrontation, so it's difficult to generalize about the when and how.

(a) Premature anger or confrontation can be very damaging.

(b) Usually you are in the strongest and clearest position if you have listened seriously and taken the administrator's situation and concerns into account and have tried to be sensitive to them, while at the same time exploring and weighing the needs and programs you're presenting. If you have experienced one block after another, you may need to stir up the waters.

25

(c) Honesty and integrity are widely respected. If that's what you bring to a confrontation, then chances are that you will gain respect even if you don't gain funding.

g. *Be clear before going in as to your "bottom line" compromise position.*

h. *Be clear as to whether you have the power or desire to accept or reject an offer on the spot.*

5. The Interview Preparation Exercise can be introduced here.

(Throughout this entire section, participants' experiences, questions, and anecdotes should be solicited. Also, the trainer should modify or create illustrations to fit the interests, values, and sophistication of the group.)

IV. Defensive and Supportive Climates for Effective Communication

A. What are the effects of certain defensive and supportive communication behaviors?

1. Role play some short illustrative interactions while the group observes. Examples are given below.

<u>QUICKIE ROLE PLAY #1</u>

<u>Administrator</u>

Goal: To avoid making any commitments

Behavior: Superior--communicate that you have power and are going to dominate the situation

Inflexible--be unwilling to deviate from your position and views

<u>Women's Center Representative</u>

Goal: To get an additional $500 to bring the "Witches and Midwives" women's health theater group to your campus for a performance

Behavior: Impersonal--convey detachment, aloofness, and coldness

Evaluative--judge the administrator and her cr his ideas

QUICKIE ROLE PLAY #2

Administrator

Goals: To avoid making any commitments

To create a supportive climate

Behavior: Descriptive--you seem to be seeking clarification without passing judgment

Provisional--open to changing your opinion, to entertaining new points of view

Women's Center Representative

Goal: To get an additional $500 to bring the "Witches and Midwives" women's health theater group to your campus for a performance

Behavior: Self-centered--communicate that you value only your point of view (many "I" statements, not listening, interrupting, not making eye contact when the other person is speaking)

Inflexible--you're unwilling to deviate from your position and views

QUICKIE ROLE PLAY #3

Administrator

Goal: To avoid making any commitments

Behavior: Calculated--you have a hidden game plan and your statements seem programmed or rehearsed (they seem to come no matter what the other person has just said or done)

Inflexible--you seem unwilling to deviate from your position and expect others to adopt your views

Women's Center Representative

Goals: To obtain an additional $500 to bring the "Witches and Midwives" women's health theater group to your campus for a performance

To create a supportive climate

Behavior: Personal--you are warm and interested in the other person and her or his ideas

Egalitarian--you communicate that the other person's ideas are important, that you are willing to cooperate

QUICKIE ROLE PLAY #4

Administrator

Goals: To avoid making any commitments

To create a supportive climate

Behavior: Egalitarian--you communicate that the other person's ideas are important, that you are willing to cooperate

Descriptive--you seek clarification without passing judgment

Women's Center Representative

Goals: To obtain an additional $500 to bring the "Witches and Midwives" women's health theater group to your campus for a performance

To create a supportive climate

Behavior: Spontaneous--you seem to feel free to respond without any strategies; you make statements that come to mind as you're talking and that are directly related to preceding questions or statements

Other-centered--you seem to be oriented toward the other person in an attempt to understand her or his position and ideas

1. Discuss the defensive and supportive verbal and nonverbal patterns illustrated in the role plays.

(The trainer(s) may work out in advance these or similar quick-sketch role plays and act them out to show effective and ineffective strategies, or participants can be asked to do them, in which case role cards will be needed.)

B. Define defensive and supportive climates

1. A defensive climate threatens the other person and causes her or him to be defensive, on guard, suspicious, and/or evaluative.

2. A supportive climate encourages open expression by minimizing the tendency to be on guard and to evaluate arbitrarily.

3. Review the "Defensive and Supportive Communication" handout.

C. Examine your own communication strengths and problems.

1. Note which of the supportive behaviors you need to develop and which of the defensive ones you need to check yourself on.

2. Role play a negotiation meeting using the "Program Presentation Role Play."

   a. The behaviors listed as defensive on the observer's checklist are not necessarily defensive in other communication interactions. For example, in a personal conversation or in a confrontation, "I" statements may indicate personal sharing or an attempt to own one's own responsibility in a situation. However, in the context of a persuasive interview, when the focus is on incorporating the other person's point of view and demonstrating responsiveness and sensitivity to that, a large number of "I" statements is more often a sign of defensiveness and may contribute to a defensive climate.

   b. Role plays should be done within the case study working groups.

      (1) Each role play lasts ten minutes, with ten minutes for observer feedback.

      (2) Each group changes roles and repeats the role play.

253

INTERVIEW PREPARATION EXERCISE

As the staff of the women's center described in your case study, you must design an interview strategy for your meeting with an administrator. Your strategy should include:

1. Statement of specific objectives for the interview.

   What do you hope to accomplish? Think about the minimum concession you're willing to settle for. (For example, is your bottom line $5,000, friendly advice, or support for the basic idea?)

2. Statement of the specific types of information related to your program presentation that you should have prior to the interview.

   This might include things such as who supports or opposes the idea, how the program has impact on or fits in with existing campus programs, and a strong rationale for selecting this particular approach to meeting the need.

3. Description of the best person(s) to represent the center in the interview.

   Which members of your case study women's center would you send to the meeting? Would you seek anyone from outside the center to support your case in the meeting?

4. Description of the order in which you would prefer to discuss items in your proposal, with a justification for that proposed order.

   How do you want the meeting to flow? What points or information do you want to highlight?

5. Breakdown of the information about the administrator that you would like to obtain prior to the interview.

   From the workshop facilitators, you can obtain information on your administrator's age, sex, academic interests, and position. (Your choice of position must be based on the case study.)

DEFENSIVE AND SUPPORTIVE COMMUNICATION

DEFENSIVE COMMUNICATION

A. How you appear to others

1. Evaluative: you seem to be judging the other person and her or his ideas.

2. Superior: you seem to communicate that you are superior to or have more power than the other person, and that you are going to dominate.

3. Impersonal: you seem to convey detachment, aloofness, and coldness.

4. Self-centered: you seem to value yourself and your ideas more than you value the other person and his or her ideas.

5. Calculated: you seem to have some hidden motivation or game plan for the conversation, and your responses appear programmed.

6. Inflexible: you seem to be unwilling to deviate from your position and views, and expect the other person to conform to you.

B. Specific communication behaviors

1. Statements of criticism that degrade the ideas of the other person.

2. Statements and nonverbal acts that indicate your status (remaining behind your desk when others enter, for example).

3. Verbal and nonverbal acts that are cold and that treat the other person as an object.

4. Large proportion of "I" statements.

5. Statements that seem "rehearsed" or delivered regardless of what the other person has just said or done.

6. Repetition of your own position and statements that announces your unwillingness to change.

SUPPORTIVE COMMUNICATION

A. How you appear to others

1. Descriptive: you seem to be seeking clarification of issues without passing judgment.

2. Egalitarian: you seem to communicate that the other person is as important as you are, and that you are willing to cooperate.

B. Specific communication behaviors

1. Questions about the other person's ideas and descriptive statements about your own ideas.

2. Statements and nonverbal acts that communicate to the other person that her or his ideas are valued.

(continued)

SUPPORTIVE COMMUNICATION

A. How you appear to others

3. Personal: you seem to show concern and warmth for the other person and to be involved with that person and her or his ideas.

4. Other-centered: you seem to be oriented toward the other person in an attempt to understand.

5. Spontaneous: you seem to respond freely without any strategies.

6. Provisional: you seem to be open to changing your opinion, to entertaining new points of view.

B. Specific communication behaviors

3. Verbal and nonverbal acts that are warm and friendly, and that define the other as a unique person.

4. Questions and statements that focus on the other person's ideas and needs.

5. Statements that "just come to mind" as you're talking and that are directly related to preceding questions or statements.

6. Statements that qualify your position, that integrate into your perspective what the other person has said, and that represent the best ideas the two (or more) of you can come up with.

PROGRAM PRESENTATION ROLE PLAY

Role: WOMEN'S CENTER REPRESENTATIVE

Your goal is to get support for the program you've developed this week. Throughout the interview, strive to keep defensiveness to a minimum, both verbally and nonverbally. Attempt to keep the communication channels open. Try to make the administrator understand the need for the program. Be especially careful not to attack the viewpoints of the administrator.

Role: ADMINISTRATOR

You are a college administrator. You have a number of serious reservations about an expanded women's center on your campus, and you should question the woman you are talking with on most of the issues she raises. Be firm. Do not commit yourself to anything. Suggest that the chances of expanding the Women's Center are not very good at this time. You are not very well informed on women's issues generally, but try to give the impression that you sympathize. Be somewhat aloof. Try to sound a bit patronizing.

Role: OBSERVER

Write down as many observations as possible about the persons you're observing. Write down specific verbal and nonverbal communications that seem to be encouraging either a supportive climate or a defensive climate. The checklist may help you focus your observations.

At the end of the role play, ask the administrator and women's center representatives to describe the points at which they felt (1) defensive in response to something said or done, or (2) particularly successful at fielding a question or comment from the other side. Then share your observations.

X. SIMULATION AND SEMINAR WITH ADMINISTRATORS

RELATED PARTICIPANT HANDOUTS (from Chapter XI)

Stalls/Dodges/Ploys and Real-Life Administrative Role Reactions
Feedback and Processing Questions for the Simulation
Budget and Program Proposal Summary Forms

TRAINING SESSION ORGANIZATION

Session	Duration	Activity	Pertinent Materials
1	2 to 2 1/2 hours	Simulation of Budget Presentation Feedback Processing	Case Studies Outline and Schedule for Simulation and Seminar Copy of Group's Budget and Program Proposal Summary for Administrators Feedback and Processing Quest ns
Make arrangements to use the offices of the decision-making administrators involved in the simulations, and to have access to a nearby board or conference room.			
2	1 1/2 hours	Brief Reporting and Discussion of Outcomes from Small Group Presentations/ Simulations Discussion of Issues Influencing Administrative Decision Making in General and in Women's Programs Specifically	Topics for Seminar on Administrative Decision Making Copy of Stalls/Dodges/ Ploys and Real-Life Administrative Role Reactions for Participants after Seminar
Make arrangements to use a large administrative board or conference room--preferably located near offices of those conducting simulations.			

SIMULATION AND SEMINAR: INTRODUCTION AND TRAINER NOTES

Purposes

The entire training program was designed to balance the presentation of theoretical perspectives and information with exercises in which participants practice applying what they have learned. Simulation and Seminar provides women with an opportunity to practice presenting the proposals they have developed during the week and to receive feedback on their presentations in as realistic a manner as possible.

More specifically, these sessions are designed:

- To provide participants with actual experience negotiating a program and budget with a university administrator
- To provide the opportunity for participants to receive feedback on their presentations from an administrator as well as from a trainer
- To have university administrators present information on factors influencing their decision making regarding women's programs

Sequence

The simulation and seminar are the culminating activities of the training program. Having developed both program and budget proposals and having rehearsed some communication skills, participants are well prepared for these sessions. They apply their abstract learning and receive feedback on their presentations and negotiation skills.

Duration

As indicated in the "Sample Outline and Schedule for Simulation and Seminar," these two sessions require four hours. The seminar will definitely need one and a half hours; the amount of time required for the simulation depends on the number of small groups presenting, the number of administrators doing the simulations, and the number of trainers observing. Some of the possibilities for handling these three variables are charted on the following page, assuming that the seminar begins at 11:30 a.m.

After about two and a half hours for the simulation (presentation and feedback), plan for a short break before moving on to the seminar. You should also break between simulations, if the same administrators or trainers are involved consecutively.

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Number of Groups	Number of Administrators	Number of Trainers	Sample Simulation Schedule
2	2	2	Simulation and Feedback 9-10:00 10:10-11:10 Group 1/Admin. A/Trainer A Group 2/Admin. B/Trainer B
3	2	2	Simulation and Feedback 9-9:40 9:40-10:00 Group 1/Admin. A/Trainer A Group 2/Admin. B/Trainer B Simulation and Feedback 10:15-10:45 10:45-11:15 Group 3/Admin. B or A/ Trainer A or B
4	4	2	Simulation and Feedback 9-9:40 9:40-10:10 Group 1/Admin. A/Trainer A Group 2/Admin. B/Trainer B Simulation and Feedback 10:15-10:45 10:45-11:15 Group 3/Admin. C/Trainer A Group 4/Admin. D/Trainer B
5	3	3	Simulation and Feedback 9-9:40 9:40-10:10 Group 1/Admin. A/Trainer A Group 2/Admin. B/Trainer B Group 3/Admin. C/Trainer C Simulation and Feedback 10:15-10:45 10:45-11:15 Group 4/Admin. B/Trainer A Group 5/Admin. C/Trainer C

Background

The simulation is designed to provide small groups of participants with the experience of presenting and negotiating funding for the program and budget proposals they developed in earlier sessions. Prior to meeting with a collaborating administrator, participants used information from the case studies to identify the title and organizational responsibility of the role the administrator would play. Following the presentation, the administrators, participants, and trainers shared their perceptions of its effectiveness with respect to the strategies used, communication skills, etc. The administrators participating in the simulations then conducted a seminar on the hows and whys of administrative decision making. Topics covered in past sessions have included power, politics, and policy at institutions of higher education; strategies for obtaining fiscal as well as other types of support; administrative dodges; and women in leadership positions. Other issues generated by the simulations or raised by the participants can be seminar topics.

Our experiences with the simulations and seminars have convinced us that they are critical, integrative aspects of the training program. Applying what has been covered during the week helps participants to integrate and ground information. Furthermore, the simulation/seminar experience often changes women's attitudes toward administrators. Instead of viewing administrators as adversaries, participants begin to see them as potential allies. The encounters in these sessions also seem to expand or enhance participants' conceptions of how they can be effective in such dealings on their campuses.

Regardless of the amount of experience participants had had interacting and negotiating with campus administrators, they uniformly reported that these sessions of the program were effective learning opportunities. One of the factors that has helped make them effective is the involvement of real administrators. Some history of the process we used to obtain the collaboration of administrators is provided in the next section.

Selecting Administrators

Four University of Massachusetts at Amherst administrators, all of whom had been funders of various program components of Everywoman's Center, were involved in the training program from its inception. These university administrators, and the regional site administrators who also participated, were all high-ranking decision makers (see Appendix D for the names and titles of participation administrators from the various campuses). As such, they could believably role play administrative responses, and participants felt they had received true reactions from them. This perception contributed in salient ways to the effectiveness of these sessions.

Having both male and female administrators who could speak from and about their respective and differing experiences as administrators was also vital. The varying perspectives represented and conveyed by the administrators included those of various ethnic minorities as well.

It should be stressed here that the administrators' fiscal, programmatic, and personal commitment to the development and success of the women's center, combined with mutual respect between the administrators and trainers, was critical to the success of this portion of the program. During the development and implementation of the program in its first year, as well as at the regional sites in the second year, the codirectors, trainers, and administrators worked together as colleagues. Modeling such collaboration and mutual respect contributed to the effectiveness of the program, particularly with respect to the simulation and seminar. At times, participants indicated that they found the codirector/trainer/administrator relationships to be divergent from their own experiences, but encouraging. Participants reported that it was inspiring to work for a week with trainers who had experienced firsthand the frustrations and the joys of working at a women's center, yet who also had strong, effective working relationships with ranking university administrators. Such trainers became significant role models for participants.

Administrators reported that they themselves also benefited from and enjoyed the experience. All of them indicated that it was a unique and valuable learning opportunity for them. The simulation provided an opportunity for them to experiment with meeting styles and methods of handling negotiation sessions, an opportunity not normally available (at least not without potentially problematic consequences) in the typical administrator's day-to-day schedule. The feedback that they received from both trainers and participants (see "Feedback and Processing Questions for the Simulation") was also highly valued, since it would normally be unusual to receive it. Clearly, the administrators benefited from their involvement in the training.

It is to the administrators' credit that they were open to feedback--negative and positive--and were reflective and nondefensive regarding their behavior. Some of the learning regarding their own and others' behavior is reflected in "Stalls/Dodges/Ploys and Real-Life Administrative Role Reactions," which is included with the materials for this segment. This list, developed by the University of Massachusetts administrators and the project codirectors, assisted administrators at the regional sites in thinking about responses they might incorporate into the role play. In sharing this list with participants, it is important to keep the context clear; you don't want the list to reinforce the administrator-as-enemy attitude.

Based on what has been noted above, trainers should keep the following considerations in mind when selecting administrators.

- Persons invited to participate should be ranking, decision-making administrators.
- You should work to have a combination of male, female, and ethnically/racially varied administrators. It is especially helpful if the women consider themselves feminist.
- Those selected should be familiar with women's center and committed to working with them and/or with women's programs on your campus (as evidenced by their involvement with funding, committee or board work, etc.).
- You should have excellent working relationships with the administrator(s) you select. You should also respect and like those you select.
- You (or others whose judgment you trust) should view the administrator as having an open, nondefensive style, as well as a sense of humor.
- Administrators involved in the training must be willing to be frank with participants concerning the factors that influence their decision making.

Once you've determined which administrators you are interested in collaborating with, it is important to obtain a firm commitment from them regarding their involvement and to assist them in preparing for their role. We have handled this task in a variety of ways. Since the University of Massachusetts administrators were involved from the start of the project, their preparation occurred largely over the course of collaboration with the project codirectors, as they designed and shaped the sessions and materials. Regional trainers initially gave selected administrators at the project's regional training site campuses a verbal overview of the training program and the roles they would play in the simulation and seminar at the time their commitment was being sought. After this initial overview, each administrator was given a copy of all training materials for participants, including copies of the Emerson College and the University of Huntington case studies.

Prior to the arrival of the project codirectors and the University of Massachusetts administrators at each regional site, the university administrators wrote to each of the regional administrators to affirm their own support of the project and to indicate that they looked forward to discussing the administrators' simulation roles, participants' responses in previous sessions, and any other areas about which the new administrators might have questions. We found that having ranking administrators at other higher education institutions lend support to the project helped to encourage new administrators to participate. Trainers using these materials may find it beneficial to share the list of administrators who have participated (see Appendix D) with their selected administrators.

At the regional training sites, the project codirectors met with the group of collaborating administrators during the training of trainers period, prior to the first week of the program at each campus. This provided an opportunity for the codirectors and the administrators to review their expectations and to pursue any concerns regarding the program's implementation on campus. We held a dinner for all trainers and all collaborating administrators following the arrival of the University of Massachusetts administrators. We also held a separate administrators' meeting to air any questions or issues that they may not have felt comfortable discussing with the trainers present. In the administrators' meeting, a list of topics for the seminar on administrative decision making was reviewed. New administrators were encouraged to delete, add to, or emphasize topics they thought appropriate, given their experiences and perspectives and those of the participants. While this separate meeting may seem to violate the spirit of collegiality previously espoused, it is important to recognize the reality of varying role concerns.

Trainers working with administrators who will be conducting the simulation and seminar should keep in mind the preparation process, which is the best approach to securing and maximizing the administrators' commitment. Use your knowledge of the administrators as your guide in providing the appropriate and necessary information to prepare them for participation in the program.

Evaluation

The simulation has proved to be one of the most powerful aspects of the training program. Set up as the final activity in an intense series of workshops, participants have tended to approach it with varying degrees of nervousness. Even women who have previously dealt with institutional administrators regarding their own centers' budgets have been anxious at the prospect of presenting a proposal and budget to an unknown administrator. Despite such nervousness ("performance anxiety") and regardless of experience with such situations, participants uniformly rated this segment as one of the most important in the program. Some of the more specific responses, taken from evaluation questionnaires, are listed below.

- "Really brought to my attention the need for seeing the whole interaction as a collaboration, not a confrontation (though I was cognitively aware of this, I *felt* it in the simulation)."

- "This was the *best* learning tool--broke through my fear; sort of conquered the 'big hurdle'; gave me a lot of feedback about process; demystified 'administration' and got me out of the 'begging' headset."

- "Even though it was a simulation, it very sharply pointed out the necessity of being prepared for any contingency."

- "I learned how I *don't* want to feel."

- "Gained confidence in my ability to handle this type of situation and picked up useful strategy information."

- "Found out about the effects of various forms of presentation, 'errors' in presentation, etc."

- "Needed this experience and there was no way I could have gotten it 'safely' on my campus."

In instances when there were negative evaluation findings from participants, the primary discontent concerned the lack of time, e.g., "insufficient time to get into depth" and "[need] more time to practice before the session." Participants frequently commented to the effect that they wished there had been time to do the simulation, get the feedback, and then do it again. An infrequently heard, though relevant, piece of feedback from one participant may be important to keep in mind in working with the collaborating administrators prior to their simulations: " . . . the feedback from our individual administrator was discouraging because the majority of it initially was negative--after such an extensive simulation, I would have liked to have heard some positive feedback--to help me calm down."

Evaluation findings and verbal feedback regarding the seminar indicated that participants appreciated and were impressed and sometimes surprised by the frankness of the administrators, who shared what goes into their thinking and decision making regarding funding for women's programs. Seeing the administrators as human and approachable was a unique experience for some of the participants, particularly undergraduate women at student-run centers funded by campus student governments. Following are highlights of some of the specific evaluation responses to the seminar.

- "Obtained valuable information on how to make a presentation."

- "Working with administrators representing a variety of positions, cooperatively, again helped my confidence--many useful hints--have a much better sense of how to approach whole issue of budget requests."

- "It was very helpful to get a sense of their attitudes and also to get their feedback and constructive criticism."

- "It provided very important feedback: a different but complementary perspective from that of the facilitators."

In addition, one participant noted that since all her prior experience had been with women administrators who were "helpful and nice," having female *and male* administrators gave her some perspective on varied styles.

Materials Needed

Those items listed below marked with an asterisk (*) are for participants' use at the training and should be provided in the appropriate number of copies. The number symbol (#) is used to indicate an item to be supplied *after* the simulation and seminar for participants' later reference and use. Materials marked with a double asterisk (**) are provided to assist the trainers and administrators in conducting this session. More detailed information on use follows the listing of each item.

*/** Sample Outline and Schedule for Simulation and Seminar: Copies should go to all involved. See sample provided on page 251 for the type of information to include.

** Case Studies: Both studies should be included with advance materials for administrators. Since they won't know which case institution they'll be affiliated with until the night before or the morning of the simulation, they'll need to be familiar with both. Since trainers and participants will have copies of the case studies already, they won't need more copies for the actual simulation.

*/** Completed Budget and Program Proposal Summary forms (from Budget segment): Participants should have copies of each form for the administrator to whom they will make their presentation, for the trainer who will be observing the simulation, and for their small group to use.

*/** Feedback and Processing Questions: For use after the actual simulation with administrator. Participants' copies should be included in their packets of training materials and trainers should provide administrators with their copies prior to the training, as part of the packet of materials given to prepare them for their role.

** Topics for Seminar on Administrative Decision Making: Provided to administrators with other advance materials. Intended to suggest possible topics--not a hard and fast list. Trainers and administrators have copies at seminar.

#/** Stalls/Dodges/Ploys and Real-Life Administrative Role Reactions: Trainers and administrators have copies of this list prior to simulation. The sheet presents common role responses from both real situations and from simulations. The list is not given to participants until after the simulation and seminar, generally during the concluding evaluation session of the training program.

Conducting the Sessions

Generally, during the final portion of the budget preparation session, but in any case prior to the scheduled time for the simulation, trainers should inform each small group where and with which administrator they will be meeting. You should provide copies of the "Sample Outline and Schedule for Simulation and Seminar," altered to contain the appropriate time frame and administrators' names and titles. Also, remind participants to be sure they have covered all the steps in their "Polishing Touches/Final Considerations" checklist (see page 199 and the handout section) and to arrive on time at the rooms listed on their schedule.

Simulation

It's helpful to let the administrators know as soon before the simulation as possible which case study each will be involved with and what role their small group wants them to play. The trainer who is serving as process observer should accompany the group as far as the administrator's office, but the latter (or the administrator's secretary) should handle the actual entrance and start of the meeting. To the extent possible, the trainer/observer should position herself in the office so that she can see both the administrator and the participants, and take notes unobtrusively to use in providing feedback. The participants and administrator should be aware of the time frame within which they are working, but the trainer should be ready to prompt a group to wind things down when time is running out.

The sequence for the feedback segment of the simulation is provided on the outline and schedule sheet. We have found that after working together over time, a trainer and administrator develop a feel for one another's style of feedback and begin to complement one another, becoming a trainer-administrator team. The "Feedback and Processing Questions" are provided to guide the process; it is not necessary to cover all of them in the time allotted. Your judgment and experience and a group's handling of the budget negotiation will suggest the most appropriate focuses.

Seminar

Trainers are responsible for regrouping the participants and getting the seminar under way. After some brief introductory remarks regarding the purpose of the session, begin by asking one participant from each group to identify the administrator they met with and to describe briefly what happened in their simulation. Following each such review, invite the administrator to add any comments regarding the negotiation between herself or himself and the group.

At this point, participants will probably be feeling relieved at having survived their presentation. They may also be enjoying a feeling of camaraderie among themselves, and take pleasure in recounting their experiences with the administrators. Depending on the sets of persons involved, you may have to be more or less aware of keeping things moving and brief here, so that the session can shift to the "Topics." The main emphasis here should be on the administrators' sharing. Trainers should confine themselves to opening the session, making or assisting with transitions as needed or appropriate, occasionally elaborating on or highlighting specific points, and bringing the session to a close within the time frame.

SAMPLE OUTLINE AND SCHEDULE FOR SIMULATION AND SEMINAR

8:45	Meet in Board Room, Administration Building.
9:00-9:40	Groups A and B. Rooms 401 and 325. Simulations of meetings between representatives of women's centers and administrators will take place in administrator's offices. Each group will meet with one of the administrators listed below.
9:40-10:10	Groups A and B. Feedback and processing of the simulation will be conducted by those present during simulation. Guidelines for doing this are noted below; questions you may find helpful are provided on a separate sheet.
10:15-10:45	Groups C and D. Rooms 337 and 429, Whitmore. Simulations of meetings between representatives of women's centers and administrators (see above for Groups A and B).
10:45-11:20	Groups C and D. Feedback and processing of the simulation (see above for Groups A and B).
11:20-11:30	BREAK
11:30-1:00	Seminar with administrators on administrative decision making. All the administrators listed below will be participating. Seminar will be held in the Board Room.

Administrators

Sally Freeman	Director, Community Development Center
John Hunt	Special Assistant to the Provost for Special Programs
Fred Preston	Associate Vice-Chancellor for Student Affairs
Robert Woodbury	Professor of Education, former Vice-Chancellor for Student Affairs

Feedback Guidelines for Simulation

Administrator gives feedback to presenters, based on the feedback and processing questions provided.

Presenters review their own behavior, using the questions.

Presenters comment on administrator's behavior in the meeting, using the questions.

Administrator reviews his or her own behavior in meeting, based on the questions.

Trainers provide additional comments as appropriate.

STALLS/DODGES/PLOYS AND REAL-LIFE ADMINISTRATIVE ROLE REACTIONS

(Administrators may display one or more of the following behaviors.)

1. Shows up late but ends the meeting on time, thereby cutting discussion/negotiation time.
2. Filibusters or tells stories.
3. Avoids closure in the meeting.
4. Appears condescending; may not take the person/group seriously.
5. Forces person/group to break the prepared order of the presentation, thereby confusing them.
6. Focuses on the issue of its being a tough year financially for the institution, instead of focusing on your program.
7. Gives you the "bootstrap" routine. Don't assume that women administrators will necessarily be supportive.
8. Overloads you with new ideas related to what you're presenting, or turns meeting into a brainstorming session.
9. Sends you back to hook up/collaborate with other groups, which may or may not be supportive of what you're doing.
10. Requires faculty support.
11. Immediately and totally invalidates your ideas.
12. Gives you the "They tried that at the University/College of X and it didn't work there" response.
13. Agrees verbally to everything, but will be committed to nothing.
14. Plays on the isolation of the women's center, setting it up for other groups on campus to view as an adversary.
15. Uses the "pendulum went too far" technique (i.e., "That was okay for the sixties, but . . . ").
16. Says, "Given my situation, where would *you* cut?" or "What would *you* do if you were in my position?"
17. Says, "All these other groups are asking me for money, too, and I've had to say no to them. How can I say yes to your request?"
18. Contradicts your expectations/assumptions by responding supportively, *not* in an adversary way.
19. Gives you the "You don't understand the position I'm in politically--now's not the time" response.
20. Plays the "numbers game" (i.e., "How many people would really use this service/program if I fund it?"). Uses absence of statistics on use as an excuse *not* to provide funding, or demands statistics on use prior to funding.
21. Requires proof that there is a problem; says, "Prove to me it's *my* problem as an administrator."
22. Says, "But I already fund so-and-so to do that and they haven't gotten any complaints regarding their program/service. How can there be a need for what you're proposing?"

FEEDBACK AND PROCESSING QUESTIONS FOR THE SIMULATION

Administrators and observers may find the following questions helpful in giving feedback to participants.

Proposal Content

1. What, from your perspective, was(were) the strongest component(s) of the proposal, and why?

   a. Rationale/justification
   b. Documentation of need
   c. Goals
   d. Activities
   e. Budget

2. What, from your perspective, was(were) the weakest component(s), and why?

   a. Rationale/justification
   b. Documentation of need
   c. Goals
   d. Activities
   e. Budget

3. To what extent was the proposal presentation aimed at your interests, knowledge, and concerns? (For example, did the presenters spend too much time covering things you already knew? Did they make assumptions that you knew things that you didn't know?)

4. Overall, to which aspects of the proposal did you find yourself responding most favorably?

5. Can you think of any changes in the content of the proposal that would have increased your desire to provide funding? What are they?

Communication/Style of Presenting

1. At what points were the presenters successful in eliciting a supportive response from you? What caused that response? Be specific.

2. At what points did the presenters' behavior elicit a sense of being pressured too much, or feelings of defensiveness on your part?

3. Were there times when the presenters were particularly persuasive? When?

4. Were there times when the presenters seemed defensive about their proposal? When?

5. Were there times when the presenters were not very persuasive? When?

(continued)

6. What seemed to be the overall communication strengths of the presenters? For example:

   a. Creating a good atmosphere for discussion
   b. Conducting introductions and casual conversation
   c. Clarifying purposes of the meeting
   d. Stating the case
   e. Responding to questions
   f. Clarifying meaning of administrator's statements
   g. Negotiation changes/possibilities
   h. Bringing meeting to closure

7. On which communication skills do you think the presenters could use more practice?

8. Did you think that the grou worked together effectively?

Administrators may find the following questions helpful in assessing their own behavior.

1. How realistic do you think your behavior was for this type of meeting?

2. Did you do some things to make it tough on the participants?

3. What tone did you attempt to create in the meeting?

4. Were you aware of doing some things to put the presenters at their ease?

5. Are you aware of any ways you operated in this meeting that were consistent with--or different from--the approach you would normally use with programs/departments at this type of meeting?

27:

FEEDBACK AND PROCESSING QUESTIONS FOR THE SIMULATION

Presenters may find the following questions helpful in commenting on an administrator's behavior.

1. How would you describe the administrator's initial attitude toward you/your group?

2. What did she or he do that conveyed that attitude?

3. Did this attitude change? If so, how? At what points? Can you relate the change to something you said or did?

4. Were there aspects of the administrator's behavior that made you uncomfortable? If so, what were they?

5. Were there things that the administrator said or did that made you feel more at ease?

6. What changes in the administrator's behavior would have made the meeting easier for you?

7. Were there elements of the administrator's behavior that seemed unrealistic to you? If so, what are they?

Presenters may find the following questions helpful in reviewing their group's effectiveness.

Proposal Content

1. As you came into the meeting, what aspects of your proposal did you feel best able to defend?

2. What aspects of the proposal did you feel were shakiest?

3. Which of the administrator's questions were difficult for you? Why?

Communication/Style of Presentation

1. If the meeting were broken down into the following components, which do you feel you handled most effectively?

   a. Creating a good atmosphere for discussion
   b. Conducting introductions and casual conversation
   c. Clarifying purposes of the meeting
   d. Stating the case
   e. Responding to questions
   f. Clarifying meaning of administrator's statements
   g. Negotiating changes/possibilities
   h. Bringing meeting to closure

(continued)

2. Which of the above do you feel you were not able to handle effectively? Why? What made it more difficult?

3. Were you aware of any problems in the communication patterns, style, interactions?

4. How would you describe the tone or style you tried to maintain in the meeting?

Overall

Based on this experience, if you were to make your presentation again, what changes would you make?

TOPICS FOR SEMINAR ON ADMINISTRATIVE DECISION MAKING

1. The importance of women's centers' having some awareness and understanding of administrators' needs and institutions' current political and budgetary context

2. The sometimes mistaken assumption of an adversary relationship, or how to recognize support when it's offered

3. The importance of recognizing the specific political situation and risks administrators are faced with; of looking for common ground, links between your thinking/concerns and theirs; of demonstrating mutual interest as well as self-interest in addressing an issue

4. What is "said" versus what is "communicated" (body language, tone, political concerns alluded to, etc.)

5. The current realities or issues facing higher education institutions, and their impact on the intent and efforts of women's centers

6. The inappropriateness of the "moral righteousness ought to be enough" attitude on the part of women's groups

7. What values administrators have that move or incline them to respond as they do in their jobs, in negotiating program budgets, etc.

8. The value of learning to look at the larger picture, to think about long-term considerations for women's programs, particularly in response to issues your own institution is facing

9. The importance of women's centers' learning to think in terms of the "fit" between a proposed program budget and the scope or portion of the problem to be addressed; the tendency for women's groups not to be very ambitious fiscally

10. In situations when a female administrator holds views different from her male colleagues, attributing that difference to her sex rather than to the values/principles behind what's presented; how this can feed into condescending attitudes and behavior toward women administrators by colleagues as well as by women who staff centers

11. The need for women's centers and their staffs to take themselves seriously; to be professional and present that image; the issue of effectiveness versus manipulation

12. The importance of knowing how to follow up when you think you have made a presentation; one meeting generally can't make or break you

13. Knowing how to deal with an administrator who is truly opposed to what you want to do

14. Knowing how to follow up effectively on a meeting in which support (fiscal or otherwise) has been offered

XI. PARTICIPANT HANDOUTS

Description of Training Sessions

Leadership and Power

- Content Outline: Leadership and Power
- Women's Center Staff Meeting Simulation
- Selected Bibliography: Leadership and Power

Organizational Issues

- Content Outline: Organizational Issues
- Exercise on Women's Centers' Structures
- Selected Bibliography: Organizational Issues

Case Studies

- Case A: Emerson College
- Case B: University of Huntington

Program Development

- Content Outline: Program Development
- Identifying Needs Exercise
- Evaluation of Group Effectiveness
- Group Roles in Exercise
- Goals and Objectives Example Sheet
- Translating Needs into Objectives Exercise
- Sample Brainstorming
- Program Selection Exercise
- Introductory Readings in Program Evaluation

Budget

- Content Outline: Budgeting Session
- Institutional Profile
- Budget Preparation Instructions
- Women's Center Program Proposal Summary
- Program Budget Form

Budget (continued)

Polishing Touches/Final Considerations

Budgeting Terms: A Brief Glossary

Selected Bibliography: Budget

Communication Skills

Content Outline: Communication Skills

Interview Preparation Exercise

Defensive and Supportive Communication

Program Presentation Role Play

Observer's Checklist

Selected Bibliography: Communication Skills

Simulation and Seminar with Administrators

Stalls/Dodges/Ploys and Real-Life Administrative Role Reactions

Feedback and Processing Questions for the Simulation

Topics for Seminar on Administrative Decision Making

DESCRIPTION OF TRAINING SESSIONS

The program is scheduled to run from 9:00 in the first morning until 3:30 in the fifth afternoon. Contained within the week are sessions covering leadership and power in women's organizations, organizational issues, program planning, budget planning and negotiation, and communication skills.

Some of these sessions call upon participants to discuss their own and their centers' experiences. In other sessions participants suspend the constraints of their own situation to work within the framework of a case study of an institution of higher education. Participants may choose between two case studies: a small, private, rural liberal arts college or a large public university. The case study approach is used in the program planning, budget, and simulation sessions.

Each of the workshops is described below.

LEADERSHIP AND POWER

In these sessions, leadership is examined as a set of behaviors, many of which can be learned and shared. Leadership behaviors that promote open communication and effective functioning are contrasted with leadership styles that can be dysfunctional in a collaborative or consensual group. Power is examined to differentiate between oppressive and positive aspects. A simulation of a women's center staff meeting is used to bring personal and group leadership and power issues to the fore.

ORGANIZATIONAL ISSUES

The meaning and the relationship of a women's center to the larger institution and the function of organizational structure are examined in this session. Issues arising within democratic, collaborative, and nonhierarchical groups (such as accountability, membership, hiring and firing, decision making, power, skills sharing, and information sharing) are discussed, and strategies for dealing with them are explored. Participants have the opportunity to identify organizational issues of concern to their group and to enlist the aid of one another, as well as of the facilitator, in generating solutions.

PROGRAM DEVELOPMENT

This topic requires seven and a half hours of the training, and includes the identification of needs and the selection of objectives and program approaches. Due to time constraints, program evaluation is not included. As part of this program planning sequence, participants study a description of an institution and its women's center, identify critical needs, and develop a new program for that center. This provides the basis for work during the budget sessions and serves as the proposal to be presented to an administrator during the simulation.

BUDGET

Financial support for programs is, in the end, essential. Several sessions are devoted to acquiring skills and information important to securing that financial support. Sessions focus on examining budget approaches that different institutions use, the kinds of funds different types of institutions have to work with, and how that information can be used by a center in determining how much money to request, from whom, when, and in what format. Budget ploys and the advantages and disadvantages of various strategies are also explored. Participants then develop a budget request for their women's center, using the program they've planned in the program development session. Participants have the opportunity to role play presenting their budgets and program proposals in preparation for the simulation with real administrators.

COLLABORATION AND COOPERATION

This session may take place outdoors, depending on the weather. It provides a nonintellectual experience of collaboration, cooperation, and leadership.

COMMUNICATION SKILLS

This session focuses on the skills needed to negotiate a successful persuasive interview. Participants look at defensive and supportive communication patterns, observe the effects of different verbal and nonverbal styles, and role play interviews with administrators. Specific preparation techniques for such an interview are also shared.

SIMULATION AND SEMINAR

Participants present and negotiate funding for their program and budget proposals. Program rationales and budgets are presented in small groups to college/university administrators. Prior to presentation, participants use information from the case studies to identify the title and organizational responsibility of the administrator they are to meet with. The administrator takes on the designated role/position. The group has approximately 45 minutes for its meeting with the administrator. Then approximately 45 minutes can be spent on analyzing what happened during the simulation. The administrators and trainees share perceptions of effectiveness, strategies, communication skills, etc.

The administrators participating in the simulations conduct a seminar on the hows and whys of administrative decision making. Topics covered may include power, politics, strategies for obtaining different types of support, administrative dodges, and women in leadership positions, as well as any issues generated by the simulations or raised by participants.

2..3

CONTENT OUTLINE: LEADERSHIP AND POWER

A. Overview: leadership and power

1. Checking our associations with leadership and power

2. Defining leadership behavior

3. Defining power

   a. Conventional definitions
   b. Positive definitions

4. Types of power

   a. Expert
   b. Legitimate/position
   c. Reward
   d. Coercive
   e. Referent
   f. Informational

B. Feminist pitfalls vis-à-vis leadership and power

1. Myth of leaderlessness

2. Attacking women who lead, on a personal basis

3. Confusing leadership abilities with the desire to be *the* leader

4. Confusing high achievement and productivity with a desire to be the leader

5. Expectation that all women, especially feminists, should participate equally in leading

6. Blaming the leader when something's wrong

7. Idea that we are all equally powerful/we must all be equally powerful

8. Notion that the only way to get power is to make the powerful give it up

9. Indirect power

10. Lack of reward for leadership-behaviors

11. "Should-be-leader" imperative

WOMEN'S CENTER STAFF MEETING SIMULATION

You are a staff member working part-time at the women's center. You are just starting the last 30 minutes of your weekly staff meeting, which are reserved for new business. Because of classes and child care arrangements, the time limit must be adhered to.

Here is what you need to know about other staff members:

#4 is a new staff member.

#7 has been at the center longer than anyone else.

#8 is the coordinator of the center (though, by agreement, decisions are supposed to be made by the whole group at staff meetings).

Programs at the center are:

Rape prevention

Drop-in and referral

Educational, noncredit workshops

Newsletter

Please write your name and role number on the name tag you received with your role description. Other members of the group should be able to see your name and number clearly, so please wear the name tag during the simulation.

ROLE #1

You are a facilitative kind of person. Typically you ask clarifying questions and get as much information as possible before you arrive at your own opinion. You are concerned with the group's process (which includes caring that each person has a chance to talk and that members understand what one another is saying). You work with the rape prevention program.

ROLE #2

You've withdrawn into silence during the staff meeting. You've been feeling unappreciated at the center and at this point you're resistant to almost anything that is brought up. You've begun to withdraw your energy and are hurt and angry, but have not shared your feelings with any other member of the staff. You work on the drop-in and referral program.

ROLE #3

You are usually silent during a lot of the staff meetings because you feel insecure and shy in groups. It is very hard for you to talk. You usually find that other people say the things you would before you have a chance. But you are interested in pursuing the idea being suggested. You work on the workshop program.

ROLE #4

You are the newest member of the center and this is your first staff meeting. You'll be working with the workshop program.

ROLE #5

You've just come back from a feminist conference, Women's Art. You are very excited about having such a conference for your state or region. You are going to suggest *enthusiastically* that the center organize a conference like it. Basic information:

- The conference involved women painters, sculptors, playwrights, poets, and composers.
- There were famous and relatively unknown women artists participating.
- Over 2,000 people attended the week's events.
- Women read or showed their work and also ran small seminars on issues they face as women artists: the role of artistic expression in women's struggles for liberation, the politics of art, etc.

You believe the conference would be a valuable service to women artists and would make the center more visible to many women who are afraid or ignorant of it. You think the budget for the conference was about $12,000, and that the funds were obtained from many campus organizations and departments. You see this as a good way to start collaborating with other student groups and to be taken seriously by academic departments. At any rate, you don't think that funding should be seen as a problem at this point. You would like to cut back your work on the center's newsletter to coordinate this project.

ROLE #6

The person who is suggesting a new program idea for the center is a woman you like and respect a lot. You would like to be more like her and you want her to like you. You know that this project is important to her because she talked to you about it before the meeting. *However*, you don't think it's a good idea to take on a big project, though you would like to be supportive. You work on the drop-in and referral program.

ROLE #7

You've gained a lot of experience from attending conferences and planning and conducting them. Generally you believe that short-term experiences--seeing an exhibit, attending a single seminar--do not really bring about important changes in people's ideas or beliefs. You oppose the use of conferences as an educational tool at this time, preferring programs that allow ideas to be explored in more depth. You think the idea being suggested would take an enormous amount of work and would result in less time for other, more important center programs. While you think it's important that the center be more visible on campus and in the community, you think that the issues outreach focuses on should be more relevant to the life needs of women and of a more obvious political nature. For example, you're very proud of the series of eight-week workshops, Resources for Survival, that you've offered through the workshop program.

ROLE #8

You are the coordinator of the center and usually run the meetings, though decisions are supposed to be made by the group as a whole. You feel responsible for making sure that the work and decisions really get done in staff meetings, so that you are not left unable to take action. Therefore, you want to make sure that decisions are made and that unnecessary work and discussion are avoided, since the agendas for upcoming meetings are already full. In addition to coordinating the center, you assist directly in the rape prevention program.

287

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Bradford, Leland P. Making Meetings Work: A Guide for Leaders and Group Members. La Jolla, Calif.: University Associates, 1976.

This short, to-the-point, and very useful book looks at important leadership behaviors in the framework of conducting effective task meetings. While the book assumes a single leader, the concrete behavioral suggestions easily apply to groups desiring to share leadership responsibilities.

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This book deals with interpersonal power for cooperative uses, to co-create rather than dominate.

French, John R. P., Jr., and Bertram H. Raven. "The Bases of Social Power." In Studies in Social Power, edited by D. Cartwright. Ann Arbor, Mich.: Institute for Social Research, 1959.

A good basic breakdown of types of power, such as discussed in Leadership and Power.

Hartsock, Nancy. "Political Change: Two Perspectives on Power." Quest: A Feminist Quarterly 1 (Summer 1974).

This article provides an examination of power as positive energy and power as domination. Also explores power and leadership in the context of women's movement groups and goals.

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This chapter looks at the power bases defined by Raven in the context of male-female relationships and sex roles.

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Although much of this book focuses on issues for women in male-female interactions, there is a great deal that transfers directly to women's behaviors and issues in women's groups. Chapters on conflict and power may be of particular help.

Quest: A Feminist Quarterly 2 (Spring 1976). Entire issue.

This issue is devoted to leadership, and offers a variety of articles exploring the meaning, responsibilities, goals, and problems of leadership in feminist groups and the women's movement.

Sampson, R. V. The Psychology of Power. New York: Random House, 1966.

Provides both theoretical and practical historical perspectives on power, and has an interesting section called "Equality and Power."

CONTENT OUTLINE: ORGANIZATIONAL ISSUES

I. What Is an Organization?

II. Identification of Issues

- A. Effectiveness and survival
  1. Differentiation of concerns
  2. Goals/objectives and tasks
     - a. Accomplishment as related to feasibility and monitoring
     - b. Failure to reach goals/objectives as related to initial planning and to organizational circumstances
  3. Framework for viewing issues
     - a. Overview diagram
  4. Fit and balance among parts of framework

a. Individual/staff members b. Organization/center c. Larger environment	as related to	d. Needs e. Values f. Skills

  5. Boundaries and possible tension/conflict at boundaries between levels
  6. Issues underlying choice of structure
- B. Some views regarding structure
  1. Structure as a mechanism for maintaining a dynamic balance
  2. Difference between formal and informal structure
  3. Relationship to function and purpose of the organization
  4. Structures can (and probably should) change

III. Considerations Regarding an Organization and Its Structure

- A. Membership and leadership issues
  1. Entry: who becomes a member
     - a. Exclusivity
     - b. Inclusivity
  2. Motivations for joining groups/organizations
  3. Main kinds of roles found in work groups
     - a. Task roles
     - b. Group building/maintenance roles
  4. Patterns of leadership
     - a. Dimensions and leadership behaviors
     - b. Autocratic
     - c. Democratic
     - d. Laissez-faire

5. Difficulties that can arise in fulfilling roles
   a. Role overload
   b. Role conflicts
   c. Role ambiguity
   d. Person-role conflicts

B. Hiring/firing and accountability/supervision
   1. Hiring and the issue of "fit"
   2. Implicit or explicit contracts--mutuality and clarify of expectations
   3. Relationship to role issues
   4. Relationship to control
      a. Internal
      b. External

C. Communication/information sharing
   1. As a function of interacting with environment
   2. Relationship to structure
   3. Relationship to task accomplishment
      a. Planning and coordination
      b. Interpersonal communication and feedback

D. Division of work responsibilities/coordination mechanisms
   1. Extent to which tasks to be accomplished are defined, subdivided, and assigned to particular individuals
   2. Extent to which staff on hand have skills necessary to accomplish tasks

E. Decision making and conflict resolution
   1. Questions and concerns that need to be addressed.
   2. Types of decision-making styles
      a. Autocratic
      b. Consultative
      c. Group
   3. Choice of style as related to outcomes
   4. Group participation in decision making
      a. Basis for advocacy of
      b. Possible problems/concerns
      c. Forms participation can take

F. Structure and design of organizations
   1. Two main issues underlying design or structure of organization
      a. Authority
      b. Control

2. Symptoms of inappropriate structure
3. Structures and management styles that often occur together
   a. Mechanistic/autocratic
   b. Organic/participative

IV. Feminist Organizations

A. Historical perspective on styles of different types of organizations

B. Some common characteristics of feminist/nontraditional organizations
1. Desire for or assumption of equality of all members
2. Accountability often not dealt with as an issue
3. Participatory/democratic/consensual decision making
4. Job rotation
5. Decentralization/small group autonomy
6. More attention to expectations/personal needs of members than in traditional organizations
7. Equalization of rewards to members often viewed as desirable
8. "All things to all women" syndrome
9. Transiency or high staff turnover

C. Some dilemmas in feminist organizations
1. Myth of equality versus reality of differences
2. Myth of structurelessness
3. Myth of structure as restricting

291

EXERCISE ON WOMEN'S CENTERS' STRUCTURES

Situation

Your center has received an unexpected visit from a woman who is traveling around the country studying the various kinds of organizational structures that exist at campus-based women's centers. Although it's an unexpected visit, she is affiliated with groups you trust and you feel comfortable sharing such information with her. She has also made it clear that the information she gathers will be shared with all the centers that were visited.

As much as she would like to stay and talk at length about your center and its programs, she is operating on a very tight time and travel schedule. To assist her in gathering the information, you have agreed that while she spends the next 20 to 30 minutes reading some of the printed information available on your center, you will meet with the other staff women to complete the following tasks. You will then make a 10-to-15-minute presentation to her on your center's structure and on how you deal with the organizational concerns noted.

Tasks

1 First, brainstorm five adjectives that describe the organization of your center.

REMEMBER: Don't evaluate or discuss the responses in brainstorming. What words come to mind quickly? Let what's sitting there beneath the surface float to the top!

2. Use the newsprint and markers provided to draw a diagram or picture of the *formal* organizational structure of your center.

REMEMBER: A quick look at such a diagram should give the person viewing it some idea of the functional roles people have in the center as well as how those roles relate to one another.

3. Discuss and make notes for yourselves to help you describe *briefly* how your center deals with the following organizational concerns:

- Membership/leadership issues
- Hiring/firing and accountability/supervision
- Communication and information sharing
- Division of work responsibilities/coordination mechanisms
- Decision making and conflict resolution

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CASE A: EMERSON COLLEGE

1. General Description

Emerson College is a private, residential, four-year liberal arts college of 1,200 students and 90 full-time equivalent faculty. Its 500-acre campus is located in a rural town. The college was founded in the 1960s by a businessman, John Emerson, who believed that a college education was useless if it did not prepare one for a lifelong career in the world of work and human affairs. The philosophy of a liberal education at Emerson allows students to bring together the liberal arts and sciences with professional preparation. A student may concentrate in a liberal arts discipline or a professional field--for example, English, education, biology, or public health. Alternately, a student may combine professional training with a liberal arts discipline.

2. Geographic Setting

Emerson is located in a rural area, but within ten miles of a more established college, Adams, with which there is some class cross-registration. The local cummunity is a mixture of academic and professional people, farmers, and others who commute approximately an hour into the nearby urban areas. Some faculty members have developed research or internship projects of use to the town and of educational value to their students. Although Emerson values the community as a resource for its students, service to the community is not a high priority with faculty members, administrators, or students.

3. Mission and Goals

Emerson College was established to offer, within its financial limitations, the combination of liberal arts and professional education that would make each graduate's employment more satisfying, enable her or him to grow intellectually and to advance within a chosen career, and enrich her or his life outside of work. As with many new educational ventures of the sixties, there was some hope that Emerson would be a model for educational change at more traditional colleges. This hope has been little realized, due in part to the pervasive pressure felt by Emerson's administrators to take care of their college's own institutional development.

4. Governance Structure

The 20-member Emerson College Board of Trustees is composed primarily of business people and educators. The president is the chief executive officer of the college. Reporting to the president are a vice-president for administrative affairs, a vice-president for academic affairs, the treasurer, and the director of development and public relations.

Under the vice-president for academic affairs are a dean of academic administration, an associate dean, and three division heads--one each in social science, natural science, and humanities and arts. Due to the small size of the school and the administration's desire to establish connections between liberal arts and professional preparation programs, most academic planning is done by cross-division committees, and reviewed collectively by the division heads and the associate dean.

The vice-president for administrative affairs has responsibility for the library, admissions, the residence hall staff, financial aid, and institutional research. The treasurer is in charge of the business office, buildings and grounds, security, personnel, purchasing, the computer center, food service, and health services.

5. Organizational Chart

See the chart on the second following page.

6. Sources and Amounts of Funds

Last year's total income at Emerson was $7,600,000, from the following sources:

	Amount	Percentage
Tuition and other student fees	$5,396,000	71
Gifts	228,000	3
Sponsored research	76,000	1
Miscellaneous income	304,000	4
Auxiliary enterprises (principally room and board)	1,444,000	19
Student aid	152,000	2
TOTAL:	$7,600,000	100

297

7. Allocation of Funds

	Amount	Percentage
General administration	$ 670,000	8.8
Instruction[1]	2,270,000	30.0
Other educational activities[2]	225,000	3.0
Sponsored research and programs	160,000	2.1
Student services[3]	500,000	6.6
Library	400,000	5.3
Buildings and grounds; security	575,000	7.5
Institutional support[4]	360,000	4.7
General institutional[5]	200,000	2.6
Auxiliary enterprises[6]	1,400,000	18.4
Student aid	600,000	7.9
Transfers[7]	240,000	3.1
TOTAL:	$7,600,000	100.0

8. Budget-Making Process

From July through September meetings are held by the senior administrators to discuss and consider the factors that influence the college's operating expenses--and consequently affect the fee schedule. Discussions include past fee schedules, charges at similar colleges, long-term planning, inflationary pressures, and student admission policies. In October the trustees approve budget guidelines, including a student enrollment goal; total instructional salary budget; total pool for salary adjustments (raises, promotions); tuition, room and board fees; and a target for gifts and grants.

In December each of the more than 30 budget managers (administrative and academic division heads) receives from the treasurer's office a budget preparation packet, containing more detailed guidelines for budget preparation, justification sheets for the new proposed department budget, and the operating budget for the past three years (two years' actual expenses,

[1]Includes residence hall staff ($137,000) and programs ($48,000).

[2]Includes the Urban Studies Program and summer programs.

[3]Includes the registrar's office, health services, admissions, financial aid, athletics, and the placement office.

[4]Includes development, duplication, the post office, purchasing, and the telephone system.

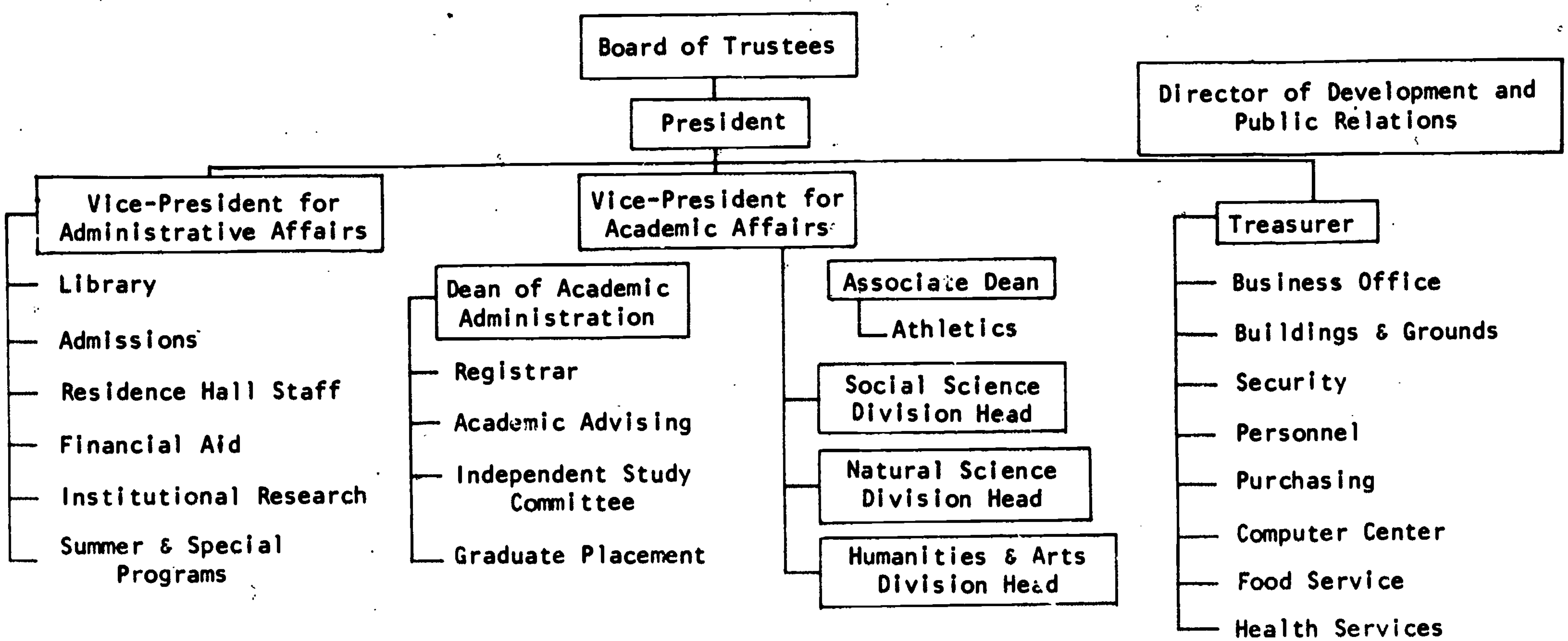
[5]Includes candidate travel, the computer center, insurance, taxes, and commencement.

[6]Includes food, debt service for dorms, and electricity and heating for dorms.

[7]Includes the equipment and maintenance depreciation reserve.

ORGANIZATIONAL CHART

EMERSON COLLEGE



current year's budget). During January budget managers discuss their proposed budgets with their senior administrator; often, some adjustment occurs.

During February the controller's office compiles all departmental budgets into a total budget document and places it on reserve at the library. In March the total budget is reviewed and revised by the senior administrators and submitted for formal approval to the trustees. The budget can be amended, if necessary, before the June meeting of the trustees, when they adopt the budget.

In addition to the college's budgeting process, the student government levies a yearly $50 student fee. This $60,000 per year is administered by the student senate and its finance committee. Student groups and individuals submit requests throughout the year for these funds. Requests submitted early in the academic year are more likely to be funded. Major areas of student support are educational programs and speakers (34 percent), student publications (20 percent), community involvement programs (19 percent, which includes the Women's Center), and entertainment (27 percent).

9. Students, Faculty, and Staff

Students. Students tend to be concerned with the practical value of their education, which is their primary reason for selecting Emerson. They are not particularly interested or involved in current social and political issues. The large majority describe themselves as moderate on a wide range of issues (from public funding for abortion to the death penalty), though close to 20 percent define themselves as conservative. The most popular department is the Business and Management Program, under the Social Sciences Division. Student SAT scores average in the 500s, but range widely. Emerson is the first choice of about 60 percent of its students.

Due to the college's limited financial resources, only 20 percent of the students can receive financial aid. The amount of financial aid is limited to 10 percent of the college's income from tuition, room, and board.

Emerson is coeducational, with slightly more men than women. Minority enrollment is 5 percent. Women constitute the larger proportion of withdrawing students.

The parents of most students are professional or white-collar workers.

Recently Emerson has been admitting older students from the surrounding area who live off campus. Most of these students are women who are returning to school to prepare for entering or reentering a career. This is a new program, with only 100 students currently enrolled.

Faculty. Partly due to the newness of Emerson, its faculty members tend to be young. Generally, they are committed to undergraduate education. All believe that the liberal arts and professional preparation ought to be integrated, but their approaches to that integration are quite diverse. Of the 90 faculty members, 30 are female and 6 are minority. Women and minority faculty are concentrated in the lower ranks. Although some female faculty members teach feminist courses, most of these courses fall within the liberal arts disciplines. Also, there does not seem to be any overt organizing or sharing within this faculty group.

Staff. There are 275 employees at Emerson. Women fill half of the staff positions overall, though they occupy only 20 percent of the senior administrative positions. Minorities fill 10 percent of the administrative positions and 5 percent of the administrative support staff positions.

10. Student Services

Emerson provides counseling services to students. One psychiatrist and four counselors make up the Student Psychological and Career Services Center (SPCSC). The counselors provide academic, career, and personal counseling to students on a short-term basis. Since staff members cannot handle all the needs of students, they have instituted peer counseling in the dorms. Students who are selected to be peer counselors arrive on campus two weeks early for a training program conducted by the SPCSC staff. These students then act as peer counselors for their dorms. The group of trained students is usually half male and half female.

In addition, each student has a faculty advisor to provide academic and career guidance. The SPCSC maintains a career and graduate study information center, where students can obtain printed information on job hunting, resumé writing, fellowships, etc. The SPCSC staff also conducts frequent panels and workshops on various career opportunities. One member of the SPCSC staff is considered feminist: aware of women's issues and sympathetic to the women's movement. The Women's Center refers women needing more than peer counseling to her. The SPCSC takes an active recruitment and placement role, because the college believes its long-term success depends on the career successes of the students.

11. The Emerson College Women's Center

During 1973, a group of students organized a women's center. They received office space in one of the residence halls, and some support from the student senate. A foundation grant supported one faculty member half-time, and a center coordinator full-time, during the 1973-74 academic year. Since that time, the Women's Center has been supported totally from student senate funds. Last year it received $1,300, which was spent on literature, programs, student wages, and the like. This year its budget is $1,900 (see Women's Center program budget on the next three pages).

The center has a number of functions:

- Serving as an information center for students interested in women's studies
- Maintaining a small library
- Organizing support groups
- Sponsoring topical and skills workshops (e.g., assertiveness)

EMERSON COLLEGE WOMEN'S CENTER

PROGRAM BUDGET

I. PROGRAM STATEMENT (describes center's primary objectives):

The purposes of the Women's Center are (1) to ensure that students, faculty, and staff are exposed to feminist issues and viewpoints; (2) to increase the involvement of women students in women's issues; (3) to increase the sensitivity to feminist issues at Emerson; and (4) to enable women to take more control over their own lives.

II. PROGRAM PLAN (describes how the center intends to fulfill its objectives, and how those objectives contribute to the mission and goals of Emerson College):

A. Women's Week: Women's Week addresses all of the center's objectives. As part of the program, films, post-film discussions, lectures, day-long workshops, and cultural activities are offered to the college community. This program contributes to the mission of Emerson by facilitating the personal and academic development of its students and staff.

B. Peer Counseling: Student staff are available at the center for personal counseling and academic advising. This service specifically addresses the last objective of the center. The program fits with the college's mission by providing students with opportunities for self-awareness and self-development, which will enable them to prepare for lifelong careers in the world of work and human affairs.

C. Support Groups: The purpose of this program is to enable women to share their concerns, problems, and experiences as women in a safe and supportive environment. This activity relates to the second and fourth objectives. The center helps get these groups started, and provides interested participants with some guidelines for starting consciousness-raising groups.

D. Workshops: This program helps women learn skills previously denied them as women growing up in a sexist society. The center has sponsored workshops in assertiveness, public speaking, birth control, and self-defense. This program responds to objectives 2 through 4.

EMERSON COLLEGE WOMEN'S CENTER

PROGRAM BUDGET, cont.

E. Information Center: The objective of this program is to increase student and faculty access to information on women's studies, women's issues, and women's events. To this end the center maintains a drop-in space with notices, posters, pamphlets, and brochures on women's studies programs; listings of feminist courses available on campus; and a small library of donated feminist fiction and nonfiction. This program addresses the center's first objective, and also addresses the college's goal of providing opportunities to encourage the intellectual and professional development of its students and to enrich their lives.

III. ACTIVITY INDICATORS

Program	Number of Participants Last Year	Number of Participants Current Year to 1/15/79
Women's Week	380	225
Peer counseling	60	35
Support groups	20	2
Workshops	70	none offered to date
Information center	no figures	no figures
TOTAL	530	262

282

IV. BUDGET

Women's Week

Personnel:	Student wages @ $2.25/hr	$ 340.00
	Honoraria for speakers, workshop facilitators	600.00
Supplies:		160.00
Duplication:	Xerox and printing	400.00
Postage:		donated by college
Telephone:	Campus and local only	donated by college
Miscellaneous:	Films	400.00
	TOTAL	$1,900.00

EMERSON COLLEGE WOMEN'S CENTER

PROGRAM BUDGET, cont.

FISCAL YEAR: CURRENT YEAR

Personnel:	Hourly Rate or Annual Salary	Projected Hours or % of Time	PROGRAM A Women's Week	PROGRAM B Peer Counseling	PROGRAM C Support Groups	PROGRAM D Workshops	PROGRAM E Information Center	LINE ITEM TOTALS
1. Student wages	$3.50/hr.	151 hours	$ 127	$ 222	$	$	$ 180	$ 529
2. Honoraria for facilitators, speakers			500			100		600
3.								
4.								
TOTAL PERSONNEL:			627	222		100	180	1,129
Supplies			100		40	10	10	160
Duplication			150		100	100	50	400
Postage contributed by college								
Telephone contributed by college								
Mo. Rate: ____ x 12 = $								
Tolls: ____ /mo. x 12 =								
Other:								
Total Telephone: $								
Misc.: Program materials--films			400					400
PROGRAM TOTALS:			$1,277	$ 222	$ 140	$ 210	$ 240	$ 2,089

- Acting as an organizational center for activities such as Women's Week, which includes films, lectures, workshops

- Providing feminist peer counseling

The center is able to offer peer counseling through special arrangements whereby the Women's Center counselors are trained along with peer counselors for the dorms.

During 1973-74, when the center had funding to support a faculty member and a coordinator (who was not a student), the Women's Center expanded its outreach to include community women in planning activities and participating in them. During this time more faculty women became interested in the center, and in the possibility of organizing a women's studies program on campus. Since that time, however, faculty and community involvement have virtually ceased.

Also during the same year several clerical workers on campus tried to organize to establish a union to represent them. They felt their salary scale, benefits, and working conditions were among the worst in the state. They enlisted and received support from the Women's Center. The union lost by a close vote. All the women originally involved in the unionizing efforts have since left. Conditions for clerical workers are essentially the same, though the Women's Center has had no further contact with this group.

Last semester the center sponsored a rap session for older women, but only two women came.

The center is run by residential students (both paid and volunteer), and policy decisions are made in weekly open staff meetings. Because the activities of the center depend largely on student interest, members of the college community are urged to participate in both its governance and activities. (This essentially applies to Emerson *women*, since only a few of the center's activities are open to men.)

Since its initial development and its year of foundation support, the center has had new leadership each year. Continuity from year to year has been slight. Ranking relatively low in college priorities, the Women's Center has had to move to a new space each year, making way for "higher priority units."

Emerson has no formal women's studies program, although a few feminist courses are offered each year. The center keeps a list of the courses offered each year, as well as a list of those faculty who sponsor independent projects in women's studies.

12. Female Students

A majority of female students at Emerson are more aware of the importance of job or career planning than female students at other colleges are. However, a number of new female students (20 percent) leave after one or two years at Emerson, feeling discouraged or confused about choosing or pursuing a career. Women often talk among themselves about the competitive atmosphere surrounding career fields, job placement, social and job contacts, and faculty assistance. Feelings of being unsupported or unaided with those decisions are common and are frequently mentioned.

Many female students are essentially complacent about their futures, seeming to believe that good grades and an Emerson education will open the doors they choose. While they are not necessarily aspiring to higher-level jobs, they do feel that they will find good jobs and be successful.

CASE B: UNIVERSITY OF HUNTINGTON

1. General Description

The University of Huntington was founded in 1865 under the provisions of the Morrill Land Grant Act to provide education in agriculture and the mechanical arts. From its beginnings as a small state institution, Huntington has steadily grown into a major public research institution with 24,000 full-time equivalent (FTE) students and 1,500 FTE faculty. The university has gained state and national recognition for an outstanding undergraduate liberal arts education, a quality graduate school, and a fine research center.

Huntington is situated on approximately 1,000 acres of land, and occupies 100 academic, administrative, and residential buildings. It is both a residential and a commuter institution: approximately 10,000 undergraduate students (both married and single) are offered a wide variety of choices for on-campus living arrangements; graduate students generally live off campus in the university community or its outlying areas.

2. Geographic Setting

Huntington is located in a small northeast community, surrounded by farming and industrial cities. The community is centered around the academic setting of the university. To a large extent, the town is populated by students, faculty, and staff, as well as by those offering professional and other services to the local area. The outlying areas are relatively stable, consisting primarily of farmers, craftspeople, and industrial workers. Although the area is generally free of crime, pollution, and other problems found in large cities, economic conditions have been particularly difficult for the people in the area. It has one of the highest unemployment rates in the nation.

The university provides services to the community and its outlying areas through a psychological service center, research in farming and agriculture, internship programs in community centers, and a continuing education program for adults. In addition, Huntington offers the community many cultural opportunities through its fine arts programs.

3. Mission and Goals

The overall mission of the university can be separated into three primary interrelated areas: first, to provide quality undergraduate education; second, to provide advanced training at the master's and doctoral levels; and third, to provide public service to the state and the nation through pure and applied research. This threefold mission is achieved through a diversity of students, faculty, and programs focused on education, research, and public service.

Because of the size of the university, each administrative unit is responsible for formulating and implementing its particular goals and objectives, which complement the overall mission of the university. Structurally, Huntington is composed of four major administrators: the president, the vice-president for academic programs, the vice-president for student programs, and the vice-president for business and administration. The specific goals and objectives for each major administrator are listed below:

- President: charged with overseeing the operations of the institution and with ensuring that the goals of the university are achieved. Within this administrative unit are the departments of development, public relations, long-range resource planning and budgeting, and institutional research.

- Vice-President for Academic Programs: responsible for providing academic and educational support services to students of the university. This goal is manifested through the operation of formal curricular programs leading to degrees and certificates at the graduate and undergraduate levels; the support of special academic programs aimed at meeting a variety of special needs for students; the support of research programs for the creation and dissemination of new knowledge; and the operation of public service programs that make available to the citizens of the state the unique resources and capabilities of the institution.

- Vice-President for Student Programs: duties involve providing for the students' health and well-being and contributing to their intellectual, cultural, and social development outside the context of formal academic programs. Specifically, responsibilities include overseeing counseling and remedial services, residential services for students living on campus, services for commuter students, student placement services, and programs for special students (such as veterans, foreign students, physically handicapped students, and disadvantaged students).

- Vice-President for Business and Administration: functions include such services as fiscal accountability, personnel recruitment, training and development, and employee relations.

The administrative structure of Huntington is illustrated in the chart on the following page.

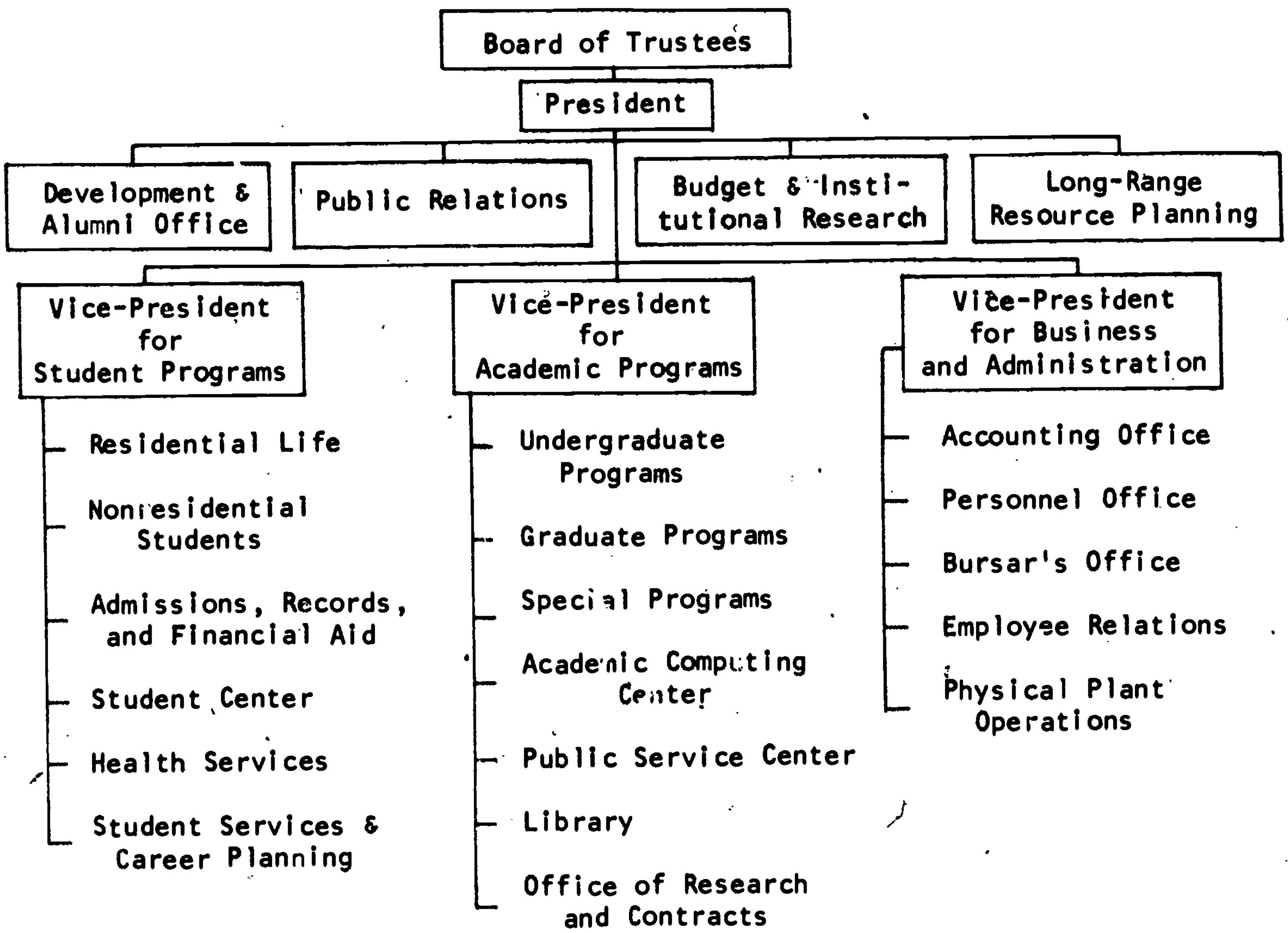
4. Governance Structure

The governance structure of Huntington consists of the president and university executive officers--vice-presidents, the director of budgeting and institutional research, the director of long-range resource planning, and special assistants to the president.

The president is accountable to a 20-member board of trustees, whose members are appointed by the governor of the state. The board of trustees generally votes upon and approves all recommendations coming from the president. While the university executive officers constitute the formal governance body of the institution, there is clearly an informal group of administrators who influence the policies of the institution.

ORGANIZATIONAL CHART

UNIVERSITY OF HUNTINGTON



In addition, the students, faculty, and staff are formally represented in the governance structure through their respective organizations. Of the three groups, the faculty has the most powerful input into the governance structure in the areas of faculty compensation, faculty work load, course offerings and scheduling, and other matters related to the academic goals of the institution. The students are represented through a graduate and undergraduate student senate. The students are concerned mainly with student fees, tuition costs, the quality of academic programs, and the environmental setting.

The staff of the institution can be divided into three groups. The first group consists of administrators, who are represented by an administrative association. The second group of employees consists of clerical, janitorial, and maintenance staff, who are represented by a union. The union has little influence upon the institution itself, since it interacts with the state on behalf of the employees. The third group consists mainly of clerical staff, who are considered part-time, temporary workers (though many have worked for years at their jobs). They are entitled to none of the benefits of other employees, have no representation in the governance structure, and are not permitted to join the union. Most workers in this category are female.

5. Recent Financial History

During the past three years, Huntington has suffered drastic financial cuts in its state appropriation. Rising costs of supplies and services, coupled with the economic situation of the state, have affected the university dramatically. Many academic and support programs have been forced to exist with limited funds, and no funds have been available for new programs.

Financial forecasts for the future are not optimistic. A new faculty union has just negotiated salary increases, which the administration says must come from existing fiscal resources. It seems likely that additional funds will not be available for new programs, and that special programs and services may be in jeopardy. However, each administrative unit is searching and trying to compete for additional funding. There are many campus-wide programs that will require funding should additional funds become available.

6. Decision-Making Process and Budgeting Cycle

University budget allocation decisions are made by a board consisting of the president, the three vice-presidents, the director of budgeting, the director of resource planning, and a special assistant to the president. Each vice-president has a financial assistant. The board makes initial, bottom-line allocations to the four major administrative units. The heads of these units then distribute their allocations to their subunits after a series of budget hearings with subunit heads.

The subunit heads subsequently distribute the allocations to their departments, and departments spread these bottom-line dollars by line item. The vice-president's financial assistants review budget requests from new programs and make recommendations to their respective vice-presidents. The president's special assistant performs this function for the president's area.

The university is on a regular fiscal year cycle: July 1 to June 30. Initial budget planning for the following fiscal year normally occurs 10 to 12 months before the fiscal year begins. It is at this time that new program requests are often submitted. Existing programs that will be requesting additional funding normally submit their requests two to four months before the start of the fiscal year, since they are vying for part of the allocation given to their major administrative area.

7. Sources and Amounts of Funds

Huntington receives funds from three sources: state appropriations, federal funds, and trust funds. The state appropriation is an annual allocation to the university from the state; it accounts for one-half of the university's annual budget. Federal funds are acquired by the university for financial aid programs, land grant support, and grants and contracts. Federal funds are restricted and can be used only in support of specific programs. Trust funds are acquired from auxiliary programs such as residential halls, boarding services, and student fees. Trust funds are available to the university through alumni and development programs, as well as through interest earned on the savings accounts for trust funds. The following table indicates the sources of revenue for the current fiscal year:

	Amount	Percentage
State maintenance	$ 70,000,000	50.0
Federal funds	20,000,000	14.3
Trust funds	50,000,000	35.7
TOTAL:	$140,000,000	100.0

8. Allocation of Funds

The following table illustrates the allocation of state maintenance funds to the four administrative units for the current fiscal year:

	Amount	Percentage
President's area	$ 2,500,000	3.58
Vice-President for Academic Programs	48,000,000	68.57
Vice-President for Student Programs	4,000,000	5.72
Vice-President for Business & Administration	15,500,000	22.15
TOTAL:	$70,000,000	100.00 (rounded off)

9. Students, Faculty, and Staff

Of the 24,000 FTE students, 19,000 are enrolled in undergraduate programs and 5,000 in graduate programs. Overall, the student body is 54 percent male and 46 percent female. Approximately 23 percent of these students are members of minority groups. Special programs for Third World students include Afro-American Studies, a scholarship program for black students, and bilingual assistance service for Spanish-speaking students.

In the past, the undergraduate student body was comprised primarily of students who were residents of the state, the children of working-class or lower-middle-class parents, and first-generation college students. In more recent years, however, the characteristics of both the undergraduate and graduate student population have changed. An increasing number of students is considered nontraditional, that is, undergraduates who are not entering college directly from high school, and graduate students not entering directly from college. Nontraditional students are older women and men, some of whom are minority students entering college for the first time or returning to college after an interruption in their education. Approximately 4,600 undergraduates are nontraditional in terms of their age (i.e., over 25). The large majority of these nontraditional students are female; many are also single parents.

The university has only just begun to examine the changes in the student population and the implications of those changes for the institution. Several new programs provide academic counseling and support services. The Communications Skill Center offers remedial reading and writing courses, study and note-taking skills, etc. This center also provides academic and personal counseling to older students. However, the programs reach only a limited number of students. There is one day care facility on campus, which enrolls 125 children each semester. The university has generally lagged behind in adjusting its services to meet the changing needs of students.

Of the 1,500 FTE faculty, 1,270 (85 percent) are male and 230 (15 percent) are female. Faculty women tend to be concentrated in the lower ranks of instructor and assistant or associate professor. Approximately 20 percent of the female faculty are actively teaching courses related to feminist issues. Faculty women have worked together with students and staff on issues concerning campus health insurance benefits and tenure decisions.

There is a total of 3,000 employees engaged in nonteaching activities at the university. Of this number, 550 are administrative personnel: 396 (72 percent) of these positions are occupied by men and 154 (28 percent) by women. The remaining 2,450 nonteaching employees are in clerical, janitorial, and maintenance positions: 490 (20 percent) of these positions are held by men and 1,960 (80 percent) by women. Jobs and salaries are graded by responsibility from 1 to 14. Ninety percent of all persons employed at Grade 6 or lower are female.

10. Additional Student Services

The counseling center at Huntington provides both personal and career counseling, as well as placement services. The staff also runs career awareness workshops in the dorms. Services are available only to enrolled students.

Mental health services are offered by a staff of psychologists and social workers, who provide therapy groups and short-term individual counseling to Huntington students. There is one feminist, to whom the Women's Center refers clients.

Psychological services, including couple and individual counseling as well as therapy groups, are available to university and community people for a small fee. Graduate students in psychology do their training through this agency. Sometimes there are feminist students, to whom the Women's Center refers clients. Most dormitories provide peer counseling and some run peer sex education colloquia.

11. The University of Huntington Women's Center

In the fall of 1974 a group of university faculty wives and staff members came together to discuss the establishment of a women's center at the university. During the year, the group met informally to begin to identify the needs of area women and to gain recognition and support for the center. A one-time allocation from the Division of Continuing Education enabled the group to conduct a survey measuring the extent of support for special programs for women, and gathering information about the needs of women in the university and surrounding communities. The results of the survey showed widespread support for a women's center, and identified three broad areas of concern to women:

- Career and personal counseling
- Inexpensive educational workshops on topics ranging from carpentry to public speaking to divorce
- A referral network to help women obtain and share information related to job opportunities and advancement

The survey information collected was submitted as documentation in support of a request for office space and funding for the following fiscal year. While all administrative units expressed concern for the special needs of women, only the vice-president for student programs allocated state funds to establish the center. The allocation covered a part-time (10 hours per week) graduate assistant ($1,800), and supplies, postage, and telephone expenses ($500). The center acquired a three-room office, consisting of a reception area and two private offices. Thus, the Women's Center began its first full year of operation in 1975, with a total budget of $2,300 and limited office space.

With these funds, the center began a referral network, provided limited counseling services, and published a monthly newsletter. In addition to the part-time graduate assistant, the center staff included volunteers, some of whom were students earning academic credit and some of whom were members of the community or university staff.

Since that time, the Women's Center has grown slowly but steadily. When an increasing number of women began to make use of the services of the center, the university administration allocated additional funds for its support. While the center still occupies its original office space, its budget has more than doubled. The center has maintained and expanded its referral and counseling services. The feminist psychologist from the mental health center supervises graduate students doing counseling practicums. Support groups have been organized for lesbians and single parents. The center now publishes the newsletter only bimonthly due to rising postage and duplication costs. The center also hires facilitators to teach courses in typing, shorthand, and assertiveness training for university staff women, and a graduate student is now paid for 15 hours a week. Most services, however, continue to be provided primarily by volunteers. Part-time work-study students have also been added.

The sources of funds for the center and the budget for the current year are as follows:*

Sources of Funds:

President's office	$ 500
Office of the Vice-President for Academic Programs	900
Office of the Vice-President for Student Programs	1,800
Office of the Vice-President for Business & Finance	1,800
TOTAL:	$5,000

Budget:

Graduate assistant	$2,700
Honoraria for workshop facilitators	900
Part-time work-study student	600
Telephone	200
Supplies	500
Postage	100
TOTAL:	$5,000

Because the Women's Center is staffed mainly by volunteers, a high rate of turnover is a continuing problem. Also, funding for salaries covers only September through May, which disrupts the center's programs each year. However, there is a small group of women who have been with the center for several years. These women have begun to discover and understand the political and economic dynamics of Huntington. Furthermore, the center has gained a good reputation within the university and its surrounding communities.

*For more detailed budget breakdowns, see the following seven pages.

HUNTINGTON UNIVERSITY WOMEN'S CENTER

PROGRAM BUDGET FOR COUNSELING PROGRAM

I. PROGRAM STATEMENT (describes center's primary objectives for this program):

While the objectives of counseling vary for each client, the program's general goal is to enable women to:

- establish their identity as women
- increase control over their lives
- increase their consciousness of the impact of socialization on their lives
- develop strategies for coping with major life transitions

II. PROGRAM PLAN (describes how the center intends to fulfill its objectives and how they contribute to the mission and goals of Huntington University):

The program will offer a variety of counseling services and programs for women by establishing and maintaining a group counseling service for women, by providing individual counseling for women, by training women in feminist counseling, and by working with the university and the community to increase awareness of women's needs.

The program will counsel women, individually and in groups, on academic and personal issues. It will also organize support groups. It is projected that three women from graduate programs in counseling or clinical psychology will use the center as the site for their counseling practicum.

The counseling program will contribute to the development of women as whole persons and, in turn, make them effective contributors and participants in the academic community.

HUNTINGTON UNIVERSITY WOMEN'S CENTER

PROGRAM BUDGET FOR COUNSELING PROGRAM, cont.

III. ACTIVITY INDICATORS

Program	Number of Participants Last Year	Number of Participants First Six Months, Current Year
Counseling women	160	75
Counseling groups/participants	2/20	1/12
Training counselors	5	3
Support groups/participants	2/16	1/9

IV. BUDGET

Graduate student (part-time T.A.)	$1,800.00
Supplies	60.00
Duplication/printing	45.00
Postage	10.00
Telephone	96.00
TOTAL	$2,011.00

HUNTINGTON UNIVERSITY WOMEN'S CENTER

PROGRAM BUDGET FOR EDUCATIONAL ALTERNATIVES PROGRAM

I. PROGRAM STATEMENT (describes center's primary objectives for this program):

The Educational Alternatives Program creates, coordinates, and offers university women programs that are designed to upgeade skills that will lead to career development and advancement. In addition, the assertiveness training program seeks to develop a feminist consciousness that can enhance women's self-image. The program also offers noncredit courses related to feminist issues.

II. PROGRAM PLAN (describes how the center intends to fulfill the objectives and how they contribute to the mission and goals of Huntington University):

This program presently offers courses in typing, shorthand, and assertiveness training for university staff. It also conducts noncredit courses. The skills program contributes to the mission of the university by providing staff with the opportunity for job mobility and by increasing staff morale. Assertiveness training is aimed at increasing the ability of staff to negotiate for their rights in their work environments.

296

III. ACTIVITY INDICATORS

Program	Number of Participants Last Year	Number of Participants First Six Months, Current Year
Typing courses* (2 per year)	40	30
Shorthand courses* (2 per year)	40	30
Assertiveness training* (2 per year)	40	25

*Enrollment in these courses has been limited due to funding. Numbers represent the maximum possible.

HUNTINGTON UNIVERSITY WOMEN'S CENTER

PROGRAM BUDGET FOR EDUCATIONAL ALTERNATIVES PROGRAM, cont.

IV. BUDGET

Honoraria for course facilitators	$ 960.00	($160 per 8-week course)
Work-study	204.00	
Supplies	125.00	
Duplication/printing	125.00	
Postage	30.00	
Telephone	36.00	
Miscellaneous	50.00	
TOTAL	$1,530.00	

HUNTINGTON UNIVERSITY WOMEN'S CENTER

PROGRAM BUDGET FOR REFERRAL NETWORK PROGRAM

I. PROGRAM STATEMENT (describes center's primary objectives for the program):

The Referral Network Program is designed to enable women to obtain needed information on welfare, child care, housing, legal, medical, educational services, etc.

II. PROGRAM PLAN (describes how the center intends to fulfill its objectives and how they contribute to the mission and goals of Huntington University):

This program maintains a job bank for employers to list available jobs. Anyone is free to look through the job listings. The program also maintains up-to-date information on legal rights and facilitates workshops on grievance procedures for university staff and students. The volunteer coordinators of this program provide referral service on health services, housing, and child care facilities. The referral service augments the internal and public service functions of the university and provides valuable information about university and community services.

III. ACTIVITY INDICATORS

Program	Number of Participants Last Year	Number of Participants First Six Months, Current Year
Referrals:		
Drop-in visitors*	800	450
Telephone calls*	700	375
Correspondence	75	40
Job bank (file usage)	375	180
Grievance procedures (workshop)	25	(not offered to date)

*The center is open for drop-in and telephone referrals only 20 hours per week for approximately 40 weeks.

HUNTINGTON UNIVERSITY WOMEN'S CENTER

PROGRAM BUDGET FOR REFERRAL NETWORK PROGRAM, cont.

IV. BUDGET

Graduate student (part-time T.A.)	$ 900.00
Work-study	204.00
Supplies	50.00
Duplication/printing	130.00
Postage	115.00
Telephone	60.00
TOTAL	$1,459.00

HUNTINGTON UNIVERSITY WOMEN'S CENTER

PROGRAM BUDGET, cont.

FISCAL YEAR: CURRENT YEAR

Personnel:	Hourly Rate or Annual Salary	Projected Hours or % of Time	PROGRAM A Counseling	PROGRAM B Educational Alternatives	PROGRAM C Referral	PROGRAM D	PROGRAM E	LINE ITEM TOTALS
1. Grad. Students	$1800 (yr.)	10 (hrs./wk.)	$ 1,800	$	$	$	$	$ 1,800
2. Grad. Student	900 (yr.)	5 (hrs./wk.)			900			900
3. Work-Study	.60 (hr.)*	10(hrs./wk., 34 wks.)		204				204
4. Work-Study	.60 (hr.)*	10(hrs./wk., 34 wks.)			204			204
5. Honoraria				960				960
	TOTAL PERSONNEL:		1,800	1,164	1,104			4,068
Supplies			60	125	50			235
Duplication			45	125	130			300
Postage			10	30	115			155
Telephone								
Mo. Rate: 12.00 x 12 = $ 144			72	36	36			144
Tolls: 4.80/mo. x 12 = 48			24		24			48
Other: Installation								
Total Telephone: $ 192			96	36	60			192
Misc.:				50				50
	PROGRAM TOTALS:		$ 2,011	$ 1,530	$1,459	$	$	$ 5,000

*Work-Study: Center pays 20 percent; university pays 80 percent. Actual hourly rate = $3.00.

CONTENT OUTLINE: PROGRAM DEVELOPMENT

I. Needs Identification

A. What is a need?

1. Lack of something desirable
2. Gap between what we observe and what we desire
3. Does not include solution

B. Process of identifying needs

1. Gathering facts about the existing situation
2. Answering key questions
   a. Whom are we talking about?
   b. Who needs what?
   c. Who creates or contributes to the need?
   d. What programs exist that should be meeting the need?
   e. What/who keeps the situation the same?
   f. What's the root of the problem?

C. Importance of identifying needs or stating the problem

1. Check to see that you're addressing what's important
2. Check to see if resources are being used effectively

D. Ways of identifying/documenting needs

1. Literature and research
2. Local, institutional, regional, and national statistics
3. Demands for services
4. Surveys and interviews
5. "Needs creation"

E. Whose needs should you consider?

1. Who makes up potential target population?
2. Which group is most important to you?
3. Which group's needs seem most critical?
4. Which group's needs are already addressed by another agency?
5. Which group are you likely to reach successfully?
6. Time, money, staff characteristics and politics, institutional mission will all influence the decision.
7. Answers to these questions don't give an answer, only information to use in making a decision.
8. Process your decisions consciously.

F. When to identify needs

1. First task of a women's center
2. Can be done at any point

G. Criteria to use in focusing needs identification or writing problem statement

1. Keep problem scope narrow.
2. Document the problem(s).
3. Use only key statistics.
4. Make connection between your center and the problem(s).
5. Make sure you're not stating the solution.

II. Program Objectives

A. What is a program objective?

1. Specific, measurable outcome of program
2. No statement of what you're going to do
3. Importance of idea of *outcome*
4. Confusion of ends with means

B. Why state objectives?

1. Helps to clarify and focus on what's important.
2. Provides guidelines for developing materials/activities.
3. Is part of the process of conscious decision making.
4. In stating objectives you interpret the need.
5. Defines steps toward the desired situation.
6. Objectives provide the framework for evaluation.

C. Criteria for developing objectives

1. Should describe an outcome/result.
2. Should be open to one interpretation only.
3. Should be achievable.
4. Should be relevant to the institution, center, population.

III. Program Activities

A. Program selection

1. Brainstorming
2. Information gathering
3. Identifying criteria to use in selecting approach
4. Screening possibilities through criteria
5. Selecting methods to reach the objectives

B. Suggestions for identifying alternatives

1. Brainstorm to push beyond first thoughts.
2. Let ideas incubate.
3. Use variety of sources for researching (others on campus, national sources).

C. Criteria to use in selecting methods

1. Is it practical?
2. Will it lead to the stated outcome?
3. Is it appropriate to the target population's background?
4. How will it affect organically related areas?

IDENTIFYING NEEDS EXERCISE

DIRECTIONS

You will have 1 1/2 hours for this exercise. Spend 1 hour and 10 minutes on Steps 1-3 and allow 20 minutes for Step 4. At the end of the time you should have identified a target population to work with, and a need of that group for which you will later develop a program.

To begin, read through the entire exercise (5 minutes).

STEP 1

List the potential users of Emerson College/Huntington University Women's Center (5 minutes).

Make sure you understand the task. Try to be specific. Remember that undergraduates can include men, women, feminists, anti-feminists, nonfeminists who are interested and sympathetic to women's issues, lesbians, single parents, and Third World women.

List only those groups that you would like to see using the women's center.

Spend no more than five minutes on this step. Don't discuss the needs of the different populations; just list them.

STEP 2

Select the group for whom you will later develop a program (25 minutes).

Clarify the task and how you will approach it before beginning. Refer to the case study material and consider:

- Which population(s) do you have access to? Which population(s) have access to your center?
- Think about the college/university mission. Are there some groups for whom the college/university would not be likely to support programs?
- Which population's needs do you know best?
- With which population do you feel the most rapport?
- With which population do you want to work?
- Whose needs are most pressing?

You may use the chart headed "Considerations for Selecting Your Target Audience" to help you. Now that you have gathered some information on the various populations, decide which groups' needs you will work with.

STEP 3

<u>Identify the need(s) of the group you've chosen</u> (35 minutes).

Make sure you understand the task. For the population you've chosen, begin to list elements of the current situation. You may use:

- direct observation and experience (translating your own experiences to the case study situation)
- statistics from this case study
- information/descriptions with which you're familiar from psychological, educational, or sociological research that seem to apply
- demand and request data that you may make up (You should be clear about how the information was obtained and this process of data collection should be feasible given the description of the women's center. The data you come up with should seem probable and "real," given your own experiences within the group.)

If there is time, define the desired situation(s) for each of the current situations.

In completing this section of the exercise, refer to material in the case study. You may also use information from your own experiences. If you have had experience with a particular group at your own institution, and you think the problem would be similar at the type of institution represented in the case, use your experience and assume that you have had that experience or information within the case study situation.

For example, if your group is looking at the needs of faculty women, you are not allowed to alter the basic case data concerning their number, the number involved in feminist courses, or the clustering in lower ranks. You could, however, *add* your experience or understanding of faculty women's needs in describing their current situation. You might state that faculty women receive less travel money, fewer graduate assistants, and less support in grant activities, based on your knowledge of faculty women at your own institution. These added data easily fit within the framework of the case and are appropriate to include.

Spend no more than 35 minutes on this step. Use the chart provided to complete this activity. *Do not spend time discussing possible programs or solutions. If you get ideas for programs, jot them down and hold onto them for later use.* It may help if one person takes the role of differentiating program ideas from needs statements for the group (e.g., "Counseling is a program idea. Can we identify what need counseling would address?").

STEP 4

<u>Examine your group's process</u> (20 minutes).

Put aside your work on this task for now. Individually complete the group effectiveness questionnaire. Be as honest as you can in your assessment of yourself and the group.

After everyone has completed the form, each person should share some of her perceptions. Try to avoid statements such as "I'm sure we all think/feel . . ." or "Probably everyone felt . . ." In other words, don't assume that others share your opinions. Try to say things in a way that allows others to disagree, such as making "I" statements ("I felt . . ." or "It seemed to me . . ."). In other words, be specific about *your* feelings and experiences rather than generalizing about *theirs*.

337

CONSIDERATIONS FOR SELECTING YOUR TARGET AUDIENCE

(Use only those you think appropriate.)

Population	Physical Access	Staff Interest	Institute Interest	Staff Skills	Likelihood of Success	Critical Need	Other Agencies

IDENTIFYING NEEDS

EXAMPLE

Population	Current Situation	Currently Desired
First year female	In the entering class, 60 percent are female, but only 40 percent of the graduating class are female. Attrition and transfer rates are higher for women than for men.	Women will experience the college environment as supportive of them and responsive to their needs.
	First year women experience more pressure to be sexually liberated.	Women will feel comfortable with their own sexuality.
		Women will feel they have a right to say no.
		Women will have explored their feelings about celibacy, lesbianism, bisexuality, masturbation, heterosexuality, etc.

Population	Current Situation	Desired Situation

310

EVALUATION OF GROUP EFFECTIVENESS

A. Looking at Your Own Behavior

Indicate the degree to which you agree with each of the following statements, from 1 to 5 points (least to most agreement). This evaluation is primarily to help you gauge your effectiveness in the group process. You need not share your responses with the group.

1.	I understood the task we were working on.	1 2 3 4 5
2.	I stayed on topic during the discussion.	1 2 3 4 5
3.	I avoided coming to hasty conclusions	1 2 3 4 5
4.	I contributed a fair share to the discussion.	1 2 3 4 5
5.	I was assertive about indicating when I agreed or disagreed with the group's decision.	1 2 3 4 5
6.	I expressed my opinion openly, without hiding personal feelings.	1 2 3 4 5
7.	I was able to resolve conflicts I had with others	1 2 3 4 5

B. Group Effectiveness

Answer the following questions briefly, but as specifically as you can. Concrete exchanges are helpful here. These responses may be shared with the group if you are willing.

8. I felt I contributed most to the group by . . .

9. List one thing that each other member did or said that helped the group accomplish the task.

10. Our group would have been more effective is someone/everybody had . . .

3 11

GROUP ROLES IN EXERCISE

In order to facilitate working together in a new group under time rest ctions, each person should take on one of the following roles.

<u>Time and Agenda Keeper</u>

Your responsibility is to keep the group moving through the various phases of the decision-making exercise. It will be your responsibility to keep track of the time and to suggest--as appropriate--time guidelines for your group. Your first task when the group begins is to state what the group is to accomplish and what the suggested steps are. You should probably make sure that everyone else is clear on the task.

<u>Recorder</u>

Your task is to be the group memory, recording the ideas and decisions of the group. Be as thorough as you can. The notes will be useful to your group later in drafting program rationales. Since you are to write down the important ideas, it is essential that you ask for points and decisions to be clarified, repeated, or summarized whenever you're unsure that you're recording them fully and correctly.

<u>Summarizer/Focuser</u>

Your job is to listen intently to the development of ideas so that you can summarize periodically what's been said. It is also your task to keep the discussion to the point. If people start to wander, your task is to bring them back to the topic at hand.

<u>Maintainer</u>

Your task is to make sure that everyone who has something to say gets a chance to be heard. You should check to see that everyone has an opportunity to speak and that each person gets feedback on her ideas, questions, etc.

GOALS AND OBJECTIVES EXAMPLE SHEET

Example A

Current Situation: Among classified employees, 90 percent of those at Grade 6 or below are female.

Goal: Equal opportunity and access to jobs at all levels for women, plus compensatory programs to redress any past discrimination.

Objectives: Document discrimination in the job classification system.

Increase classified staff women's access to educational opportunities on campus.

Enable staff women to assert their rights on the job.

Example B

Current Situation: In the last three months, there have been three reported rapes of undergraduate women who were walking on campus in the evening.

Goal: Women will be able to walk safely on campus at all times.

Objectives: Women will become aware of the incidence of rape on campus.

Women will become aware of precautions to take when walking alone.

Women will be trained to defend themselves.

Men will be restricted from walking on campus after 6 p.m.

OR

Goal: Women will be able to deal with the physical, emotional, and legal aspects of their rape experience.

Objectives: Health services, campus security, local police, and women's center staff will be made aware of special needs of rape victims.

Victims will be enabled to report rape.

The above examples are designed to show several things. First, objectives can be stated in a variety of ways. Second, the stated objectives in each example point to differing interpretations of the need, which is the appropriate focus of discussion in coming up with objectives. Third, the objectives demonstrate addressing the *same need* by working with *different populations*. Finally, in most cases there will be more than one goal.

TRANSLATING NEEDS INTO OBJECTIVES EXERCISE

1. Assign facilitative roles.

2. Review the "Goals and Objectives Example Sheet," noting how different focuses for action can be developed from the same need statement.

3. If you haven't already done so, decide on the particular need or problem your group will consider. Make sure your need/problem is understood and agreed on by everyone.

4. Make sure that your desired situation statement is agreed on by everyone. The desired situation actually defines your goals.

5. <u>Brainstorm as many different objectives as possible</u> (spend no more than 25 minutes).

   Don't worry at this point about how/if you're stating the objectives Come up with as many ideas as you can.

6. <u>Consider the merits of the different objectives</u> (spend no more than 25 minutes).

   Use the following list of criteria (or select your own) to sort through possible objectives. The attached chart may help you.

   a. Does the objective describe a desired outcome/result for the target group?

   b. Is the objective clear and specific?

   c. Is the objective achievable for the target group?

   d. Is the objective achievable within practical considerations?

   e. Is the objective relevant to your center? To the target group? To the institution?

   (Note: If you find that you've stated program ideas and activities rather than objectives, just ask yourself what the results of the activity would be for those engaging in it. This should lead you to the objective. *It may help to assign responsibility for this question.*)

7. <u>Decide on the objectives for which you will develop a program</u> (spend no more than 10 minutes).

SELECTING OBJECTIVES

NEED:

OBJECTIVES:

CRITERIA

	Relevant to college/ university	Relevant to women's center	Relevant to target group	Achievable re: time	Achievable re: resources	Important outcome	Relates to need

SAMPLE BRAINSTORMING

Goal: Women will value their independence.

Objectives: Know ways in which one is independent.

Know ways in which one is dependent.

Increase one's independence.

Increase one's feelings of self-confidence.

Brainstorming: Program Areas

Personal identity development
Career development
Educational planning development

Selected: Career development

Brainstorming: Program Approaches for Career Development

Individual counseling
Career workshops
Job placement
Group counseling
Referral
Job development
Career information
Career role models

Selected: Individual counseling

Brainstorming: Program Activities for Individual Counseling

Counseling in dorms
Training dorm counselors to provide career counseling
Individual counseling in selecting careers
Individual counseling in writing resumés
Providing information on job market trends
Offering materials that would take the place of a counselor
Testing for aptitudes
Testing for interests
Training career counselors in other campus agencies to be nonsexist in handling female clients
Offering a limited number of individual counseling sessions
Offering an unlimited number of individual counseling sessions
Peer career counseling
Providing individual career advisors (women in various professions act as counselor/advisor to a woman interested in those fields)

PROGRAM SELECTION EXERCISE

Total time: Two hours (This exercise may be broken into two parts.)

1. Brainstorm program approaches for meeting the objective(s) you selected (15 minutes).

   In brainstorming, remember the following:

   a. Withhold all critical comments.

   b. When you think you've thought of everything, think of at least two more things.

   c. Use *key words* to capture an idea; the idea can be amplified and explained later.

   d. Forget temporarily about the usual constraints (i.e., money, time, staff), since you'll have to come back to them later.

2. Reexamine your needs and objectives (10 minutes).

   After you've generated all the activities you can think of, consider:

   a. In brainstorming program ideas, did you identify any new needs?

   b. Did any of these seem more important than the need you previously selected?

   c. In brainstorming, did you come up with any new objectives (even though that wasn't the task)?

   d. Do you still feel that the needs and objectives you identified are the most important ones for your group to work on? If so, proceed to Step 3. If not, spend some time now revising your objectives and needs.

3. Consider the merits of different program activities (45 minutes).

   Screen the various program ideas against the following criteria (or use whatever criteria you think appropriate):

   a. Is the idea practical, considering the time involved, the space required, and necessary resources such as staff, materials, funding, etc.?

   b. Will the activity really lead to the stated outcome?

   c. Is the activity appropriate to the target group's ethnic, racial, or socioeconomic background?

   d. How will the activity affect other related groups or departments?

   e. Is the activity appropriate to the case study institution?

4. Select the program activities you want to implement (20 minutes).

   The attached chart may be helpful in selecting activities.

(continued)

5. <u>Write a description of what you plan to do and the rationale for selecting that method</u> (30 minutes).

Your rationale should focus on why your selected approach and activity are the best ones possible (e.g., to meet the need, given institutional considerations, etc.). You should use the Program Proposal Summary in drafting your description and rationale.

340

SELECTING PROGRAM ACTIVITIES

NEED:

OBJECTIVE(S):

CRITERIA

Possible program activities	Is it practical? (Time, space, staff, cost)	Will it lead to the stated outcome?	Is it appropriate to the population's background?	Will it have an impact on other related areas?	Other considerations

INTRODUCTORY READINGS IN PROGRAM EVALUATION

Kanter, Rosabeth Moss, and Louis A. Zucher. "Evaluating Alternatives and Alternative Valuing." Journal of Applied Behavioral Sciences 9 (1973): 381-97.

This article is the concluding statement of the issue's theme on alternative institutions. The authors propose that alternative institutions should not be evaluated according to traditional evaluation criteria of program effectiveness (such as economic efficiency). The book presents some alternative evaluation criteria that might be useful in evaluating women's programs (such as power sharing).

Morris, Lynn, Carol Fitz-Gibbon, and Marlene Henerson. Program Evaluation Kit. Beverly Hills, Calif.: Russell Sage Foundation, 1978.

Eight small paperback books comprise this kit, ranging from the general overview, Evaluator's Handbook, to specific topics such as How to Deal with Goals and Objectives and How to Calculate Statistics. According to the advertisements, this kit answers evaluation questions *procedurally* "as though it were a consultant called in to help you conduct your evaluation." Write to the address below to request information on the Program Evaluation Kit:

Sage Publications
P.O. Box 5024
Beverly Hills, CA 90210

Weiss, Carol H. Evaluation Research: Methods of Assessing Program Effectiveness. Englewood Cliffs, N.J.: Prentice-Hall, 1972. (Paperback, $5.95)

This is an excellent first book on evaluation. It uses lay terminology and is clearly and concisely written. The first three chapters are an excellent introduction to incorporating evaluation within your program, especially during program planning and formulating program goals. The chapter headings are as follows: 1. Introduction; 2. Purpose of Evaluation; 3. Formulating the Question and Measuring the Answer; 4. Design of the Evaluation; 5. The Turbulent Setting of the Action Program; 6. Utilization of Evaluation Results. There is a 16-page bibliography.

CONTENT OUTLINE: BUDGETING SESSION

I. Introduction

A. Review what is to be accomplished in this session (turning program statements into budgets and learning about the budgeting process)

B. Focus will be on the demystification of budgeting, which can be described as a "political process learned through experience"; there are no specialized techniques that can't be quickly learned

C. Consider who we are, what our backgrounds are, and what our experiences are with budgeting

D. Encourage questions at any point during the day's activities; overview materials for session

II. Overview of Some of the Various Approaches to Budgeting

A. Incremental

B. Zero-based

C. PPBS (Program Planning Budgeting System)

D. ETOB (Every Tub on Its Own Bottom)

E. KING (King's Decree)

F. SWGG (Squeaky Wheel Gets the Grease)

III. Types of Funds

A. Unrestricted funds

B. Restricted funds

C. Grants

1. Private
2. Business and industry
3. State
4. Federal

D. Reserves and discretionary funds

E. Hard money and soft money

IV. Sources of Funds or Funding Information

A. Tuition

B. Fees

C. Federal, state, and local funds

D. Trust funds

E. Gifts and donations

F. Information about possible funding sources for your budget can be gained through good relationships with institutional insiders

V. Budgetary Cycles

A. Helpful to have informational relationships for advance notice of budget submission cycles

B. Time frame

1. Calendar year
2. Fiscal year (1 July - 30 June)
3. Federal fiscal year (1 October - 30 September)
4. Academic year (1 September - 31 August)

C. Budget request submissions

1. Appropriate justification statement
2. Length and type of information
3. Fixed costs
4. Budget strategies
5. Formal organization and political organization (informal structure)

D. Budget allocation process

VI. Trends and Patterns of Institutional Allocations

A. Historical dimension

B. Organizational dimension

C. Political dimension

VII. Institutional Characteristics

354

VIII. Mission, Goals, and Objectives of Institutions

A. As one type of institutional characteristic

B. What they are

C. Where they can be found

D. How women's centers can use the stated mission, goals, and objectives of their institutions in formulating their budget requests (justification strategy)

IX. Developing a Program Budget

A. Identify goals, objectives, and activities (done in previous session)

B. Identify input/output measures

C. Consider priorities and alternatives

D. Translate program decisions into line items and program budgets

E. Develop justification strategy with emphasis on relating the needs of the center to the needs of the institution (importance of interrelating needs and goals; dimensions to consider)

INSTITUTIONAL PROFILE

Institutional Characteristics	General Location of Information
1. General Description of Institution: Type of institution; size of and characteristics of student body; physical size of institution; history or tradition of institution.	President's Office, Admissions, Registrar's and Public Affairs Office; college/university catalogs.
2. Geographical Setting of Institution: Rural or urban; ethnic background of local and surrounding communities; relationship between institution and community.	Public Affairs Office; college/university catalogs; local Chamber of Commerce.
3. Stated Mission, Goals, and Objectives of Institution	President's Office; college/university catalogs; budget documents; policy statements.
4. Governance Structure of Institution: Participants in decision-making process, e.g., students, faculty, staff; President/Chancellor; Board of Trustees.	President's Office, bylaws of institution; legislative acts (if public); trustee documents; policy statements.
5. Organizational Structure of Institution: See organizational chart.	President's Office, Public Affairs Office, Budget or Accounting Office; budget documents; annual reports.
6. Decision-Making Process and Budgetary Cycle	President's Office, Budget Office, Treasurer's Office; budgetary guidelines, manuals, memos, policy statements; experience and discussion with administrators.
7. Sources and Amounts of Funds: Tuition and fees; state allocations; federal and state grants; gifts and donations.	Budget, Accounting, Financial Planning Offices; budget and financial documents; college/university archives.
8. Allocation of Funds to Campus Units: Amount of funds allocated to campus units.	Same as #7.
9. Composition of Students, Faculty, and Staff: Number and sex composition for each category.	Institutional Research Office, Personnel Office, Affirmative Action Office; AAUP reports, federal and state reports.

BUDGET PREPARATION INSTRUCTIONS

In the sessions on program planning and development, you went through exercises in which you developed a program idea to respond to the identified need of a particular target population.

During this portion of the training, you will be working with others in your small group to:

- Translate that program information into a budgetary format
- Decide on an administrator at the case study institution to whom you will present your budget request
- Develop and refine your justification strategy
- Put the polishing touches on the budget request you will present in the simulation

Please take a few minutes to read through the following pages before you begin to work. Remembering and using the group roles from the program development sessions may assist you in moving more smoothly through your tasks.

Translating Program Approaches into Budgetary Terms

Now that you've determined what the objectives are for your program, and have developed a description and rationale, refer to your group's work to prepare statements for the first three sections on the Program Proposal Summary sheet.

When you have finished, use the budget development questions that follow to help you think through some of the costs that may be involved in your proposed program budget. How might you mesh the budget with (or add it to) those at the women's center in the case study with which you're working? Prepare a line item and program budget--using the form provided--and then a summary of these anticipated costs for the budget section on the Program Proposal Summary sheet.

Questions for Budget Development

Personnel Costs

Who will be doing the work--directly and indirectly (i.e., support staff)?

Will you shift or expand the time of existing staff? Hire new staff?

Will you involve consultants, an advisory board, workshop leaders, speakers, or other individuals?

How long will each staff woman work (number of hours, days)?

Will the staff be student or nonstudent workers?

Will they be salaried or volunteer?

Who should receive an honorarium, fee, or other financial support?

Note: If you're planning to have volunteers, don't forget to estimate their time and include what the cost would be if they were paid. This gives you and the administrator a view of the "real" (as opposed to the actual) cost of the program.

Other Costs

Where will the program be carried out?

Will you need to rent or pay in some way for space or custodial help?

What equipment and supplies will be needed?

Telephone
Paper and pencils, etc.
Photocopying and other duplicating
Typewriters
Desks and chairs
Other ______________________

Will you need to purchase books, cassettes, or films? Is renting them a possibility?

Will you be developing or using audiovisual materials? If so, what are the costs and equipment involved?

What printing and mailing expenses might be involved? (Brochures or mailings advertising the program/service; reports, pamphlets, materials that might be produced and distributed as a result of the program)

Once you have projected and detailed these basic costs, you can begin working on the line item Program Budget Form provided. Use a scratch copy now. When your figuring is done, summarize the appropriate cost information for your program in the fourth section on the Program Proposal Summary sheet. Prepare three final copies of both the project summary sheet and the budget form for the simulation: one set for the administrator, one set for your small group, and one set for the trainer who will act as process observer.

To Which Administrator Will You Present Your Request?

Refer to the case study with which you are working and consider the following questions:

- Given the major divisions of the university/college, what is the logical place to look for funding of the program you have planned and budgeted?
- How does that fit with the current funding source(s) for the center? With past funding source(s)?

- Given what you've learned regarding the formal and the political organization of higher education institutions, what is the likely title/position of an administrator to whom you would present your request? Decide on this now, so that you can tell the administrator at the start of the simulation session.

Refining Your Justification Statement and Strategy

Use the following questions to help you refine your justification statement and strategy:

- Can you demonstrate the needs that your program is intended to meet? Review them briefly among yourselves.

- Can you present concisely and coherently reasons why your women's center should be funded to conduct the program or provide the service you propose?

- What are the arguments likely to be that some other office on campus can do this? How would you counter such arguments?

- Could you describe for an administrator any alternative approaches to conducting the program you propose? Can you explain why you decided on your particular proposal? Try it among yourselves.

- If asked, could you describe for an administrator your rationale for the program costs?

- What cost cuts could you absorb and still conduct the program? What items are you willing to negotiate? What's the "bottom line"?

- Can you show the relationship between the needs of the target population/women's center and the stated mission, goals, and objectives of the institution? Review this briefly among yourselves.

WOMEN'S CENTER

PROGRAM PROPOSAL SUMMARY

I. NEED/PROBLEM:

II. PROGRAM OBJECTIVES:

III. PROGRAM ACTIVITIES:

IV. PROGRAM BUDGET:

PROGRAM BUDGET FORM

FISCAL YEAR: ____________

Personnel Position:	Hourly Rate or Annual Salary	Projected Hours or % of Time	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	LINE ITEM TOTALS
1 ______	$ ______	______	$ ______	$ ______	$ ______	$ ______	$ ______	$ ______
2 ______	______	______	______	______	______	______	______	______
3 ______	______	______	______	______	______	______	______	______
4 ______	______	______	______	______	______	______	______	______
5 ______	______	______	______	______	______	______	______	______
	TOTAL PERSONNEL	______	______	______	______	______	______	______
Supplies			______	______	______	______	______	______
Duplication			______	______	______	______	______	______
Postage			______	______	______	______	______	______
Telephone								
Mo. Rate: ______ x 12 = $ ______			______	______	______	______	______	______
Tolls: /mo. x 12 = ______			______	______	______	______	______	______
Other: ______			______	______	______	______	______	______
Total Telephone: $ ______			______	______	______	______	______	______
Miscellaneous:			______	______	______	______	______	______
			______	______	______	______	______	______
			______	______	______	______	______	______
	PROGRAM TOTALS:		$ ______	$ ______	$ ______	$ ______	$ ______	$ ______

POLISHING TOUCHES/FINAL CONSIDERATIONS

Use the following checklist to make sure your group is ready to present your program and budget to the administrator tomorrow morning.

- [ ] Readable copy of Program Proposal Summary sheet, prepared for the administrator
- [ ] Copies of same for group members' reference in the simulation
- [ ] Copy of same for the trainer/process observer
- [ ] Accurately figured and readable copy of line item Program Budget Form prepared for the administrator
- [ ] Copy of same for group reference in the simulation
- [ ] Copy of same for the trainer/process observer
- [ ] Decision made on the position/title of the administrator from the case study institution whom you will approach
- [ ] Decision made as to who will make the presentation for the group in the simulation (What part/role will each member of the group take?)

BUDGETING TERMS: A BRIEF GLOSSARY

Academic Support Program	A support program consisting of those program elements that *directly assist the academic functions* of the institution.
Allocation of Resources	The process of assigning personnel, materials, equipment, and space to specific programs.
Allotment	An authorization to spend or obligate a fixed sum of money during a specified period of time or for a specific purpose.
Appropriation	A sum of money authorized by a state legislature to a state higher education institution.
Auxiliary Enterprises	Activities that exist to furnish a service to students, faculty, or staff and that charge fees directly related to, although not necessarily equal to, the cost of the service. The general public or community may be served incidentally in some auxiliary enterprises, for example, residence halls, food services, student stores, athletics, parking lots, garages.
Budget	A statement of proposed expenditures for a fixed period or for a specific project or program and the proposed means of financing those expenditures.
Continuing versus One-Time Needs	Continuing needs are of a recurring nature, such as personnel, space, and equipment over a long period of time. One-time needs are of a nonrecurring nature, such as a special study or grant.
Continuing versus One-Time Resources	Continuing resources are of a recurring nature, such as student fees. One-time resources are nonrecurring in nature, such as special purpose grants.
Cost Analysis	The determination of unit costs for programs, activities, processes, etc. It takes into consideration the resources directly and indirectly used in the endeavor being analyzed. "Unit costs" implies the use of an output indicator or criteria used to assess the expense involved in accomplishment of a particular activity (e.g., degrees awarded), in providing educational and other services (e.g., full-time equivalents [FTEs] and student contact hours), and in reviewing expense ratio relationships like cost per square foot.

Costs	The expenses of a program unit or activity or its resource utilization, expressed in dollars and cents.
Current Expenditures	Expenditures made from current funds.
Current Funds	The funds that are available for current operations of the institution.
Current Operating Budget	A plan of how current income and expenses will be acquired and utilized to support the educational plan of an institution. The current operating budget is generally for a one- or two-year period and is detailed in nature.
Current Restricted Funds	The funds available for current operations only in compliance with the restrictions specified by the contributor or grantor.
Designated Funds	Funds designated by the institution's administration or governing board for specific current purposes, as contrasted with those funds restricted by donors or sponsoring agencies.
Direct Allocation	A method for apportioning the costs of support to primary programs based on the premise that all support programs contribute directly and exclusively to the primary programs. In the direct allocation process, costs associated with support programs are not allocated through other intermediate units or programs.
Effectiveness	The degree to which a stated objective or goal is achieved.
Encumbrances	Obligations incurred in the form of orders, contracts, and similar items will become payable when goods are delivered or services rendered. The term is synonymous with commitments.
Endowment Funds	Funds that are to be invested, with only the investment *income* that is generated available for operation or other expenses. The *capital* initially invested remains intact or untouched.
Evaluation	A systematic process for screening or estimating the effectiveness of a particular program or program component. Evaluation of programs is based on a comparison of actual results with planned results or objectives.

Expenditures	The costs of goods delivered or services rendered, whether actually paid or still unpaid, for the operation of the institution or for additions to its plant.
Federal Grant	Receipts from the federal government, which are deposited in noncommercial rotating funds and other operating funds.
Financial Plan	One of the three major components of the institutional plan. The financial plan is a document that outlines how financial resources will be obtained and utilized to fulfill the objectives of the educational plan and the capital plan.
Fiscal Year	A twelve-month period that is not based on a calendar year. For example, a fiscal year often starts on July 1 and terminates on June 30 of the following year. Some colleges have a fiscal year from September 1 to August 31. Fiscal years are always referred to by the calendar year in which the fiscal year ends. For example, 1978-79 is referred to as Fiscal Year (FY) '79.
Fixed Charges	Known, generally stable, recurring expenditures such as rent, insurance premiums, and contributions to employee retirement plans.
Forecasting	Calculating or predicting some future event or condition, e.g., anticipated income and expenditures, through rational study and analysis of available pertinent data.
Full-Time Equivalent (FTE)	The equivalent of one person who is deemed to be carrying a full load or having a full-time appointment in terms of institutionally agreed-upon conventions for converting numbers of specific individuals (students or employees) to equivalent numbers of full-time people.
Goals	The end results desired for a program, organizational unit, or institution. Goals are generally set for long periods of time (e.g., several years). Goals and objectives are often used interchangeably; however, they differ in terms of their time frame, measurability, and sequence. Goals are long-term and the end result; objectives are short-term and are steps in the direction of attaining a goal.
Governmental Appropriations	All appropriations made by the state, city, or federal government. If any appropriations are earmarked for research or public service, they will be shown under the appropriate category.

Governmental Grants or Contracts — Amounts received from any governmental unit either as grants or for the performance of a specific contract. These amounts may be for training, research, public service, or student aid, and will be shown under the appropriate section.

Incremental Budgeting — Developing budgets by adding incremental dollars to the last base period (generally last year's budget).

Institutional Plan — A comprehensive document that outlines the Educational Plan, the Capital Plan, and the Financial Plan for the institution. State institutions of higher education usually have an institutional plan on file in the office of the Board of Regents or a comparable governing group.

Line Item — A classification of income and expenditures by object code. For example:

090 = tuition income
100 = salary expenses

The numerical designators of the line item classification code will vary from institution to institution.

Line Item Budgeting — A budget method in which allotments are based on line items, e.g., salaries, supplies, equipment, etc.

Mission — The tasks or functions to be performed by an educational institution. That is, for what purpose does the institution exist in the areas of instruction, research, public service, etc.?

Objectives — The measurable attainments or desired results set for administrative units or programs over a short period of time (e.g., one year). Objectives are generally regarded as progressive steps toward a goal. Thus, a series of objectives should lead to one's goal. The requirements of a written objective are as follows:

1. It must be related to a goal.
2. It must be measurable or observable.
3. It must specify the method of measurement and criteria for evaluation.
4. It must state the time period for achievement.

Operating Expenses — Charges incurred, whether paid or unpaid, for operation, maintenance, interest, and other charges for operating purposes, during a fiscal period.

Plar — A course of action. A statement of the systematic program to be used to reach a goal or objective. A plan displays the interrelationship between goals and the availability of resources to meet those goals. Plans are visible results of the planning process. Plans are referred to as short-range or long-range.

Planning — A management process that attempts to predetermine a course of action. The planning process is characterized by a systematic consideration of goals and objectives, priorities and alternatives, identification of programs, calculation and allocation of resources, and evaluation. Planning is a continuous process and should not be categorized as either short-range or long-range.

Policy — A premise or statement, generally broad in nature, used to guide and determine present and future administrative decisions.

Priorities — The relative importance of specific activities related to the achievement of goals and objectives.

Procedure — A particular way of doing things. A series of steps followed in a regular, definite order.

Program — A group of related resources (i.e., fiscal and human) used to achieve a goal or objective. Programs are set for the output to be realized, the activities to be carried on, and the resources to be consumed over a given period of time.

Program Analysis — The systematic examination and comparison of alternative courses of action with regard to their cost and effectiveness, to illuminate the implications of each alternative as a basis for an informed decision. Program analysis as applied to specific programs is a cost-effectiveness analysis.

Program Budgeting — A financial plan that involves a systematic consideration of the following:

1. The establishment of goals and objectives for programs for specific outputs
2. The analysis of programs and the selection of alternatives and priorities
3. A systematic consideration of the management of total resources

(continued)

Program Budgeting (continued)	4. The conversion of priority programs into dollars and cents, with a commitment for a specific period of time, e.g., one or two years 5. The establishment of a program management system to monitor and evaluate programs; programs are constantly evaluated to ascertain the relationship of goals and objectives to actual results
Program Budgets	Budgets expressed in terms of programs--as contrasted with cost centers, administrative units, or line items.
Program Evaluation	A systematic process for determining the effectiveness of a particular program or program component. Evaluation of programs is based on a comparison of actual results with planned goals and objectives.
Program Management	The supervision and coordination of programs.
Program Measures	The quantitative indicators of resource utilization, activities, and outputs associated with a program element.
Purposes	Analogous to mission. What does the educational institution exist for? What does it propose to do? Why does it exist?
Reserves	Monies set aside in the budgeting process. Reserves are of two types: (1) general purposes, such as safety or contingency; and (2) specified purposes, e.g., new programs, equipment replacement, salary increases.
Resources	Personnel, space, materials (operating support services), and equipment. Before budget decisions can be made, resources must be converted into dollars and cents.
Restricted Funds	Funds that are restricted by outside agencies, funding sources, or donating persons with regard to use. They may be compared or contrasted with monies over which institutional decision makers have more control or complete control, and freedom of use.
Selection Criteria	Bases for judging the merits of alternative courses of action.

Services to the Public	Those educational activities of the institution that are neither instruction nor research as defined, and that primarily serve a clientele other than the institution's own staff and degree-credit students.
Sources of Income	The term used to designate one or another of the types of revenue usually available to an educational institution.
Supplies and Expenses	All operational expenses other than salaries and wages.
Transfer	Movement of monies (cash or appropriation authority) between or among funds and/or items of appropriation.
Unallocated Appropriation	A portion of an appropriation not assigned during the allotment process, or not expended during a given fiscal period.
Unallocated Balance of Unrestricted Current Funds	That part of the balance of unrestricted current funds that has not been set aside for a specific purpose. It is the free and unassigned balance of such funds available for allocation to future operating purposes, or for other uses as designated by the governing board. It is synonymous with the term "surplus" in commercial accounting, which is inappropriate in institutional accounting. See also "Reserves."
Zero-Based Budgeting	Involves the elimination of the prior budget base and the development of a new budget based on new priorities and alternatives.

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CONTENT OUTLINE: COMMUNICATION SKILLS

I. Persuasive Interview

   A. Interview preparation

      1. The persuasive interview

         a. Reciprocal

         b. Asymmetrical power situation

      2. Elements of interview strategy

         a. Analysis of the administrator (persuadee)

         b. Preparation of information

         c. Analysis of interview setting and situation

         d. Formulation of strategy for persuasion

   B. Analysis of administrator

      1. General characteristics

      2. Values

      3. Interests

      4. Current situation

      5. Knowledge about women's issues and women's centers

   C. Sources of information

      1. Secretary

      2. Other funded programs

      3. Other administrators

      4. Campus newspaper

      5. Student government offices

      6. Sympathetic faculty

      7. Institutional data

      8. Public relations office

   D. Care in using information

      1. Amount of information limited

      2. Type of information--subjective and therefore less important than one's own experience

   E. Preparation

      1. Use background information in determining emphasis and style in presentation

      2. Know amount of time available for meeting

      3. Consider setting for meeting

4. Set objectives for meeting
5. Be prepared to listen and to find an ally

II. Effective Communication

A. Defensive and supportive climates
1. Behaviors that characterize or elicit supportive communication
2. Behaviors that characterize or elicit defensive communication
3. Producing supportive climate rather than defensive climate

B. Personal strengths and weaknesses in the persuasive interview setting

INTERVIEW PREPARATION EXERCISE

As the staff of the women's center described in your case study, you must design an interview strategy for your meeting with an administrator. Your strategy should include:

1. Statement of specific objectives for the interview.

   What do you hope to accomplish? Think about the minimum concession you're willing to settle for. (For example, is your bottom line $5,000, friendly advice, or support for the basic idea?)

2. Statement of the specific types of information related to your program presentation that you should have prior to the interview.

   This might include things such as who supports or opposes the idea, how the program has impact on or fits in with existing campus programs, and a strong rationale for selecting this particular approach to meeting the need.

3. Description of the best person(s) to represent the center in the interview.

   Which members of your case study women's center would you send to the meeting? Would you seek anyone from outside the center to support your case in the meeting?

4. Description of the order in which you would prefer to discuss items in your proposal, with a justification for that proposed order.

   How do you want the meeting to flow? What points or information do you want to highlight?

5. Breakdown of the information about the administrator that you would like to obtain prior to the interview.

   From the workshop facilitators, you can obtain information on your administrator's age, sex, academic interests, and position. (Your choice of position must be based on the case study.)

DEFENSIVE AND SUPPORTIVE COMMUNICATION

DEFENSIVE COMMUNICATION

A. How you appear to others

1. Evaluative: you seem to be judging the other person and her or his ideas.

2. Superior: you seem to communicate that you are superior to or have more power than the other person, and that you are going to dominate.

3. Impersonal: you seem to convey detachment, aloofness, and coldness.

4. Self-centered: you seem to value yourself and your ideas more than you value the other person and his or her ideas.

5. Calculated: you seem to have some hidden motivation or game plan for the conversation, and your responses appear programmed.

6. Inflexible: you seem to be unwilling to deviate from your position and views, and expect the other person to conform to you.

B. Specific communication behaviors

1. Statements of criticism that degrade the ideas of the other person.

2. Statements and nonverbal acts that indicate your status (remaining behind your desk when others enter, for example).

3. Verbal and nonverbal acts that are cold and that treat the other person as an object.

4. Large proportion of "I" statements.

5. Statements that seem "rehearsed" or delivered regardless of what the other person has just said or done.

6. Repetition of your own position and statements that announces your unwillingness to change.

SUPPORTIVE COMMUNICATION

A. How you appear to others

1. Descriptive: you seem to be seeking clarification of issues without passing judgment.

2. Egalitarian: you seem to communicate that the other person is as important as you are, and that you are willing to cooperate.

B. Specific communication behaviors

1. Questions about the other person's ideas and descriptive statements about your own ideas

2. Statements and nonverbal acts that communicate to the other person that her or his ideas are valued.

(continued)

SUPPORTIVE COMMUNICATION

A. How you appear to others

3. Personal: you seem to show concern and warmth for the other person and to be involved with that person and her or his ideas.

4. Other-centered: you seem to be oriented toward the other person in an attempt to understand.

5. Spontaneous: you seem to respond freely without any strategies.

6. Provisional: you seem to be open to changing your opinion, to entertaining new points of view.

B. Specific communication behaviors

3. Verbal and nonverbal acts that are warm and friendly, and that define the other as a unique person.

4. Questions and statements that focus on the other person's ideas and needs.

5. Statements that "just come to mind" as you're talking and that are directly related to preceding questions or statements.

6. Statements that qualify your position, that integrate into your perspective what the other person has said, and that represen the best ideas the two (or more) of you can come up with.

PROGRAM PRESENTATION ROLE PLAY

Role: WOMEN'S CENTER REPRESENTATIVE

Your goal is to get support for the program you've developed this week. Throughout the interview, strive to keep defensiveness to a minimum, both verbally and nonverbally. Attempt to keep the communication channels open. Try to make the administrator understand the need for the program. Be especially careful not to attack the viewpoints of the administrator.

Role: ADMINISTRATOR

You are a college administrator. You have a number of serious reservations about an expanded women's center on your campus, and you snould question the woman you are talking with on most of the issues she raises. Be firm. Do not commit yourself to anything. Suggest that the chances of expanding the Women's Center are not very good at this time. You are not very well informed on women's issues generally, but try to give the impression that you sympathize. Be somewhat aloof. Try to sound a bit patronizing.

Role: OBSERVER

Write down as many observations as possible about the persons you're observing. Write down specific verbal and nonverbal communications that seem to be encouraging either a supportive climate or a defensive climate. The checklist may help you focus your observations.

At the end of the role play, ask the administrator and women's center representatives to describe the points at which they felt (1) defensive in response to something said or done, or (2) particularly successful at fielding a question or comment from the other side. Then share your observations.

OBSERVER'S CHECKLIST

Supportive Behaviors	First Representative	Second Representative	In response to:
Asks clarifying questions about ideas or concerns			
Leans forward, nods, keeps eye contact (other nonverbal behavior indicating interest)			
Refers to administrator's ideas in describing plans			
Integrates administrator's concerns into her presentation			
Smiles			
Appears casual and spontaneous in speech			
Expresses concern, appreciation			
Indicates importance of other's ideas			
Asks for help			
Summarizes discussion; keeps focus clear			
Defensive Behaviors			
Makes a lot of "I" statements			
Criticizes ideas of others			
Defers to others			
Avoids eye contact			
Interrupts			
Responds with "set pieces"--does not respond to what's been said or asked			
Repeats position without incorporating new information			

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STALLS/DODGES/PLOYS AND REAL-LIFE ADMINISTRATIVE ROLE REACTIONS

(Administrators may display one or more of the following behaviors.)

1. Shows up late but ends the meeting on time, thereby cutting discussion/negotiation time.
2. Filibusters or tells stories.
3. Avoids closure in the meeting.
4. Appears condescending; may not take the person/group seriously.
5. Forces person/group to break the prepared order of the presentation, thereby confusing them.
6. Focuses on the issue of its being a tough year financially for the institution, instead of focusing on your program.
7. Gives you the "bootstrap" routine. Don't assume that women administrators will necessarily be supportive.
8. Overloads you with new ideas related to what you're presenting, or turns meeting into a brainstorming session.
9. Sends you back to hook up/collaborate with other groups, which may or may not be supportive of what you're doing.
10. Requires faculty support.
11. Immediately and totally invalidates your ideas.
12. Gives you the "They tried that at the University/College of X and it didn't work there" response.
13. Agrees verbally to everything, but will be committed to nothing.
14. Plays on the isolation of the women's center, setting it up for other groups on campus to view as an adversary.
15. Uses the "pendulum went too far" technique (i.e., "That was okay for the sixties, but . . . ").
16. Says, "Given my situation, where would *you* cut?" or "What would *you* do if you were in my position?"
17. Says, "All these other groups are asking me for money, too, and I've had to say no to them. How can I say yes to your request?"
18. Contradicts your expectations/assumptions by responding supportively, not in an adversary way.
19. Gives you the "You don't understand the position I'm in politically--now's not the time" response.
20. Plays the "numbers game" (i.e., "How many people would really use this service/program if I fund it?"). Uses absence of statistics on use as an excuse *not* to provide funding, or demands statistics on use prior to funding.
21. Requires proof that there is a problem; says, "Prove to me it's *my* problem as an administrator."
22. Says, "But I already fund so-and-so to do that and they haven't gotten any complaints regarding their program/service. How can there be a need for what you're proposing?"

FEEDBACK AND PROCESSING QUESTIONS FOR THE SIMULATION

Administrators and observers may find the following questions helpful in giving feedback to participants.

Proposal Content

1. What, from your perspective, was(were) the strongest component(s) of the proposal, and why?

   a. Rationale/justification
   b. Documentation of need
   c. Goals
   d. Activities
   e. Budget

2. What, from your perspective, was(were) the weakest component(s), and why?

   a. Rationale/justification
   b. Documentation of need
   c. Goals
   d. Activities
   e. Budget

3. To what extent was the proposal presentation aimed at your interests, knowledge, and concerns? (For example, did the presenters spend too much time covering things you already knew? Did they make assumptions that you knew things that you didn't know?)

4. Overall, to which aspects of the proposal did you find yourself responding most favorably?

5. Can you think of any changes in the content of the proposal that would have increased your desire to provide funding? What are they?

Communication/Style of Presenting

1. At what points were the presenters successful in eliciting a supportive response from you? What caused that response? Be specific.

2. At what points did the presenters' behavior elicit a sense of being pressured too much, or feelings of defensiveness on your part?

3. Were there times when the presenters were particularly persuasive? When?

4. Were there times when the presenters seemed defensive about their proposal? When?

5. Were there times when the presenters were not very persuasive? When?

(continued)

6. What seemed to be the overall communication strengths of the presenters? For example:

   a. Creating a good atmosphere for discussion
   b. Conducting introductions and casual conversation
   c. Clarifying purposes of the meeting
   d. Stating the case
   e. Responding to questions
   f. Clarifying meaning of administrator's statements
   g. Negotiation changes/possibilities
   h. Bringing meeting to closure

7. On which communication skills do you think the presenters could use more practice?

8. Did you think that the group worked together effectively?

Administrators may find the following questions helpful in assessing their own behavior.

1. How realistic do you think your behavior was for this type of meeting?

2. Did you do some things to make it tough on the participants?

3. What tone did you attempt to create in the meeting?

4. Were you aware of doing some things to put the presenters at their ease?

5. Are you aware of any ways you operated in this meeting that were consistent with--or different from--the approach you would normally use with programs/departments at this type of meeting?

FEEDBACK AND PROCESSING QUESTIONS FOR THE SIMULATION

Presenters may find the following questions helpful in commenting on an administrator's behavior.

1. How would you describe the administrator's initial attitude toward you/your group?

2. What did she or he do that conveyed that attitude?

3. Did this attitude change? If so, how? At what points? Can you relate the change to something you said or did?

4. Were there aspects of the administrator's behavior that made you uncomfortable? If so, what were they?

5. Were there things that the administrator said or did that made you feel more at ease?

6. What changes in the administrator's behavior would have made the meeting easier for you?

7. Were there elements of the administrator's behavior that seemed unrealistic to you? If so, what are they?

Presenters may find the following questions helpful in reviewing their group's effectiveness.

Proposal Content

1. As you came into the meeting, what aspects of your proposal did you feel best able to defend?

2. What aspects of the proposal did you feel were shakiest?

3. Which of the administrator's questions were difficult for you? Why?

Communication/Style of Presentation

1. If the meeting were broken down into the following components, which do you feel you handled most effectively?

   a. Creating a good atmosphere for discussion
   b. Conducting introductions and casual conversation
   c. Clarifying purposes of the meeting
   d. Stating the case
   e. Responding to questions
   f. Clarifying meaning of administrator's statements
   g. Negotiating changes/possibilities
   h. Bringing meeting to closure

(continued)

2. Which of the above do you feel you were not able to handle effectively? Why? What made it more difficult?

3. Were you aware of any problems in the communication patterns, style, interactions?

4. How would you describe the tone or style you tried to maintain in the meeting?

Overall

Based on this experience, if you were to make your presentation again, what changes would you make?

TOPICS FOR SEMINAR ON ADMINISTRATIVE DECISION MAKING

1. The importance of women's centers' having some awareness and understanding of administrators' needs and institutions' current political and budgetary context

2. The sometimes mistaken assumption of an adversary relationship, or how to recognize support when it's offered

3. The importance of recognizing the specific political situation and risks administrators are faced with; of looking for common ground, links between your thinking/concerns and theirs; of demonstrating mutual interest as well as self-interest in addressing an issue

4. What is "said" versus what is "communicated" (body language, tone, political concerns alluded to, etc.)

5. The current realities or issues facing higher education institutions, and their impact on the intent and efforts of women's centers

6. The inappropriateness of the "moral righteousness ought to be enough" attitude on the part of women's groups

7. What values administrators have that move or incline them to respond as they do in their jobs, in negotiating program budgets, etc.

8. The value of learning to look at the larger picture, to think about long-term considerations for women's programs, particularly in response to issues your own institution is facing

9. The importance of women's centers' learning to think in terms of the "fit" between a proposed program budget and the scope or portion of the problem to be addressed; the tendency for women's groups not to be very ambitious fiscally

10. In situations when a female administrator holds views different from her male colleagues, attributing that difference to her sex rather than to the values/principles behind what's presented; how this can feed into condescending attitudes and behavior toward women administrators by colleagues as well as by women who staff centers

11. The need for women's centers and their staffs to take themselves seriously; to be professional and present that image; the issue of effectiveness versus manipulation

12. The importance of knowing how to follow up when you think you have made a presentation; one meeting generally can't make or break you

13. Knowing how to deal with an administrator who is truly opposed to what you want to do

14. Knowing how to follow up effectively on a meeting in which support (fiscal or otherwise) has been offered

APPENDIX A

EFFECTIVENESS OF THE NATIONAL WOMEN'S CENTERS TRAINING PROJECT: A TWO-YEAR FOLLOW-UP STUDY

Pat Source, Project Evaluator

The National Women's Centers Training Project (NWCTP) conducted its first training week in the spring of 1977, when women's centers' staffs, predominantly from the Northeast, attended one of the five weeks of training offered at the University of Massachusetts in Amherst. Seventy women were trained, representing twenty-three women's centers. During the 1978-79 year, the NWCTP decided to evaluate the long-term effectiveness of the training program by investigating its impact on the women's centers and on the individuals trained two years previously (1976-77). This report presents a summary of the results of the two-year follow-up survey.

METHOD

Of the 23 centers represented, 18 were not affiliated with the University of Massachusetts at Amherst. These 18 comprised the sample of centers that were surveyed.* Of those, 12 centers were eventually contacted; of the remaining 6 centers, 3 were defunct and 3 others were unreachable.

The surveys were conducted in a 30-minute telephone interview, during which a questionnaire was administered. The questionnaire addressed three major topics:

- The effect of the training on the center
- The extent to which changes in the center during the last two years related to the training
- The personal benefits of the training for the participants

*The University of Massachusetts, Amherst campus, has five women's centers: Everywoman's Center, Lesbian Union, and three student-run residential area women's centers.

SAMPLE

Fifteen women were interviewed in all. Eight of these women had participated in the training and were still working at their centers. Five of them were nonstudent directors of their centers. One was a nonstudent program coordinator, one was a faculty advisor, and one was a student member. All planned to stay at their centers, except for the student member, who was to graduate soon, and one director, who was taking a job at a women's program in another city.

Three of the fifteen women interviewed were trained but were not currently working at women's centers. Two had left at the end of their graduate programs and moved to other cities to take jobs. The third woman left her center because money for her position (nonstudent director) was discontinued. However, she was still in contact with the center's staff and may have been rehired as director when funding for the position was restored.

The last 4 of the 15 women interviewed were not trained two years ago, but were working at centers that had some trained staff members. Two of them were working at the center when staff members attended the training. They were able to comment on the effects of the training on the participants and on the center. One respondent reported that she was present when the other staff members were trained, but that these women had graduated and left the center soon after the training. She concluded that, in their case, the center did not really benefit from the training. The last person interviewed indicated that the center had no institutional memory regarding the training program: the women currently working at the center did not know that anyone from their center had been trained, and there were no records that would so indicate.

One conclusion that becomes apparent from these data is that nonstudent directors or faculty tend to stay affiliated with their centers, as reported by these respondents.

EFFECTS OF THE TRAINING ON THE CENTER

Information Sharing

Almost all participants (12 of 15) reported that they made an effort to share the information or skills from the training program with other center staff members. However, one respondent said she did not share the information because her entire staff had been trained. Most of the respondents indicated that they shared the information informally, usually through staff meetings, whenever problems came up that they had been trained to handle. However, some women conducted more formal workshops for training their staffs, using materials from the NWCTP. One woman noted that at the time she attended the training she had been planning to establish a women's center at her college, and that many of the ideas from the training were adapted in designing the center.

Nine of the fifteen respondents said they shared the training materials with their staffs. The materials covering program development, budgeting, and communication skills were most frequently used. Only six of the respondents knew that printed booklets outlining program development and budgeting were currently available.

General Benefits of the Training

Eleven of the fifteen respondents reported obvious benefits of the training for their centers. The most frequently stated benefit was that it provided the trainees with a good perspective on the political process of their college or university, especially regarding budget negotiation. One woman said that it helped her "realize the need for political awareness--to become a part of the institutional governing body." Others stated that they realized the importance of keeping orderly records for budget negotiations.

Another frequently stated benefit was an improved ability to work with administrators. One respondent stated that the training helped her "work with administrators as allies rather than adversaries." She went on to state that her "offensive style" had been changed by the training, and that she was able to secure increased funding for an important staff position.

That the training helped set directions or goals for the center was a third frequently mentioned outcome. One woman reported that before the training, "Everyone was floundering around, saying, 'What are we supposed to be doing?' or 'How can we best use our resources?'" Although the training did not advocate specific goals, the process of developing goals within a group was considered useful.

Another benefit frequently noted was that the training facilitated staff communication and cooperation by focusing on leadership and power issues that were often disregarded or overlooked in their groups. Individuals noted that the training enabled them to raise these issues with greater clarity.

Of the three centers that reported no benefit from the training, two indicated that the women who were trained left the center shortly after they returned from the training sessions. One respondent who had not been trained said, "We realize now that all that stuff should have been recorded in stone, because it is really hard to pass that stuff along."

Specific Changes Attributed to the Training

The ten respondents who commented on the changes that occurred in their women's centers were asked to identify the most significant change that had occurred in the two years between 1976-77 and 1978-79. They were also asked to indicate whether the change occurred as a direct result of the training or as an indirect result, or whether it was unrelated to the training. Changes that were reported to be "directly" related to the training program were the following:

- Getting organizational issues clarified
- Obtaining CETA funds for the center
- Greater staff commitment to women's issues in a hostile university atmosphere

Changes that were reported as "indirectly" related to the training program were the following:

- Increase in the director's (participant's) self-confidence
- Examination of the center's long-term goals
- Staff confidence that they could handle change as a result of their positive self-evaluation
- Definition of preferred target groups for programs
- Review of organizational self-identity, or what kind of center they were

Then eight respondents (seven of whom were trained and still at their centers, plus one who was not trained) were read a list of 13 types of changes that their centers could have experienced. Respondents were asked if a given change had occurred in their centers between 1976-77 and 1978-79, and whether it was a direct result of the training or an indirect result, or whether the change was unrelated to the training.

Table 1 on the following page presents the number of respondents who felt the improvement in their centers was either a direct or an indirect result of the training. In addition, some specific comments are included which are indicative of the specific type of impact the training had on the center.

The training was reported to have the greatest impact on centers with regard to issues of setting goals for the center, establishing an organizational structure, program development, budget negotiations, and collaboration with administrators.

Personal Effects of the Training on Participants

The 11 respondents who were trained reported a total of 18 different personal benefits that they derived from the training. The ten most frequently reported benefits, along with the number of respondents who reported them, are presented in Table 2 on page 356.

When asked whether their role in the center changed as a result of the training, three out of nine participants said that it had.* One woman reported that she was able to expand in certain ways because others took some responsibility. Another said that her history and experience in the center, along with the training, allowed her to be seen as a person who could resolve conflicts.

When asked whether they had used the skills from the training program in other aspects of their life or work, all participants interviewed reported that they had. A number of women mentioned that the training helped them to develop programs for other organizations in which they were involved. Others noted that it helped them in writing grant proposals.

*Of the 11 respondents who had been trained, only 9 remained at their centers long enough for this question to be pertinent.

TABLE 1

CHANGES IN CENTERS RELATED TO THE TRAINING

Change	Number of Centers That Related Change to Training*	Specific Impact of the Training
Goals of the center	5	Let center look more closely at institutional demands; provided them with a system to state them.
Primary users of programs	3	Helped them pinpoint target populations for their programs.
Organizational structure of the center	5	Concepts of accountability, external hierarchical needs, and information sharing were important.
How issues of power and leadership are handled	3	Helped articulate these problems.
How to develop programs	4	Helped by putting institutional concerns into framework; center now sets goals first, does needs assessment more often.
Types of programs	2	Programs based more on needs assessment; greater focus on outreach.
Size of staff	1	How to facilitate staff's work.
Paid staff	2	
How staffing problems are perceived or handled	2	Awareness of ways the center's structure contributes to staff members' work and performance; importance of follow-up.
Collaboration and cooperation among staff	3	Greater awareness of this need; communication is much more structured.
Size of budget	4	Budget negotiation hints helped a center obtain an additional $10,000; center has now set up a specific committee to handle budget work; has better justification for budget increases.
Administrative support	0	
Collaboration with administrators	4	Heightened awareness; gave staff communication skills; evaluated how to deal with these tasks.

*N = 8.

TABLE 2

PERSONAL BENEFITS PARTICIPANTS DERIVED FROM THE TRAINING PROGRAM

Benefit	Number of Respondents Who Reported It
Affirmation of existing skills	6
Increase in self-esteem	5
Provided them with a sense of collective struggle	4
Application of skills to other programs	3
Trainers were seen as role models	3
Enhanced ability to deal with administrators	3
Enhanced professional development	2
Gained respect for being more organized	2
Enhanced ability to deal with groups of people	2
Obtained support for their roles in center	2

Additional Comments

After the structured questionnaire was administered, we asked the participants if they had any additional comments regarding the training program. Below are some representative comments.

- "I don't know where I would have been without the training."
- "I would like to see the training available every other year, because of student turnover."
- "I felt that they [the trainers] gave us the feeling that we could *do* things; that we could change things; that we didn't have to feel limited. It was encouraging."
- "It was a great program."
- "The training gave me a big personal boost."

SUMMARY AND CONCLUSIONS

The National Women's Centers Training Project seems to be an effective program for women's centers that have a stable (nonstudent) staff. Student and staff turnover seems to be the major barrier to the long-term effectiveness of the training program for the centers. On the other hand, the program is very effective on a personal level for all participants involved. Participants reported enhanced self-esteem and self-confidence. In addition, they reported that their skills in dealing with groups of people and authority figures in a business setting were sharpened. Those types of skills were often applicable in other aspects of their lives and work, especially with other groups in which they were involved. We can conclude that the training program has long-lasting personal benefits for all participants involved, and that those benefits also work for the women's centers--as long as the trained women remain on staff.

APPENDIX B

EVOLUTION OF AN ALTERNATIVE: THE FIRST THREE YEARS, A HERSTORY

INTRODUCTION

The herstory* of Everywoman's Center is the story of how a special program for women, which practices and teaches cooperation, egalitarianism, and support, evolved within a traditional university hierarchy.

The description of our *programs* reflects our assessment of women's needs. The description of the *processes* that are central to the center and its programs--planning, decision making, and implementation--should indicate the union of means and ends that we find essential to our work. Finally, the *administrative details* of how we handle salaries, fees, staffing, etc., provide information important to assessing the feasibility of the center.

This information is presented in ten sections. The first section, "Preherstory," describes the early women's movement in our area and how it led to the creation of Everywoman's Center. This section was drafted by several staff members, using old files containing memos, grant proposals, and handwritten notes that, by luck, no one had thrown out. (There's an ongoing friendly struggle between the savers and the throwers on the staff.)

The overview of the center's staff, structure, and goals follows the preherstory. This section was drafted by the center's evaluator, who, as part of her job, kept records of center policies and decision-making processes, and coordinated the clarifying of program and center goals.

All other sections detail the development of specific programs and work groups. Each of these sections was written collectively by the work group members. Many of these work group herstories began as longer and more personal statements. Unfortunately, lack of funds and space limited what could be included.

In the cutting and editing, work groups had the final say over what programs, issues, policies, and details were included. Our hope is that we have given enough details to provide some insight into what we do, how we do it, and what we have learned.

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*We know the word "herstory" is incorrect etymologically; we use it to make a point.

We've pulled this herstory together because we wanted a written record of the growth of Everywoman's Center. As numerous letters came in asking how we got started, the problems we ran into, which programs are most successful, and how we get funding, we realized that we should share what we have learned with other women who are struggling either to start or to maintain a women's center. We felt that a written document would allow new women joining our staff to have a better understanding of where we've come from and how our herstory can be one guide for the future. We also knew that since fragments of our herstory existed in several different heads, we ought to get it recorded before too much was lost.

The herstory that follows does not, for the most part, document the quality of our programs, the numbers of women reached, or their response. That information makes us feel good, and we use it in presenting our case to our funders, but it's not the most useful information to share. This herstory, we hope, will be useful to us and to those readers who are interested in creating programs for women.

We all need all the help we can get--won't you share your experiences and responses to our work with us?

PREHERSTORY

To the best of our pieced together knowledge, the early events leading to the establishment of Everywoman's Center (EWC) at the University of Massachusetts at Amherst followed roughly the course described below. The information has been collected from handwritten notes, correspondence, memos, chats with people who were somewhat involved at the time, and a rough outline of the preherstory of EWC pulled together by the public relations work group at the beginning of EWC's second year. Even with this variety of sources, the best we can manage is an estimate of who did what, when, with whom, and to what effect. The specifics have been lost over time, and often the publicized rhetoric was not exactly true to the actual course of events.

With the above in mind, this is what led to the creation of Everywoman's Center. EWC grew out of a strong women's movement in the Pioneer Valley. During 1969-70 the first consciousness-raising groups were formed in this area through a loosely structured group, Amherst Women's Liberation, which met monthly. A woman from the group visited the Berkeley Women's Center and returned full of ideas, which soon blossomed into the Valley Women's Center (VWC). VWC was composed of various interest and action groups concerned with birth control, abortion, welfare, and continuing education for women.

In March of 1970, two women from the interest group on continuing education submitted a proposal to the Five Colleges coordinator (Smith, Mt. Holyoke, Amherst, Hampshire, and University of Massachusetts at Amherst make up the Five Colleges). The proposal sought the establishment of a center to which area women could come for help in returning to school and finding jobs. The proposal was rejected.

Next, the women from the interest group on continuing education for women at VWC invited the university's Director of Continuing Education (CE) to meet with them about CE programs for women. At the meeting, the director offered a desk and phone to any of the women interested in beginning a program for women through CE at the university. His offer was refused, as the women in the group were firm about not accepting volunteer positions, especially after the work they had already put into defining and documenting the need for such programs and developing the proposal for the Five Colleges.

Shortly thereafter, two women not affiliated with VWC approached the director of continuing education about the development of programs aimed at helping women who wanted to return to school. One of the women recollects that the director was "honest enough to say that he did not feel any affinity or appreciation for what we stated were the unique needs of women, but he did think that this was something that was coming into its own." He again made the offer of an office, phone, and secretarial help. He also promised salaries and greater office support if program feasibility could be demonstrated (CE programs must be self-supporting).

Only one of the women could afford to volunteer at this time. She began working two afternoons a week in what was called the Women's Advisory Center. This first program was described in newspaper articles as offering information concerning educational programs and opportunities, available courses, entrance requirements, and financial aid. The center was also supposed to match women needing counseling with others in the community who could be of help. One additional task initiated at this time was the collection of information on existing Continuing Education for Women (CEW) programs at other places.

At some point, the second woman was able to begin volunteering her time, and a workshop series was designed. In April 1971, proposals for minicourses for women, to be offered through the division of CE, were solicited in the VWC newsletter. Project: S.E.L.F.! (standing, we think, for Support, Education, Learning, and Friendship) was taken as the name for the workshop series and the umbrella name for the entire project.

From the beginning of the work at CE, close contact with VWC was initiated and maintained. Indeed, despite the fact that neither of the women who began the CEW programs were from VWC or were involved in the interest group in continuing education, most of the printed statements and correspondence variously suggest that Project: S.E.L.F.! (SELF) was initiated by VWC, cosponsored by VWC, or offered in collaboration with them.

The proposals received were turned into noncredit workshops to be offered in the fall and winter of 1971-72. Workshops offered concerned women and sexuality, the media, communication skills, values clarification, and sex roles. Coffee hours were held to stimulate interest in these workshops, and were attended by several hundred women. Actual registration, conducted through the mails, was fairly light (less than ten registrants for each workshop).

In August 1971, a salary for one woman was obtained, and she became the coordinator of SELF. For some reason, the other woman did not begin receiving a salary until the following November.

Beginning in August 1971, funds to support women's programming through CE were sought from state and federal agencies. Several proposals for credit and noncredit workshops, plus a counseling service, were written and submitted under Title I of the Higher Education Act of 1965. They were rejected for funding.

The SELF coordinator joined a proposal writing support group started at VWC to bring together the many women from VWC who were struggling to develop proposals for their actual or dreamed-about projects. Rewriting the Title I proposal and developing other proposals for a CEW program were high priorities for the SELF coordinator, since it had become clear that outside funding was essential to support the range of programs needed by women, many of which could not be self-supporting.

Fall and winter of 1971 were very productive times. In November, a Women's Advisory Council was set up by the SELF women. (The name changed from Project: S.E.L.F.! through many steps until it finally became Project Self at EWC.) This advisory group was composed of a cross section of campus and community women; its goal was to help make a full-scale CEW division a reality. At that time, SELF was seen as the nucleus for a CEW division that would provide appropriate educational and vocational counseling services and the opportunity for credit for "life experiences." The advisory council was also supposed to provide feedback and criticism on the existing SELF program and its future directions. It was hoped that the advisory council would be in touch with the needs of both campus and community women and would provide that information to the SELF planners.

By early spring of 1972, SELF joined the staff of the University Counseling Center and the university's Community Development and Human Relations Center to offer personal, career, and academic counseling to community women. The group of university counselors who secured released time to offer this resource to community women was called the Women's Counseling Center. Although the hours were very limited (9 to 1 on Fridays), it was the first time trained staff from the university were able to provide community women with the counseling resources so necessary to women attempting to make major changes in their lives.

The women's advisory council and the women's counseling center not only provided the support and skills necessary to develop and expand the workshop series into a multifaceted program for women; they also served to create a broad base of support for securing university funding for the programs--funding that would eliminate the need to generate salary and operating funds. While it was felt that continuing education was a critical component of a program capable of meeting the needs of women exploring a return to school or work, it was also felt that the program resources should not be available only to those who could pay. Therefore, support from the university or from an outside agency was deemed essential.

In the spring and summer of 1972, a model for a lifelong educational opportunities center for women was developed. This model connected academic, sociological, and "personalogical" goals for women with community resources, university resources, and specialized center staff resources. The model was presented to the university's special programs and student affairs offices. These offices finally offered funding, along with funds from CE, to support a full-time position for a director of CEW and a part-time counseling position. Applicants for the CEW director's position were also given a copy of the lifelong educational opportunities model. Unfortunately, no records can be found which show whether the women hired felt that they were responsible for attempting to implement that model or a variation of it, or exactly what the university's view was of what was to be created. One thing that does emerge clearly is the importance of the women's advisory council and the women's counseling center in the process of gaining university funding. These two groups were able to be influential advocates. Again, exactly what they proposed to the university, and what they intended as the outcome, are not known.

In the fall of 1972, Everywoman's Center was begun, with a paid director of CEW position and a part-time counseling position. Both the original SELF coordinators had left the area before EWC opened its doors, though one of the women had been able to remain through the hiring process. Both women hired came from the Valley Women's Center. Both were women who had had their own schooling and career goals interrupted by family responsibilities. The woman hired as director of CEW had been active in the interest group on continuing education for women, the proposal writing support group, and the women's advisory council. Project Self, the workshop series, was continued, and the part-time counselor continued to work with the women's counseling center, taking on the work they had initiated.

There are several important factors that should not be lost amidst the chronological detail. First, it seems important that the women from VWC and the women who began program development for CEW tended to be mature women, who, having had their previous educational and career goals interrupted by marriage, a family, or a husband's needs, were coming to terms with changes in their lives and the desire to find new directions for themselves. It was in the community and among this group of women, not on the college campuses among students and younger women, that the critical need for organizing and support was felt.

Second, the ongoing liaison with VWC created an immediate political, community, and feminist identification for work done at CE. The affiliation once created was never lost. Third, the director of CE knew he was being "taken for a ride." He knew all along that what he was looking for--a traditional CEW program that would bring women into the existing CE curriculum with some reentry support--was not what was being created. He was supporting work that was not generating its own revenue and didn't seem likely to, but he let himself be persuaded, seemingly; he responded to the style, the personalities, the energy, and the abilities of the women involved. One gets the sense, in talking with him, that he rather enjoyed being used.

Thus, the combination of the CE director's attitude, an identification with a feminist community-based women's center, the involvement of many university women in the early stages, and a personal awareness of and concern with the needs of more mature women seeking to identify new directions for themselves came together to support the creation of an autonomous, university-funded, multifaceted women's resource center for university and community women. And it is not at all clear that the people involved, at any point along the way, knew exactly what they were funding or what they were going to build. From this point on, Everywoman's Center evolved through the interactions of the women who were hired and the women who walked through the door in search of help or in search of a space from which to create a program. And no one stopped us or told us what we were *supposed* to be or become--so we simply grew. Well, maybe not *simply*--read on, sisters!

STAFF, STRUCTURE, AND GOALS

Since the Budget section describes in detail how, when, and in what degree we received money for paid positions, this section is an overview of how we have handled volunteer staff.

EWC was started with only one paid position. Immediate lobbying in the appropriate university office resulted in an additional part-time, paid counseling position. Although funds to pay more staff were picked up during the first year, the growth of EWC for the first two years was largely dependent on volunteered time. As is noted in the budget herstory, the strategy for obtaining funds from the university reflected this reliance on volunteers by always presenting for funding a program already in existence.

With the exception of Project Self, every major program of EWC was begun by women who volunteered the thinking, conceptualizing, time, and energy essential to creating a new program. At the same time, however, the center espoused the principle that all human time is of equal value. Since we had one full-time position at $10,000, salaries and hours for part-time positions were calculated on that basis. Twenty hours *should have* equaled $5,000. What actually occurred was a big gap: full time could be 50 to 60 hours a week. Paid part time could easily mean that on the $10,000 base there might be only enough money to pay for 10 hours. In reality, the staff person might actually work 30 hours, not because anyone forced her to, but because there was so much to do, she was so committed, and working long and hard was the norm. We believed in the principle and wanted to implement it, but when it came to a choice between not doing work that couldn't be paid for or getting the work done, we consistently chose to volunteer our work, and reserved the principle of equal pay for equal work for negotiation with the university.

Throughout the second year of the center's life we maintained essentially an "open door" policy with regard to volunteers. Any woman with an interest in the center and a few hours each week could become a staff member at EWC. Gradually, requirements began to be developed to monitor the flow of volunteers into and out of EWC.

At first we simply asked that women volunteer on a regular basis. Then, as our structure changed, we asked that women be interviewed and "hired" by a group in the center who would be responsible for coordinating their work. At one point during the second year there were 56 women on the staff of EWC--some paid, some working for credit, and many volunteering. By the end of the second year, we had encountered many problems with our volunteer policy.

For one, many women volunteered to work at the center because they wanted support, sisterhood--all the things we all want--and their expectation was that it would be immediate and almost automatic at a women's center. In truth, a woman working only five hours a week in the center could easily find herself feeling more alienated than supported. Women who were working 20 to 40 hours a week knew one another and interacted frequently and easily with one another despite being busy. More hours in the center also meant knowing more about what was going on. Many staff women never had a chance to meet volunteers working in programs other than their own, unless the volunteer chose to come to weekly staff meetings. There were strange faces on all sides. The center began to be a big place in which an individual spending only a few hours a week could feel lost, adrift, and left out.

Another problem that emerged was the shift on the part of many volunteers from feeling okay about not being paid to wanting to be paid. That shift made paid staff women feel responsible for finding the money to pay women who were volunteering. When we did receive additional funding from the university, the precedent was that women who were volunteering should be given the option of being paid. Program decisions, then, were sometimes based mainly on who needed to be paid. At times this made many women on the staff uncomfortable. It was also true that additional funds almost never went to increase paid staff women's time or salaries, even when their salaries were ridiculously low.

In a wonderful example of how we sometimes "did it to ourselves," we managed at one point to split an additional $3,600 among five women. Through an incredible process, all the women interested in being paid met in a facilitated meeting to decide who should receive funding and for what. The process worked, in that each of the women involved was satisfied with the decision and the five who received some money each had some need met. The problem created, however, was that five new paid staff members were added, which meant that the next year's salary allocation would have to stretch to cover five more people. No matter how often we tried to limit expectations of being paid, our financial resources were always well behind our perceived commitments.

Our needs and commitments were well behind our allocation as we figured out positions and salaries and people for our third year. Salary decisions were finally based solely on need. The principle of human time being of equal value gave way, in the face of having to terminate some people or programs, to the principle of minimum need. Since our budget allocation, while larger than the previous year, was too small to allow us to pay all staff (including several women who had been volunteering for some time), we decided to pay everyone at the rate of her absolute minimum need for at least nine months, and to seek additional funds to cover salaries for the remaining three months.

The strain resulting from this process and its ongoing impact, and the experience of having volunteers frustrated and alienated by their experiences at EWC, resulted in two major changes: on the one hand, we vowed not to make budget and program decisions on the basis of individual need only; on the other hand, we radically changed our volunteer policy. We decided that to work at the center a woman would have to be able to give a minimum number of hours, would have to attend a specific work group's meetings, and would have to attend a full staff meeting.

During the center's third year we came to our present policy of *no volunteers*. This final change in the volunteer policy was mostly in response to the problem of the staff's becoming too large and too transient and the problem of expectations about being paid. The other way in which we attempted to deal with these problems--size, transiency, and expectations--as well as the problem of isolation identified by the volunteers was through changes in the center's structure.

STRUCTURE

Two different structures describe the initial EWC: the externally created and perceived hierarchical structure with a director, which the university addressed itself to; and the internal structure, which quickly emerged among those who worked at the center. The internal structure was a simple one--whoever was around participated in making whatever decisions had to be made. Since the person given the title director by the university was the only one working full-time, most decisions were made by her and by whoever else was available. In this way, the named director was central even in the informal structure.

As the staff increased, a weekly staff meeting was introduced. At these meetings most program decisions were made--minor ones as well as major ones. We began to explain to the university that program decisions were made by the staff as a whole, but the university continued to see the center as run totally by the director, and continued to contact and send information only to her. This gap between our internal structure and the university's perception of the director as leader increased as the center grew. It was only when the woman who was initially named director of the center left, at the end of the second year, to take another job in the community that the university finally recognized and began dealing with our nonhierarchical structure as it really is.

The question of structure and decision making was taken up for review by the full staff at the beginning of the second year. We were all agreed that we wanted a collaborative, nonhierarchical structure, but we were finding the weekly decision-making staff meetings ineffective. They were sometimes boring because of the trivial program decisions brought to the entire staff, and they were usually not structured to allow enough time to discuss issues fully. The advance time was often too short to investigate and think through questions before decisions had to be made.

We also found that our habit had been to deal with related situations as discrete questions. That is, we rarely considered the principle involved, but decided instead on each individual case, sometimes using precedent as an argument for deciding one way over another. We were ready at the beginning of the second year to try to improve our decision making as a staff.

We began by listing individually what we meant by collaborative decision making. We used our collected definitions to talk about in what setting, in what way, and by whom decisions should be made. This process allowed us to distinguish between those decisions that we thought should be made by everyone and those that didn't need full staff participation. Our consensus was that policy decisions and those affecting more than one program or the center as a whole should be made by the entire staff. Other decisions could be made by individuals or small groups and then reported to the staff.

We then developed several alternatives for handling decision making by the full staff. The major thrust of these alternatives was to give everyone more information on the various aspects of a question *before* the decision needed to be made.

By January of the second year of operation, the structure of the center needed some additional reorganizing. Staff numbered in the forties and even with the changes, staff meetings were not an effective decision-making vehicle for such a large group. We held a retreat to deal with some of the problems that might be alleviated by changes in the structure. During that retreat, we created what we called work groups (composed of women working on the same or related programs) to deal with the problem of isolation, to make program decisions on a collaborative basis, and to function as a support group with self-criticism and feedback. We also set up a Center Representative Group (CRG), composed of a representative from each of the work groups, for the purpose of making policy decisions affecting the center as a whole. Representatives were to be rotated on a staggered basis for six months. Finally, we decided that the full staff would meet twice a month for general discussion, interaction, socializing, and information sharing.

This is the structure that we have used up through the end of our third year of operation. The major modification is that the full staff sometimes meets in place of CRG to make decisions that are controversial, that involve people personally, or that are very complicated. In these instances, CRG organizes the information and often facilitates the presentation and discussion.

We have found that often conflicts, problems, and feelings of being less powerful and less involved than others can be positively resolved by modifications in our structure and processes. We've learned, for example, that having discussions in small groups first, and then summarizing in the large group before the large group discusses and decides, is critical for those who are not comfortable speaking in the large group. This slight change in our process gives everyone the opportunity to express her ideas, concerns, and desires, and thus to participate fully in decision making. It also provides support for people learning to be more comfortable in the large group setting.

Running a facilitated group on communication skills for women in the center helped to minimize the problem of indirect and third-party communication. It has also proved important as a way of establishing consensus that everyone speak her opinion and her agreement or disagreement with the recommendation being considered. We recently had the experience (at a time when we were questioning the value of consensus over voting--because consensus takes more time and because some people weren't really speaking up when it was necessary to make decisions) of having 19 women agree to a particular suggestion and 1 woman disagree. Because we were committed to consensus instead of to majority vote, we continued to explore the one woman's concerns and to understand where and why there was disagreement. The outcome was that everyone reconsidered, reheard the issues, and came up with a totally new plan that everyone agreed was much better. It was a well-timed confirmation of the value of consensus. Among our goals as a group is to keep ourselves listening, open, willing to change and grow. We constantly work to make our structure and processes facilitate these goals.

An Example of Structure/Process in Action

One way for readers to understand the difficulties and rewards of our nonhierarchical, consensual decision-making process is to follow that process through one of the most difficult areas we have to deal with: hiring and firing. Because of a very uncertain budget situation within the university in the spring of 1975, with projected cuts in all departments ranging from 6 percent to 20 percent, an FY76 budget request for more than FY75's budget seemed inappropriate. Our funders informed us that a budget request was, in fact, unnecessary, and that we would be lucky if they could hold on to our current budget figure.

In order to prepare for possible cuts, we waded through many complex issues, and finally decided to use $8,000 as the salary for a full-time position, and to figure all part-time positions on that salary base (this meant a salary increase for most staff members). We also decided that no one would be hired for less than 20 hours (so that each staff member would have time to attend staff and work group meetings in addition to working on programs). Finally, we decided to make budget decisions based on *program*, rather than *human*, needs. We decided that programs would have to be cut to fit within the paid (or intern credit) hours available to run them--we would no longer turn ourselves into volunteers by constantly overextending ourselves.

These decisions meant that even without university funding cuts, we would have to be prepared to cut some staff for FY76. With this in mind, we began a long process of developing criteria for establishing program priorities. The criteria finally developed and agreed to by all members of the staff were:

- What programs do you perceive to be successful in enabling women to make changes in their lives?
- What programs attempt to build in political and social change?
- What programs provide essential organizational support?
- What programs contribute to the center's ability to reach a diverse audience?
- What programs reach a large audience?

Staff members then gave priority to all programs according to each criterion. Finally, as a staff, we decided how to use the program priorities in making budget decisions. CRG was asked to make tentative budget allocations to work groups, on the basis of the minimal salary needs of the top 11 programs (that being the number of programs we had salary for). Work groups were then charged with developing job descriptions based on the program priorities. The completed descriptions were posted, and staff members were asked to sign up for the positions they wanted. This process kept our focus on programs rather than people, and allowed staff members to apply for the jobs now best suited to their skills and interests. CRG, along with the appropriate work group, was responsible for the final hiring.

Because several women, for personal reasons, decided to leave the center at the end of FY75, there was only one work group in which more than one woman applied for a given job. In this instance, CRG, at the request of the work group, designed a special interviewing and hiring process. CRG used the pertinent job descriptions to brainstorm the desirable qualities and qualifications needed, and then turned those statements into questions. The four women applying for the three positions were given the set of questions they would be asked. Some questions concerned their perceptions of their own and the other candidates' abilities in specific areas such as organizational skills, responsibility, and willingness to deal directly with others. After interviewing the four women, CRG made a decision based on balancing and complementing their strengths and weaknesses. In individual interviews, each woman was then told specifically why she was or was not hired.

This is the barest outline of the FY76 budgeting and hiring process. Much of this process was developed by CRG and the full staff, with the budget work group responsible for collecting and organizing the information on work group and program hours and minimum paid hours needed to maintain a program. What is not conveyed here is the emotional process we all went through. No one knew which programs would be funded; no one wanted to have to say no to anyone currently on the staff; anxiety was constantly with us. We had to pay close attention to our interpersonal relationships. At one point, several staff women designed a role-play simulation to help us look objectively at our personal interactions and decision-making processes. We continually examined our structure and interactions to make sure that everyone was involved and heard.

While we were working on program budget decisions, we still had no official budget allocation. As it turned out, our budget was not cut, and for FY76 we projected 13 salaried staff, 9 work-study students, and several undergraduate and graduate students working for credit.

Though there was no way to make the process of cutting programs and staff any less painful, the value of the participation of all in the decisions that affected their lives was strongly confirmed. We came through the process proud of what we had accomplished and strong in our commitment to one another and to the process of collaboration and consensus.

GOALS

Each EWC program has stated goals and objectives. The center as a whole, however, lacks such a clear statement on where it is going. Since our staff already exists and the process of consensus exists, goals for the center as a whole have to be accepted by the full staff. We have not as yet been able to reach consensus on long-term goals for the center. On many crucial questions we simply do not all agree. For example, some staff believe that ultimately EWC should be phased out as its programs are picked up by the most appropriate university department (i.e., our counseling program would be housed or merged with the university's counseling program). Others are opposed to this approach, seeing the university as essentially unchangeable and preferring instead that EWC be an alternative institution that simply uses university facilities. We're still in the process of identifying the major points about which we disagree and those on which we can agree.

We have found consensus in what we want the center to be internally and in what we want the center to be as a place that operates on different values and beliefs than the institutions around us. Most of us are very committed to the idea of creating a collaborative, nonhierarchical model for working together, and it is in defining the goals for this model that we have been most successful. Following are the goals and objectives agreed upon by 1975.

EWC INTERNAL GOALS

(As per staff meetings of 10/31/74 and 11/21/74)

1. Work toward clarity and agreement in our expectations for EWC and its staff.

    - Decide what we as individuals want from the center and each other

- Hire people who have made a commitment to feminism*
- Hire people who are committed to the goals of EWC
- Understand what is meant by commitment
- Clarify ideological expectations
- Identify the real (what exists) and the ideal (what we hope will be) within the center

2. Create an atmosphere that fosters trust and openness.

   - Be more direct in relationships
   - Create a warm atmosphere
   - Value constructive criticism and self-criticism, leading to growth
   - Articulate assumptions
   - Engage in honest and open communication
   - Encourage, support, and affirm one another
   - Consider other people's life-styles when making decisions

3. Grow together politically.

   - Attempt to be "on top of" local, state, national, and global issues
   - Share strategies for implementing change
   - Maintain an ongoing dialogue on political events and issues
   - Discuss the center's relationship to other political movements
   - Establish an awareness of the connections among the personal, social, and political aspects of our lives
   - Explore the connections among all forms of oppression (e.g., racism, sexism, classism, imperialism, ageism)

4. Develop our structure/work processes.

   - Continue to develop our nonhierarchical structure as a model
   - Allow space for individuality in the collaborative process
   - Value the process and work actively to develop it; be as committed to the process as to the product
   - Know our individual and collective limits

5. Improve/increase the rewards.

   - Give recognition to our achievements
   - Establish a working balance of extrinsic and intrinsic rewards
   - Create more rewards and reinforcements
   - Value ourselves (our work, our bodies, our sexuality, our power, our abilities, our experience)

6. Support our own growth and development.

   - Provide the support necessary for women within the center to develop their interests, skills, and potential (physical, spiritual, psychic, and intellectual)

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*This item needs further discussion because of lack of consensus concerning the term "feminism."

- Learn to take responsibility for ourselves
- Share our knowledge

7. Value front desk staffing.

   - Value front desk work and its importance to the center; take it seriously and recognize the skills needed for doing it

8. Know our herstory.

BUDGET, FUND RAISING, AND EVALUATION

A fourth area affecting the center as a whole is the budget and fiscal management of our allocations. The staff section dealt with some issues related to the acquisition and distribution of money for salaries, as well as some of the problems encountered and options chosen to resolve them at various stages of the center's development. This section will provide additional information on the strategies we have utilized to get money from the university, on budget proposal preparation, and on the change that has occurred in our approach to handling the money received.

The fall of 1972 saw the first acquisition of unrestricted salary money by the center. The Provost's Office and Continuing Education (CE) were the sources of these additional funds. This increased funding enabled the center to hire two women for general administrative assistance. In addition, CE hired a staff member whose job description allowed her to spend a small amount of time working at the center. By January, she had negotiated an arrangement with CE that allowed her to work full-time with EWC.

During the winter of 1972-73, the full staff outlined both long-range goals and short-term plans for the center. These were used by a budget subcommittee of three staff women to write a 28-page budget proposal. A total of $192,000 was requested in salaries and operating expenses for FY74 (Fiscal Year 74, the period from July 1973 through June 1974). We used a salary base of $12,000 for a full-time staff woman. The budget proposal provided information on the rationale for a given program, duties of the positions for which funding was requested, and the history of the program, where appropriate. We received $46,070 for salaries and operating expenses.

During FY74, liaison work relative to the budget was primarily the responsibility of the woman who was perceived by the university as director of the center. For both the preceding year and that year, CE provided access to a general account against which operating expenses could be charged. We had no separate internal tracking or control of the monies, as the staffs in CE's and the provost's offices dealt with the actual administration of our accounts and the other mechanics of fiscal operations.

In February of 1974, the staff woman involved with budget liaison brought before the full staff the need to do budget proposals for FY75. Three staff members offered to work on this and the ad hoc committee of four brainstormed a tentative list of goals and job descriptions based on existing programs, with some projected expansion. These ideas were passed on to program groups for comment and revision. The revised goals and job descriptions were then used in drafting a budget proposal.

In the course of this preparatory work, contact was made with appropriate university administrators to solicit information on budgeting approaches. Concurrently, the provost began regular meetings with all special program directors to work together on a collaborative approach to budgeting in anticipation of budget cuts. Two women from the center attended these meetings. Liaison with university administrators, advice from the university budgeting office, and the special program meetings resulted in a tighter, better-designed budget proposal for the next fiscal year (FY75).

The budget submitted reflected the level of dollar support that would be necessary to continue the work currently being done by volunteers as well as paid staff, rather than a request based on what seemed a likely allocation. Overall budget request was $144,819.50, which for the first time included a program-by-program operating budget, since we had been informed by CE that we would no longer have access to their general account.

The final overall budget request included submissions to new potential funders within the university. In addition to submitting the total budget request for FY75 to our previous funders, we submitted it to several university administrators whose decision mandates covered areas of concern addressed by new programs in the center. Each administrator was asked for a total budget for a component or program of the center, and each of these requests represented a subtotal of the overall request.

In June of 1974 we received allocations totaling $62,950 for FY75. Since the allocation was far below the request and insufficient to cover existing personnel and current programming for a full year, the staff found itself facing some critical questions. A full staff retreat was held to address the issues. Could we cut personnel? Could programs be cut? If not, how could money be utilized most effectively during a portion of the year? In dealing with these concerns, some of the options raised during discussion were closing the center immediately and publicizing the reasons for such a decision; paying women a reasonable salary for eight months--but also eliminating some programs and people; paying only those women currently working on programs that had received funding from the university; paying women to do programs for nine months, with each work group doing its own fund raising for the balance of the fiscal year; or funding all staff at a bare minimum level for eight months.

It was this last strategy that was decided upon finally. This meant that each woman indicated the bare minimum amount she would need to live on for the eight-month period. Everyone agreed to help in raising money from outside sources during the eight months, and in addition we decided that one woman's job would be solely that of fund raiser. The latter part of the option chosen never actually occurred. The staff woman who was to have acted as fund raiser was the same person whom the university had perceived as director. Within a few days of the retreat she reconsidered her acceptance of this position and decided that it would be personally more satisfying for her to proceed with her original plan of moving on to other work. This decision also included an acknowledgment that her continued involvement might perpetuate the university's view of her as director. We had formalized, and expected the university to deal with, our internal organizational structure--a collaborative, nonhierarchical one--and her ongoing affiliation, in whatever capacity, could compound the difficult we had already experienced in getting the university's administrators and offices to relate to us in a way that reflected the complete transition.

In order to realize the first part of the option chosen (that of funding all staff at a bare minimum level for eight months), it was necessary to take the allocations from the separate funders--allocated for specific programs--and treat them as a pool of money to be used by the center as a whole for staff salaries. This decision was communicated to our funders in a memo, and its implementation provided us with an opportunity to learn about some of the intricacies of the university budgeting and accounting systems. The decision to use our FY75 allocation in this way, rather than as the university had specified, was a turning point for us.

AMHERST

MEMORANDUM

FROM Everywoman's Center Staff DATE 3 July 1974

TO John L. DeNyse, Robert W. Gage, William C. Venman, Robert L. Woodbury

SUBJECT

We have figured our minimum requirements for FY 75 at $85,000 in 03. Since we have approximately $66,000, variously restricted, with which to pay 18 staff members, we have made a hard decision.

Despite time and energy going into our drop-in services--which we think of as bandaids--we have developed programs which are the equivalent of preventive medicine. It has been like doing medical research in a field hospital, but we have also attempted to generalize about the nature and cause of the problems of drop-ins, and to build theoretical foundations for our work.

Our programs have helped women find or make educational and vocational opportunities; have developed on and off the campus a public awareness of the oppressive aspects of inequality; have changed rules which restricted access to the University; have arranged cultural events which gave women in the arts a needed audience; and have created, with students, educational alternatives which are alternatives both in method and content.

Members of the administration have cited Everywoman's Center to demonstrate the University's commitment to community involvement and to affirmative action. We have attended the staff meetings of three different administrative units. No University-wide committee is complete without an Everywoman's Center staff member.

But we don't have enough money to continue. We have, in fact, less than last year. Although people on campus have taken pride in our accomplishments, ironically, they have actively propagated one of the myths we work to dispel: women's work is worth less than men's.

Last year we accomplished more than $240,000 worth of work on a budget of less than 1/3 that amount. Overachieving is our norm. We decided that cutting people or programs would demoralize the Center. We cannot do that because morale and spirit are our strongest and most reliable resources.

Therefore, we plan to operate the Center until March 1, continuing all programs at full capacity, while attacking the problem of raising additional funds. We would like to hire a fund raiser to coordinate this effort, but in order to do so would have to drop the ongoing programs we wish to fund and to let go the people who have initiated those programs and who are committed to cooperating in the fund raising.

In addition to the decision regarding the internal allocation of funds, other significant outcomes of the staff retreat were the formation of a budget work group and the decision to design and implement a system to monitor and control our monies internally. An ad hoc "accounting group," composed of women from various programs, designed a system that would provide work groups with information on the current status of their program accounts, as well as on the operating money of the center as a whole. Representatives of the ad hoc group then met with appropriate persons from our funders' offices to expedite the meshing of our and their accounting systems. Their task accomplished, the group dissolved and the newly formed budget work group took on the work of dealing with the university on budget matters and fiscal management.

The budget group's need for liaison with our funders, a sense of the necessity of having ongoing information about additional funding for the coming year, and a previous suggestion by one of our funders prompted the budget group to recommend the initiation of, and the following composition for, a Budget Group Advisory Board: the EWC budget group as presently constituted, a woman from any work group not represented in that composition, representatives from each of our funders, two women from the chancellor's staff, and a representative from the university office of budgeting and institutional studies.

The initial meeting of the advisory board occurred at the end of the summer, at which time the EWC representatives shared the details of the decision made at the June retreat, the specifics of the implementation of this decision, and its impact on programming and services. The board's main functions have been to provide liaison with our funders and a forum for sharing information on the internal politics of budgeting for the university, both of which were important factors related to our getting additional monies to pay staff for the last three months of the fiscal year.

The ongoing work of the budget group related to the administration of our monies was demanding, confusing, and complicated by a number of factors. We were shifting to self-management of our monies with very limited internal records of the costs to the center as a whole of a number of operating areas (e.g., supplies, duplicating/photocopying, telephone), which had previously been handled externally. The amount of prior work experience with and skill in fiscal administration within the group varied. Since the administration of EWC's budget was not an area in which the staff had developed expertise, the division of labor within the budget group was often fuzzy and hence a source of frustration and some friction for the women involved.

The group's attempts to deal with these problems and also handle the ongoing administrative work were further complicated by the loss of three women during the course of the fiscal year. For the bulk of the year the work of the group was handled by four women (a graduate-level practicum student earning credit for 15 to 20 hours of work a week, and three women who were paid staff at the center).

Despite these difficulties, an important outcome of our having taken on more responsibility for accounting and fiscal management within the center has been the increased flexibility and control of our monies. This approach has also facilitated our becoming increasingly informed about and adept at dealing with the mechanics of fiscal operations within the university--a sophistication that our original relationship with our funders would have precluded.

FUND RAISING

In addition to the administrative work connected with the budget, the staff women in the budget group had committed themselves to learning about sources of external funding, guidelines for proposals, etc., which would facilitate work groups' being involved with fund raising for their respective programs. Toward that end, the group contacted and gathered information and advice from people in the university president's office, the Amherst campus fund-raising office, a women's group in Boston with information about small foundations in Massachusetts, and individuals with knowledge of approaches to raising funds in the private sector.

An underestimation of the amount of work involved in administering the budget and a lack of consistent time available to be applied to fund raising (since all of the women had other responsibilities within the center) resulted in only eight actual proposal submissions and the receipt of only one grant. This work provided an information base and some contacts, which we anticipate will be useful for future fund-raising efforts.

We intend to improve our skills in both internal and external fund raising. We now know that more than four staff members should be involved in budgeting, fiscal management, and outside fund raising. We therefore proposed for FY76 a budget work group comprised of representatives from each work group in the center. This gave us the needed woman power and facilitated communication of budget concerns to the appropriate groups. We also tried to define, in preparation for FY76 and a new budget work group, the various skills and tasks of budgeting and fiscal management so that they could be immediately and efficiently shared and learned.

It is sometimes hard for staff to feel good about taking time away from counseling or referral (or whatever their center program is), to work on accounts, read computer printouts, write memos on personnel actions, order supplies, or go to an advisory board meeting. But we have all come to realize that it is through the budget liaison work that programs get salaries and operating expenses and that there is no one but us--all of us--to do that liaison. Budgeting and accounting are clearly tasks that no one wants to do, but we have found that the reward comes in learning and sharing these tasks collectively.

EVALUATION

In the spring of 1973, a graduate student contacted EWC and asked if the center would be interested in working with her on an evaluation of the center as a whole, or of a center program. The staff agreed and Project Self was selected as the subject. Though this first contact with a formal evaluation process left some staff members concerned as to the applicability of traditional program evaluation (most of which assumes a single decision maker or hierarchical structure) to a nonhierarchical structure, the staff did agree at the end of the Project Self study that evaluation of their work was important and that an evaluator should be hired as a staff member.

In the summer of 1973, an evaluator was hired and began helping staff members to state and clarify their goals and to relate their program activities to their stated goals. Because Project Self had already completed most of these steps, it was selected for the development of ongoing and thorough feedback and evaluation processes.

The two focuses of evaluation within the center have been the collection of data needed for program decision making and the clarification of goals. Further evaluation activities have been limited for several reasons. Since the evaluator was working with the budget work group, budget usually took precedence over evaluation. Staff resistance to the evaluation activities--due not to fear of the results, but to the extra work and new conceptual framework required--made the already hard work even tougher, and the already cumbersome process even slower. Finally, the evaluator's motivation diminished because of staff resistance, and the evaluation work diminished in direct ratio to her motivation.

For FY76, the staff has agreed to concentrate on the evaluation of our internal center goals and the defining and evaluation of our external center goals. In addition, seminars in evaluation will be offered for interested staff, so that evaluation can more easily be everyone's responsibility.

CENTER-AS-A-CENTER

The staffed drop-in area and the Center-as-a-Center (CAC) work group developed in response to a problem that had existed since the opening of EWC at Munson Hall in September of 1972. The center at Munson was for the most part a small room of desks and people, more or less located at random. In the middle of the room were a couch and table. There were also one desk with a phone on it, a notebook listing area resources, a sign-up sheet for the mailing list, and a bulletin board. Calls were answered by a person who happened to be free at the particular time. Individual staff women were supposed to take responsibility for answering the phone and approaching visitors, somehow sharing these responsibilities equally with everyone in the center. For callers and information seekers, the appropriate staff person was sought out to answer the request. Each staff member would eventually get a fairly good idea of who everyone was, what she did, and what information was available at the center.

It became clear that this system of handling information, telephones, and people dropping into the center was an inappropriate way of meeting the needs expressed by people contacting us. It also created an ineffective work environment--noisy, hectic, and tense. Although the principle was that we would all be equally responsible, it didn't always work out that way. As a first step in developing a workable system, two desks were pushed together to form an area where a staff person could sit and be approached easily and directly by anyone walking into the center. We called this the front desk. There was a phone at the desk, and finally several other phones were installed around the center. Phone answering was still basically up for grabs, but informal shifts emerged. Internal information systems were improved. The message log continued to record daily messages for the whole staff and for individual staff women. In addition, there were also a staff bulletin board, mailboxes, a center and a university procedure book, a mailing list, a things-to-do book, and resource files.

Having the front desk helped, but it was inadequate for solving the whole problem. The physical setting was such that the constant stream of visitors and callers made it difficult for staff women to concentrate. Conversely, for women needing to talk about serious concerns or difficult personal issues, it was disconcerting to have numerous busy women bustling around and carrying on business as usual. Information needed for referring women was scattered and only informally collected and updated.

In the fall of 1973, the center moved to a much larger space in Goodell Hall. An office coordinator was hired in October, and in January of 1974 the decision was taken to make staffing of the front desk a *program*. The physical setting at Goodell was more conducive to effective functioning than Munson had been. As one entered the door, there was a front desk to the side, easily noticed, which was staffed by members of the newly formed CAC work group. This desk (plus a large area with bookshelves, a rug, a couch, a table, and a coffee pot) was separated from the rest of the center by a screen, so that women working on other center programs would have fewer distractions, and, correspondingly, people dropping in weren't confronted with an immediate view of women working and seemingly too busy to talk with them.

Callers and visitors would be assisted by someone staffing the front desk. Center staffing, referrals, and resources became formal parts of the center's programs and procedures. A system was instituted at the front desk to record requests for information and referrals. The information recorded has proved to be of increasing importance to us, as we intensify fund-raising efforts both within and outside the university. Statistics compiled from this information are used to provide documentation of the multitude of demands made on our limited resources. These data are also essential for program development within the center, and are evidence to other agencies and components of the university of the expressed and largely unmet needs of area women.

The CAC group worked to ensure that people coming in were noticed and given access to whatever was available within our resource and referral systems, in an atmosphere of warmth, support, trust, and confidentiality. Ideally, we tried to have two women at the front desk to handle visitors and calls on the four phone lines. The level of funding necessitated the work group's relying primarily on women who could volunteer time to staff; hence the number of women available to cover the hours we were open fluctuated quite a bit. In order to meet the demands placed on us, other staff women were encouraged to volunteer to serve at the front desk.

There was agreement on the importance of making women who used the center feel welcome and there was recognition that the front desk staffers should be particularly sensitive to those women who in some way felt that they must have certain values or political perspectives (e.g., radical feminism) or dress in a certain way (e.g., pants, no makeup) in order to be accepted at EWC. We believe we acknowledge and respond to all women coming in as women who have needs that aren't being met by present male-oriented societal structures. Through the variety of problems and circumstances presented to women staffing the front desk, we have become increasingly aware that it is crucial for women working there to have a thorough knowledge of the center's resources (both programmatic and personnel), to understand how the information/referral books are organized, and to develop the ability to use these tools. When the problem is beyond our present capabilities, awareness of other resources to which a woman could be referred is critical.

Situations handled by women working at the front desk have run the gamut from a routine request for housing information to a woman with an immediate need for housing and food for herself and her small children (since her husband had thrown them all out while he was drunk), to a woman on the phone who was attempting to remove an IUD herself and wanted procedural advice from the center. In an attempt to deal with the informational aspects of such situations, we developed and still maintain two different kinds of referral books. One, the "What's What" book, is kept at the front desk and used by staff. It contains information on medical, legal, educational, political, social service, and community organizations, agencies, and individuals. When possible, we note who or which has what kind of reputation for responding to women's needs. The other referral source is a set of notebooks on jobs, housing, and child care. These are kept on the open bookshelves near the couch and are referred to as "self-use books."

The resource files were developed to provide more in-depth information to persons contacting the center. Pamphlets, research papers, newsletters from other women's centers and organizations, bibliographies, syllabi, federal and state reports, etc., pertaining to women are categorized and filed under Building the Movement: Publications and Organizations, Health, Justice, Rape, Prostitution, Life-Styles, Women and Work, Women and Politics, Women's Centers, Learning/Continuing Education for Women, and a variety of other topics.

A small but expanding library of donated volumes forms another informational resource for persons using the center. Books may be checked out for two weeks. Since we are trying to encourage consciousness of each others' needs as a reason for prompt return, no fines are levied. Also in the drop-in area is a container for donations to the Book Fund. The money collected goes toward defraying the textbook expenses of poor women. Distribution of the contributions is handled by the Poor Women's Task Force, a work group of the center.

An additional responsibility of the CAC work group during the winter and spring of 1974 was the orientation of women who volunteered to spend time working at the center. After an initial interview, an effort was made to fit the women's interests and skills in with the needs of the programs and work groups, and contact was arranged with someone affiliated with the appropriate part of the center.

Orientation to the CAC group's work tended to be informal, staffing at the front desk with a woman from that group or with some other experienced staff woman being the first step. This orientation would also include an explanation of the various referral books, the resource files, and other aspects of the drop-in area of the center, and the beginnings of what would need to be an informed view of the internal workings of the center (who was who, what the programs were, who had what nonprogram and center-related areas of expertise and interest, etc.).

The number of hours a week a woman staffed, how long she'd been at the center, varied levels of familiarity with the center, its present and past programs and staff, different degrees of assertiveness and comfort or discomfort with handling problematic calls or visitors contributed to some unevenness in the information provided and the quality of the staffing done by a fairly fluid group composed mainly of volunteers.

During the spring of 1974, the membership of the CAC work group was becoming stabilized, and at the June staff retreat some of the problems related to orientation, inclusion of new women, and division of staffing responsibilities were addressed. Concerns raised regarding these issues were related both to the internal functioning of the center as an organization and to our responsibilities to women using the center. As a result of these discussions, designing a formal orientation program became one of the tasks that occupied women in the CAC group during the remaining summer months. The outcome of the work was a design for a once-a-month evening orientation to be conducted by representatives from the CAC group and each of the other work groups. Staff women from the former would present information on the organizational structure of the center and on the concepts underlying the development of the center, and would provide transition for presentations about programs by representatives from each work group. Everywoman's Center brochures, Project Self brochures, and copies of any other center publications would be handed out, and interested women could speak with a staff woman from the work group she felt best suited her interests and skills.

The formal orientation program was never instituted, due to a full staff decision in early September 1974 to put a moratorium on the inclusion of new women on a volunteer basis. The reasons for the moratorium are discussed in an earlier section of this appendix, "Staff, Structure, and Goals." The effect of the moratorium on the CAC work group was twofold. On the one hand, it removed from the work group the entire task of interviewing, hiring, orienting, and coordinating volunteers, and thus freed more of the work group's time for other work, such as updating the referral and resource systems. On the other hand, having no volunteers meant a great increase in the number of front desk staffing hours to be picked up by members of this work group. To handle the new situation, the CAC work group proposed to the full staff that one person be on staff duty at all times, but that each staff member serve two hours a week so that there would always be two women at the front desk. The center staff agreed.

Because EWC is a place where women can call or come when they are in crisis, the CAC work group arranged, through another special program at the university, for training in crisis intervention. The training of the CAC group meant that someone who was knowledgeable about crisis intervention was always available at the front desk. Though members of the center had been doing crisis intervention from the day the doors of EWC opened, the CAC work group's training was the first formal recognition of crisis counseling or intervention as an ad hoc program of the center and one that we could better prepare ourselves to handle.

Perhaps more than any other group, the work of CAC changes as the size and policies of the whole center change. When the staff is small, covering the front desk becomes a staff (rather than a CAC) responsibility. Depending on whether there are volunteers, the work and composition of this group are altered. The unchanging core of the work group's responsibility is the maintenance of the resource and referral materials. If there is a predictable future for the work of CAC, given the current size of the staff and the moratorium on volunteers, it is probably increased referral liaison with the community, expansion of the referral resources, and a creative exploration of new ways of organizing and creating access to that information.

COUNSELING

Everywoman's Center's counseling program was begun by two women who had gone through their own identity crises, examined the roles they were playing, struggled with a variety of women's issues, and, as a result, found the courage to redefine themselves and go to graduate school for training in a new career: counseling.

The liberating philosophy of the women's movement, as well as our own experience of having played the expected roles of women in our culture, had shown us the inadequacy of existing theories about women. One of our guiding beliefs was that women have the right to determine the course of their own lives. Counseling could be a process of deconditioning women and enabling them to make free choices. It could help clarify the ways in which women limit themselves, as well as the ways in which society limits them.

In the early days of the center, we resisted traditional goal setting. We decided that the goals of the counseling service would be derived from the needs of the women who came in. As those needs gradually became recognizable and definable, we were able to plan more specific programs.

We believed that women could be supportive of each other and, in this process, learn to value one another and themselves. (Basic to our perception of counseling is the importance of validating the reality of each woman's experience.) From the very beginning, we referred women to support groups and to Project Self workshops. The support group is a primary and important element for woman changing their lives. The Valley Women's Center in Northampton had long been involved in bringing together women who wanted to be in support groups. When EWC was getting established, we referred women who wanted to join support groups to VWC. Then, as the demand for groups increased, we began our program of monthly support group orientation meetings, open to all women. Women who come to the meetings share their expectations, get to know each other, and form groups of their own. These heterogeneous, leaderless groups, which do not have specific agendas, are very productive and even lifesaving for some women.

For some issues, we feel it is better to have facilitated, focused groups--specifically, for women going through divorce, for women interested in career development, for women who are single parents, for the older woman returning to school, for lesbians, and for women who are struggling to define their own identity and their relationships with others. We have attempted in several ways to meet these needs. The most successful attempt has been through Project Self workshops (described in the section on educational alternatives). Members of these facilitated groups often form ongoing support groups after the workshop itself is finished. We are still trying to find ways to offer these workshops on a permanent, continuing basis, as they are an important and useful referral source.

We have also established "self-growth" groups for women. The purpose of these groups is to provide a place to explore personal issues, which has traditionally been difficult for women who are having sex-role-related problems. Assertiveness, independence, anger, and sexuality are just some of those issues.

A critical part of the counseling is our resource files. These files include information about community services, university programs, admissions procedures, financial aid sources, transfer affairs, academic advising, and continuing education, as well as information about people within all those areas to whom we could with confidence refer women, whether to discuss a single course or long-term therapy.

We spend a lot of time talking to people to find out exactly how they can be of help to us and how we can be of help to them. From our own experience, as well as from talking to others, we know that women can get shuffled from one bureaucratic branch to another without getting their questions answered. We also know that the nature of our lives as women with children and child care problems does not give us the luxury of the free time this shuffling requires, or the self-confidence needed to withstand it. After a number of frustrated forays to forge a new life, it is too easy to give up and assume old roles. Helpful personal contacts and up-to-date information make a great difference in enabling women to pursue new and unfamiliar experiences. We now have a fairly substantial file of university and community resources, but this part of our work is ongoing, as new resources are constantly added and outdated ones deleted.

One early example of our resource information gathering was a series of vocational workshops we held in our first year. The goal of the workshops was to explore alternative jobs and careers for women. The first workshop concerned business opportunities in the Amherst area and brought together a panel of women in the business world to talk about their experiences with others who were interested. The second workshop explored the skilled trades--how to get training and apprenticeships, as well as how to establish our own zero-profit industries. The third workshop touched on a wide range of alternatives within the health and medical fields--excluding nursing or being a medical secretary. Because we recognized that the majority of women we worked with were not mobile, these workshops utilized only local resource people, and promoted education and training available in our geographic area. We added information to our resource files through these workshops, information that is still very helpful.

Another example of our resource services is in the area of establishing good referrals for women who want long-term counseling. Again, our main goal was to be able to refer women to counselors and therapists who would help, not frustrate, their efforts to change their lives. We believe that all counseling is political, and that feminist counseling is based on a theory of mental health quite different from the traditional male/female double standard definitions of mental health. The concept we use as an ego ideal is androgyny, which refers to a person whose behavior is not limited by sex-role stereotypes, but who is able to respond to any situation in the manner that is best for her as a person, not just best for her as a woman. Such a person would be free of the caricatures of sex-typed behavior. We are only comfortable referring women to counselors and therapists who essentially share these beliefs and who believe, too, that counseling is a process of sharing and working together, not a process of one-way communication from "patient" to "authority."

At the end of our first year, we cosponsored with the Human Relations Center of the School of Education and the Valley Women's Center in Northampton a workshop on feminist counseling. It brought together about 60 women in the area who were doing counseling or were in training to become counselors. Women from the Washington, D.C., Feminist Counseling Collective came and provided a panel that was informative and thought-provoking. Much discussion followed, and the decision was made by women in this area to establish a feminist counseling collective. This group continues to meet on a weekly basis to explore counseling issues and to provide a place for personal sharing, support, and training for their work. The group is an important resource and personal growth organization for women exploring new ways of providing psychological counseling. (Members of the feminist counseling collective wrote a paper entitled "Power and the Feminist Perspective," which was delivered at the American Orthopsychiatric Association annual meeting in Washington, D.C., in the winter of 1975.) Since the counseling collective is not yet a direct referral agency, we continue to meet and get to know people and services in both the university and the community in order to provide good referral information to women who come to EWC for counseling.

Within the university, we are active participants in the Counseling Resource Network, a loosely structured organization that brings together many people involved in providing human services. It is a good forum for getting to know university services and also for sharing with others what we see as being helpful for women; this extends beyond the area of counseling per se. With the help of other EWC staff members, we have held many workshops on the sexism inherent in the university's structure, process, policies, and academic practices. We have also tried, where possible, to present the issue of sexism through meetings and workshops with various university departments. As a result of these workshops, we have been able to provide resource women to work in other agencies and departments directly. We can't stress enough the importance of this kind of outreach. At times it may seem like a waste of energy to sit through so many meetings, but the university has to learn that we are here. And the efforts are beginning to pay off. Not only have we been able to initiate change in some areas, but we have been an important source of support for women already working in other departments and agencies of the university.

As interest in and requests for counseling at EWC continued to grow, we recognized the vital necessity of sharing our work and providing training to other women who want to counsel women. At the end of our first year we were able to budget for a part-time counselor to begin a training and supervision program. Each semester, a few graduate counseling students do their practicums at EWC under the supervision of this counselor. Because of staffing and space limitations, the program has remained small, but is important in terms of creating the option for women in training to choose a site that is meaningful to them and relevant to their goal of becoming feminist counselors.

Also at the end of our first year, we faced the realization that two of us could not continue to counsel effectively for educational, personal, *and* career needs. The career and job-seeking area was too enormous, had too many facets, and demanded specific kinds of information that we did not have the time to seek out and program. Fortunately, there were several women who expressed an interest in this area and who were qualified to develop career counseling programs. They were also willing to work without pay, a real blessing, as our budget could not be stretched any farther at that time. The center staff met with them, helped define areas of need, and provided desk space and supplies. Thus began what has become the Women and Employment Task Force.

During our third year we added two counselors to our staff, enabling us to provide health and sexuality counseling, lesbian counseling, and additional group counseling. As we prepare for our fourth year, we are also planning to offer discrimination counseling.

Over the past three years, we have seen how the very atmosphere of EWC is freeing to many women who come to see us, and we have learned that that atmosphere is, in and of itself, a therapeutic tool. We are committed to maintaining our feminist counseling program at EWC, and not to allow it to be incorporated into other counseling departments on the campus--departments which may differ greatly from us in terms of theory, practice, and goals related to dealing with women. What we hope you, the reader, grasp from this description of our counseling program is our commitment to the idea that counseling women is not an isolated (though personal) process. We work to change a woman's isolation through sharing and validation; our counseling incorporates broad information and support systems to give the best help to those women struggling to redefine themselves and their goals. We believe in change--not adjustment.

EDUCATIONAL ALTERNATIVES

Educational Alternatives (EA) is the work group in the center that develops and coordinates educational programs--both credit and noncredit--for women. Several programs have come from this group: Project Self, Women's Studies, Women's Weekly Happenings, and Days and Weekends for Women.

Project Self

The Workshop Content

The women who initially developed and administered Project Self and those of us who now administer the program are not professional educators, but rather, feminists with experience in consciousness raising and a commitment to social change. The women who have offered workshops do not (necessarily) have credentials or experience in teaching, but are women interested in sharing their skills or ideas with other women in a noncompetitive atmosphere.

Content guidelines for selecting workshops have been developed through various information collecting devices--registration questionnaires, the EWC newsletter, recorded referral and resource requests--and through the simple measure of women's responses to advertised workshops. We usually try to offer workshops in each of four major categories: skills, creativity, personal growth, and cultural identity. No matter what the proposed subject, the facilitator must show how the goals of the Project Self program will be incorporated into her workshop.

Project Self goals, although very general, reflect what we see as important, whether the workshop emphasizes body movement, life planning, women and literature, or weaving. The goals as they are currently stated (and they are constantly reviewed) are as follows.

- Examine society's image of us as women, as reflected in our history, culture, and institutions
- Explore how these images have shaped our lives
- Examine how our self-images as women affect how we envision our future
- Challenge the limits imposed on us

- Create our own images of ourselves, our world, and the future
- Explore alternatives for effecting positive political and social, as well as personal, change
- Actively explore alternatives to the traditional structure of authoritarian, hierarchical educational experiences

We feel very strongly that if Project Self is to live up to its goals, more workshops with serious political content must be available. We offer political workshops--among them, Socialism and Feminism, Anarchism and Feminism, The Politics of Lesbianism, Women in Local Politics--and many women register for them. Yet more women propose and respond to skill and creativity workshops than those emphasizing their cultural and political identity. This causes an ongoing gap between what seems ideal and what seems realistic at the moment.

Because all Project Self workshops at present attempt to build in consciousness raising for women, all are facilitated by women. The term facilitator reflects the program's philosophy that the learning environment is as important as the intended content, and that the most desirable environment is created by knowledgeable individuals acting as resources and catalysts rather than as experts and authorities. Every woman, whether facilitator or participant, is understood to be an expert on herself.

The Process

Decision making within the work group is consensual, with advice and collaboration from members of other work groups sought and considered as needed. For example, publicity, counseling, and feminist arts program staff members participate regularly in workshop selection and in publicity.

Women wishing to become facilitators are given a copy of program goals and criteria for selection before filling out applications. All prospective facilitators attend an information session to ~~clarify or revise proposals~~ and to meet other facilitators and the women who coordinate Project Self. We encourage team facilitation, and in several instances women who have submitted separate proposals on the same subject have come together during the information session and decided to offer a workshop jointly.

Criteria used in selecting workshops usually include perceived ability of the proposer to facilitate consciousness raising in the context of the proposed content area, knowledge of content, availability of similar workshops for women elsewhere, and appropriateness of format. Decisions as to which workshops to offer are made by the EA group in collaboration with other EWC staff who have attended the information sessions. Once facilitators are selected, workshops announced, and registrations completed, facilitators whose workshops have sufficient enrollment meet for a training workshop, to explore in some depth how program goals can be applied to specific workshops. Facilitators are encouraged to keep in touch with each other during the semester, to share experiences and provide support.

Financial Details

Project Self is a self-supporting program within Everywoman's Center. This means that it pays its own administrative salaries and all program costs. Currently, Project Self and Days and Weekends for Women are able to hire the equivalent of one full- and one part-time staff member. In addition, Project Self often has student interns learning how to coordinate the program. In several instances these student interns have later been hired by the center to administer Project Self.

The salary for facilitating Project Self workshops has varied, along with the tuition, from semester to semester. Salaries were originally $150, when subsidy was provided by Continuing Education. Facilitators have always played an active role in all decisions regarding salaries. Facilitators now receive a guaranteed minimum salary of $90 for an eight-week workshop, with the understanding that any excess revenue after costs will be divided equally among the facilitators. Team facilitators each receive a full salary.

Tuition for workshops is kept at the barest minimum possible to cover costs. Scholarships are available for low-income women. To obtain a scholarship, a woman simply indicates that she cannot afford to pay the full amount. The tuition for workshops has just been increased to $25. Workshop space is usually provided by the university. Credit is available to undergraduates--one credit per workshop--and we have also arranged for people to receive continuing education credits. Child care has been offered in the past, but because of consistent underutilization, is not currently offered through Project Self.

Women Who Take the Workshops

Approximately 350 to 400 women take Project Self workshops each semester, and for many it is their first experience in an all-woman, supportive, nonhierarchical learning and sharing environment. Their enthusiastic and sometimes deeply emotional responses give us the energy we need to deal with the endless administrative details of this program. The following information about these women is based on responses of participants in the spring 1974 workshops:

Student Status:

56.1%	Not students
30.3%	Full-time students
13.6%	Part-time or continuing education students

Educational Level:

9.7%	No college
49.1%	Some college, no degree
28.2%	B.A. or B.S.
13.0%	Degree beyond bachelor's

Age:

13.6%	16-20
41.6%	21-25
17.1%	26-30
22.4%	31-40
5.3%	Over 40

420

Women's Studies

Since the spring of 1972, many women in the university community had been thinking, talking, and writing about women's studies. Concrete action toward the creation of a women's studies program at the University of Massachusetts evolved from a seminar group to an informal group to a subcommittee of the faculty senate on the status of women. This subcommittee, which was made up of faculty, staff from EWC, and students, was charged with writing a women's studies program proposal for submission to the faculty senate for approval.

The EA work group coordinated the data collection; the writing, printing, and distribution of the proposal; and liaison with the administration. Everywoman's Center provided the time of three paid staff members and a place where faculty, students, staff, and administrators could meet to sort out the many different directions that a women's studies program could take. The EA representatives, familiar with the educational needs of nontraditional women students as well as with those of community women, were advocates for those needs and for strong community, student, and university staff participation.

The final result was a structure whereby policy for the women's studies program would be made by a board consisting of students, faculty, community women, and university staff--both professional and nonprofessional. The proposal gave jurisdiction over all women's studies students, whether working for a certificate (equivalent to a minor concentration) or for a major, to this women's studies policy board. Final acceptance of the program by all appropriate university groups was completed in May of 1974, creating one of the few women's studies programs in the country that grants a major. Minimal funding was secured beginning in the summer of 1974, and space adjoining EWC was made available for the new program.

Once the women's studies proposal was accepted, the EA work group's role was officially ended. However, the interest and connection between the women's studies and EA programs continues. Since its beginning, there has been an EA representative on the women's studies policy board. Other members of the EWC staff participate in such other aspects of the women's studies program as evaluation and admissions.

Women's Weekly Happenings

In the spring of 1974, the EA work group began a program called Women's Weekly Happenings. This program was designed to provide an informal and supportive atmosphere in which information on issues affecting women could be shared. Events were scheduled at times and in places that would make them accessible to classified staff as well as students. Panels and discussions were held on women and mental health, cancer and gynecological surgery, and gynecological self-help. A group of juvenile offenders presented its perceptions of the legal and penal systems' treatment of women. A slide show on women in Asia and a play on job discrimination (called "Adam and Even"), which was held in the courtyard of the university's administration building, were also offered under this program. Funds to pay for panelists, participants in discussions, publicity, and equipment came from the student government association.

For the fall and spring of 1975, the center decided to redesign the use of program money from the student government association. Instead of a single work group organizing events around issues, we decided to divide the money, approximately $1,000, among the center's work groups. This resulted in a much broader range of events, more collaboration with other campus groups in sponsoring speakers, and a more successful program in terms of the numbers of women attending.

Days and Weekends for Women

Days and Weekends for Women began in the fall of 1973, in response to the recognized need of women to spend concentrated periods of time together talking, working, sharing, eating, questioning, and enjoying. The staff had talked for some time about the need for consciousness raising (CR) groups, which would not end after a few hours, with each woman returning alone to her own family and obligations. We decided to advertise for facilitators for weekend CR groups for women. The response was almost ov rwhelming. We finally hired seven women to develop and carry out the program. Since we had no funding for the program, we could not guarantee the facilitators a full salary. We did make a commitment to them that even if the program failed, we would provide an honorarium of $200 each. We hoped that the program would be successful and would generate enough income to pay the facilitators for all heir time. Both the facilitators and Everywoman's Center agreed to take a risk in order to start the program

The EA work group coordinated the administrative aspects of the new program, and by winter of 1974 three workshops were being advertised under the title Weekends for Everywoman. These were basically CR groups, which varied in price and location in order to reach a diversified audience. The workshops ranged from "bring-your-own-sleeping-bag" to a $70 weekend at a resort in the Berkshires.

We had hoped that this program would be self-funding within its first year. On this basis, continuing education advanced us funds to cover administrative costs, plus the guaranteed honorarium of $200 for each facilitator. We found, however, that our costs were too high and response to the program was too low. As a result, we ended the first year of the program with a substantial deficit.

Since we had found our housing and meal costs too expensive the first time around, and the general CR groups drawing little response, we spent the second year reshaping the program by offering less expensive ($12 to $30), focused-topic days and weekends under the new name, Days and Weekends for Women. Again, in spite of the deficit, continuing education agreed to advance us the administrative funding for the program. The debt to continuing education from the first year, which we were obligated to repay, meant that to break even we could not pay workshop leaders. Everywoman's Center staff and other community women volunteered to facilitate weekends. In return, we paid facilitators' child care costs and offered them their choice of attending a Project Self workshop or a weekend for women without fee.

Money has been a continuing problem. We were uncomfortable with the high cost of the first series of CR groups, even though the most expensive was the most successful. We didn't want to offer a program that only affluent, middle-class women could attend, so in the next series we dropped the cost substantially and eliminated facilitator fees. We then became uncomfortable with having women volunteering their time for programs for which tuition was charged, and decided that facilitators had to be paid. Starting with the summer of 1975, Days and Weekends for Women was incorporated into Project Self to help us cut administrative and publicity costs and to enable us to pay facilitator salaries.

During 1974-75, we offered workshops on loneliness, massage, lesbian relationships, women and children, creativity, career exploration, sexuality, self-defense, life planning, backpacking, and environmental awareness. Sexuality, career exploration, life planning, and self-defense have received the greatest response. We're still not sure why some topics that seem important to us are not popular. It seems that the ones that focus on learning specific skills generate the most interest.

In many ways, this has been an important program for the EA work group. We've made some bad decisions. We've also been learning from those mistakes. In the coming years, we hope we'll still be learning.

FEMINIST ARTS PROGRAM

The Feminist Arts Program (FAP) grew out of the need for a place where women artists could work, dream, and support each other. In April of 1973, about 60 press releases were sent to newspapers and radio stations, announcing an organizational meeting for women artists. Ten women came, representing nearly all the arts. They shared similarities of experience and frustration in opportunities to learn their craft, to exhibit, to publish, and to perform. From this group we began a mailing list and decided to send out a monthly newsletter. Everywoman's Center provided us with a desk and the use of a telephone in the already crowded room.

In May we were asked to part of the National Women's Poetry Festival committee. The work began with a first meeting with the Fine Arts Council on campus. Much of the next ten months was taken up with organizing this event.

Since we had only administrative space in EWC and our goal was to have a feminist arts center, we were forced to look for outside funding. A proposal for $54,000 was written, with the National Endowment for the Arts in mind. However, we soon learned that no one was interested in funding a place--only in funding projects.

With the help of a woman interested in the development of the center, two noncredit art workshops were organized for the summer, one in batik, the other in calligraphy. However, the primary project we were concerned with was a community multiarts show. Such a project would fulfill the goal of two-way communication between the academic community and the local communities, not FAP's "servicing" these communities with the arts.

In July we met with a representative from the Massachusetts Council on the Arts and Humanities, who was most interested in the idea of the poetry festival. We began working on a proposal to apply for money for the festival, and soon the work for the festival became consuming and the multiarts show was postponed. We also learned a hard lesson--everything should be planned about two years in advance of when you want to do it.

Another summer project was to hold poetry readings in various communities in western Massachusetts. Three readings were held in August of 1973, with varying success. The most successful reading was the result of joint planning between women from this area and the community in which the reading took place. This became our pilot co-community effort.*

The first FAP fall meeting was held on September 17, 1973. The meetings continued on a weekly basis, then biweekly, and finally monthly in the spring. The fall meetings were taken up primarily with the business of planning the cultural components of Everywoman's University (EWU) in January. (EWU was a week of educational and cultural events geared primarily toward staff women on campus, but also attended by many community women.) Planning for EWU allowed too little time for the substantive issues we needed to address in relating to women artists: women artists' responsibility to society and to other women, a definition of feminism, liberation versus revolution, what we wanted of FAP, methods of integrating the arts into society on a daily basis as a natural part of every person's day, etc. Attendance at the meetings diminished because people felt the need to act as a support group and were not interested in sharing the business end of organizing.

On September 20, 1973, the first meeting of a multiarts journal group was held. The journal was eventually titled Chomo-Uri (Chomo-Uri--"Mother of the Turquoise Peak"--is the Tibetan name of the world's highest mountain, which the English named after a man: Mt. Everest). Format, policy, audience, budget, and staff as a collective were discussed.

Everywoman's University was held from January 14 to 25, 1974. FAP sponsored three poetry readings, a play by Judith Katz, a performance by an improvisational support group, a film series, and an art exhibit--all drawing on local women's talents. The events were well received.

Once EWU was over, our next FAP meeting was devoted to discussing definitions, philosophy, and structure. The immediate result of this meeting was to break into work collectives: visual, literary, and performing arts. Each collective began weekly meetings. As the interest in these groups grew, attendance at the FAP monthly meetings dwindled. By April, these monthly meetings were replaced by four forums, which invited discussion leaders for the fall and spring of 1974-75.

Work on Chomo-Uri was progressing, and on February 17, 1974, the Deadly Nightshade and Lilith (two local women's bands) gave a benefit dance to help pay for the first issue. It was an exciting and historic evening, since it was the first time the two groups had played together. Over $500 was made. Robin Morgan, who had accepted the invitation to the National Women's Poetry Festival, turned over her $300 honorarium to us for Chomo-Uri. During February and March, Chomo-Uri's contents were selected, laid out, and printed. Distribution began in late March.

By the summer of 1975, the Chomo-Uri staff was still learning to work as a collective and was developing a sense of a feminist aesthetic. Except for three people, the staff had changed completely since 1973 to a consistent membership and a stronger sense of commitment. We spent several months working out a policy statement, and the process of doing this helped us to clarify the intent of the publication and to develop a greater group unity. The policy statement had two purposes: it helped define the kind of submissions we wanted and it helped specify the politics of potential staff members.

March 11 to 16, 1974, was the National Women's Poetry Festival--a hectic, exhilarating week of readings and workshops by women poets from across the country, who through their work expressed a commitment to social change. Most of the next two months was spent cleaning up last bits of fund raising, writing notes of appreciation, and sending complimentary copies of Chomo-Uri to the poets--in short, a great deal of paper work. University of Massachusetts Press approached us with the idea of an anthology, and we began collecting material. Ultimately, however, the committee turned down the project, and staff members of Chomo-Uri decided to do a commemorative section on the festival in our Winter/Spring 1975 issue. The poets were contacted and they agreed. Over the summer an article was written on the poetry festival and published in The Second Wave.

Our idea for a multiarts show traveling to six communities was scaled down to a joint effort by women of Franklin and Hampshire Counties to organize a women's multiarts show to be held in Greenfield, Massachusetts, in the fall of 1975. However, as time went on, it became obvious that what was needed before a joint arts show could be successful was to get more women in Franklin County involved in the arts. It was decided that women from Franklin County would organize something similar to Women's Cultural Week for the fall of 1975, with the women of Hampshire County acting as resource people. The hope was that the idea of a combined effort arts festival would not be lost, but rather revitalized when the time and energy were right.

Women's Cultural Week (February 25 to March 1, 1975) was very successful. It consisted of two poetry readings, a juried art exhibit, an evening of films and discussion, an art therapy workshop, and a satirical revue written and performed by a group of 15 women. There were two important differences between that year's event and the previous year's. One was that we held it when schools in the area were in session, thus drawing on a student audience as well as the community; and the other was that instead of the exhibit's being in a less accessible gallery on campus, it was held in a room in the student union, thus attracting people who usually don't go to art exhibits.

Philosophy

A question that has haunted us for a long time is how to integrate our politics into our lives. As artists, how does our art reflect our politics? FAP was formed in an attempt to answer these questions. We knew that throughout the Pioneer Valley there were many women involved in this same struggle--women who viewed art as a vehicle for social change and who were trying to move their art in that direction. Inherent in this struggle is the belief that art does not belong to a select few who can afford to buy it, or who have the power to dictate its form and content. Rather, art is born out of the lives of all people and therefore should be accessible to all people. However, we know too well the mystery that surrounds art and creates barriers between art and most people. Therefore, we wanted to find ways to integrate the arts into people's lives, to break down the barriers and free the creative spirit.

We were also aware of the division we feel inside ourselves between being women and being artists. Feeling powerless and incapable of change, we hide our poems in drawers and our paintings in attics. By developing a cohesive center for women artists, which could provide resources, outlets for creative expression, and act as a communications network, we hoped that women would begin to take themselves seriously as artists and begin to respect the creativity that for so long has been denied or looked upon as a hobby. Many exciting and diversified artistic expressions have emerged from women in this area, and a process has begun that seems to say: *We can do it--and what we can do is good.*

We hoped to attack the elitism that has kept the academic and nonacademic communities in western Massachusetts from opening a dialogue on the arts by facilitating a two-way communication through joint arts projects. Ultimately, we would like to see various departments on campus respond to the needs of women students in the arts and to have a community women's arts center, housing studio, gallery, and theater space.

POOR WOMEN'S TASK FORCE

In the Amherst area and throughout Massachusetts, there are many mature, low-income women, especially women on welfare, who want and seek higher education, but who feel and believe that the available institutions are unresponsive to their needs. In December of 1972, the University of Massachusetts at Amherst began a short-range feasibility study of higher education for poor women throughout western Massachusetts, and particularly for those on welfare. In January of 1973, a press release appeared in local media from a woman who had combined her efforts with the provost's office, and who was working at Everywoman's Center. The woman was a graduate student interested in contacting poor women and women on welfare who had considered the idea of a college education, but who had rejected it for financial reasons. The news release suggested that all interested women should contact Everywoman's Center.

Twenty-five women responded by letter, expressing their desire to attend college. Each respondent received acknowledgment of her letter and an invitation to meet with all respondents as a group. That initial meeting was held in January of 1973 at the university. Thirteen women, whose ages ranged from 19 to 42, attended that meeting. All were on welfare; all were single heads of households. Twelve of the women were white; one was black. The racial imbalance was distressing on some levels to the initiator of the meeting, as she had hoped that more black, Spanish-speaking, and other minority women would respond to the press release. She felt that a more racially balanced group and a sharing of different cultures would make the university more aware of the particular needs of urban poor women.

The first task of the group was to recruit more minority women into the group. Since it was assumed that minorities dwell in the inner city, recruiting began in Springfield, Massachusetts. A black woman from Springfield went from door to door, using a list of names of eligible women given her by an Hispanic social worker. As a result of her efforts, the Poor Women's Task Force (PWTF) became a delicately balanced group, with six additional black women, four Hispanic women, and four additional white women.

This first task done, the second meeting of the group was held in February of 1973, with all 27 women present. This was a crucial meeting. Problems that could be encountered by a welfare mother as a college student were discussed. Many questions and issues were raised. A primary concern was the availability of financial aid and whether the department of public assistance would regard that aid as income. If it were regarded as income, women could lose their welfare money and be worse off financially going to school than staying at home. A second major concern was the availability of day care and the question of whether welfare would pay for it. In addition, several women were afraid that, as college students, women on welfare would only serve as guinea pigs for doctoral or master's degree candidates--that it would be another exploitation of the poor.

Poor women had never before been encouraged to attend anything other than vocational school, so another crucial question was: Why was the establishment coming to the rescue of poor women? Was the University of Massachusetts an extreme example of benevolent paternalism? The women felt highly motivated, strong, sophisticated, and determined to return to school. All of them agreed that being part of a solid and supportive group was most important, and they joined in the tumultuous birth throes of PWTF.

Despite the group's endurance in subsequent monthly meetings on counseling, reading, and other academic skills, becoming a college student remained an idealistic dream for these women until the questions about financial aid, travel expenses, day care, and welfare could be answered. Relying on the power of solidarity, the task force as a unified group kept an appointment with the director of the university's Office of Financial Aid. In that setting, the appointed spokesperson confronted the director of financial aid. Elaborating on the need to apply a traditional concern for education and learning to a nontraditional population, she pointed out to him that poor women, and especially women on welfare, have a traditional capacity for endurance, that he was not expected to be the genius of social reform, and that what was needed from him was a commitment to the group (representative of many women) that financial aid would be available should they be accepted as students for the 1973-74 fall semester. The director gave the group the sought-after commitment. (For many women, the director's guarantee of financial aid was still not enough to overcome their deep-rooted suspicion of the university and its motives.)

The presence of PWTF on the University of Massachusetts at Amherst campus during the summer of 1973 provoked many reactions. Ignorance and gross misconceptions about oppressed women, and especially about women on welfare, were encountered at all levels of the university, from the administrative offices to the classrooms. Dealing with a university used to a white, middle-class, 18-year-old student group, the women found that often they couldn't comfortably indicate that they didn't fit this "normal" profile, but were instead poor, on welfare, and sometimes mothers of as many as six children. Between the university's insensitivity and their own mistrust of the university on the one hand, and the accusations of fellow students that they were "women's libbers," becoming overintellectualized, and stepping out of their "proper" roles as mothers on the other hand, 14 members left the group before the 1973-74 semester began, leaving aside for the moment any serious pursuit of higher education.

Finally, the campus had 13 women on welfare from PWTF who had negotiated their own financial aid and admissions package and who had drawn additional financial aid from sources including work-study monies, state and federal loans, and small grants from private organizations. The 13 women took their course requirements seriously, but even more seriously, they held to their right to self-determination, to support from other women's groups, and to the belief that each woman--poor, black, white, middle-class, or other--has to determine for herself her identity, her goals, and her needs as a human being. Each woman learned that it was not easy to be a college student, a woman, and perhaps black, yellow, red, or brown; each confronted her own responsibility for building alternatives to the present family system that stultifies women's lives.

Comprehensive and reliable day care is essential for women returning to school. The group constantly asked for day care facilities and more flexible course requirements to enable them to arrange suitable schedules, but the university persisted in refusing responsibility for making any adjustments.

Male teachers in many classes degraded all women. The women in the task force were disturbed by textbooks that attempted to reinforce women's socially created inferiority complex. The task force women quickly learned that for poor women the university environment increased their already familiar sense of being manipulated, exploited, and oppressed. For a woman who has been at home raising children, struggling to find a way through to her own talents and ambitions, her own life, finally to take the big risk and return to school, only to be confronted by sexist professors whose good grades she needed and who told her that her place was back in the home, was angering and frightening. So the question became, how far can 13 welfare mothers rise in a social order built on male supremacy, and how can 13 women be an instrument toward the crumbling of this social order?

Despite the attempts of professors to make us (PWTF) feel inferior, and of the university to limit us by refusing to provide day care, we kept ourselves together. We participated in radio talk programs, sent speakers to Civil Liberties Union meetings, and took part in National Women's Day by running several workshops in cooperation with the women's center at Springfield Technical Community College. In February 1974, we held a series of workshops giving information on admissions, financial aid, what support could be expected from welfare, and on the problems women on welfare face when becoming students.

At various times, PWTF's reputation has been nothing short of notorious. For a while, the task force seemed to support anything that some person or groups protested. As individuals, we supported, and continue to support, a broad range of issues affecting students and poor people. The group now has some clear and realistic goals:

Increase the availability of higher education to poor women.

Develop awareness among students, faculty, and staff of the issues involved in being a welfare mother and college student.

- Change university financial aid forms so that they can realistically reflect the needs of poor women
- Develop admissions policies and forms that don't discriminate against welfare women

- Promote change within the state welfare system, which historically has discouraged women from pursuing higher education
- In classroom situations raise the concern that curricula appropriate for 18-year-old students are often of little interest to mature students
- Work to develop stronger support facilities for poor women students, including housing, day care, counseling, and compensatory writing skills
- Disseminate to other groups information on the development and operations of PWTF, with the thought that additional groups of women would then be encouraged to work together

In some ways, we try to keep an objective perspective on our own experiences and our goals as the task force. Major questions for us have been, and continue to be: Is higher education an obsolete idea or a revolutionary force? Is it practical for poor women? Is higher education for poor women political pornography? These questions are at the forefront of a complex series of questions that our experiences as individuals and as members of the task force have led us to confront.

As of 1975, PWTF was interested in locating women on welfare from all of western Massachusetts, who had rejected college or who had never considered college for economic reasons. Although we may not have answers to the complex socioeconomic and political questions we raise and confront, we do have practical information and guidance to offer to the poor woman who wants higher education to be a choice for *her*.

PUBLIC RELATIONS AND PUBLICATIONS

What is now defined as the work of the Public Relations and Publications (PRP) work group started out, as most of the center's work did, without specific goals or procedures. What we did start with was an awareness that a projected image molds expectations and assumptions. We also had a name that would underscore in any publicity that our space was to be used to connect community and university women, and that it was open to all.

The primary goal--though unstated at first--has always been to inform the appropriate audience of EWC events. A second goal has been to inform area women of other events of interest to them. Accomplishment of these goals can be seen in our work in several categories: program brochures, press releases, newsletter, EWC brochures, and flyers. Each of these is described below.

The Project Self Brochure

The Project Self brochure, produced in September of 1972, was the first of many program brochures to come out of EWC. Its herstory traces how publicity in general has grown as a skill at EWC. The first brochure was a small booklet describing the workshops, their facilitators, registration details, and the goals of the program. The design and layout were done by Continuing Education (CE) publications. They made up our first logo, the University of Massachusetts seal inside the symbol for female. (The seal depicts a buckskin-clad Indian holding a bow!) The first brochure embarrasses its designer now, but is a measure of how experience can be a good teacher.

For the second semester's workshops, a woman from the community volunteered to do the brochure. This time the idea was to design a brochure that could also be used as a poster. Since we had all been unhappy with the male Indian logo, the second Project Self catalog didn't have a logo, but used a simple and distinctive black and white circle design with handmade lettering (this was before the EWC staff discovered the miracle of transfer letters). The brochure, if a little crude, was an eye-catching poster in store windows all over the valley. This design was refined over the next year to provide a basic format for Project Self brochures.

Press Releases

On October 4, 1972, the first press release written about Everywoman's Center was sent out by the university news bureau, letting community and campus papers know of EWC's existence. Although the release generated one feature in a local newspaper, most of the press coverage was confined to campus publications: the daily student paper, Continuing Education News, and the weekly university staff bulletin. More than a dozen press releases were sent out in the first academic year about a variety of EWC programs, generating 63 articles in 9 publications; 76 percent of the items appeared in campus publications.

In September of 1973, two paid staff women took on PRP as a specific job and started to pull together a procedure to increase coverage of EWC. The university news bureau's standard procedure for press releases did not seem to be reaching the right editors at local papers. The bureau also required lead time for duplicating and mailing, which didn't accommodate our rapid program growth and spontaneous planning.

We began systematically calling local TV and radio stations and newspapers to identify what their procedures were and who the interested contact people would be. Most radio stations had community bulletins that would accept short messages about EWC events. And most newspapers had at least one female reporter who handled "women's news," and who in most cases was enthusiastic about more information on EWC and events for women. Area female reporters had been responsible for much of the off-campus coverage of EWC the first year, expressing support, writing features, and battling editors for space to redefine "women's news." Making personal contact with these women, discussing ideas for stories, and putting them in contact with other area women has been important not just to spread the word about EWC, but also to give more women access to the media.

With our own press list and a procedure on how to write press releases, the two paid PRP staff members began to work with EWC staff in planning publicity for programs and encouraging all staff members to write press releases. Some women had initial writing blocks, but in the course of the year, with two other staff women joining the PRP work groups, we developed copywriters and editors within all the work groups. In our second year we sent out twice as many press releases (33) on EWC programs, resulting in 185 articles, or triple the coverage of the first year. This time, 59 percent of the articles were in off-campus publications, some of them with national distribution (as an example, for the National Women's Poetry Festival).

The EWC Newsletter

The first EWC newsletter was mimeographed and had to be hand-collated, stapled, and addressed. By the end of the first year, the mailing list had grown to 800, and we were able to have the newsletter offset printed. We also had discovered the joy of the university's addressograph machine and could stop hand-addressing all those newsletters.

New plans for the newsletter were drafted at the staff retreat in June of 1973. In an attempt to save paper, the offset newsletter had been reduced before printing, so that it was hard to read and rather dull looking. One staff woman agreed to take on the production of the newsletter. She began by designing a new logo, which is still in use. The newsletter was given a casual format, with hand-lettered headlines and doodled graphics fitted in between copy and borders. We also started a column, "Reflections on Ourselves," to allow individual staff members to add personal perspectives on the center and the women's movement. As new staff have joined the PRP work group, the newsletter has changed to reflect the variety of written and graphic styles and the political and personal concerns of the center and the work group.

For the September 1973 issue, we changed to a smaller format suitable for the press at the newly formed Mother Jones Press. Mother Jones, like us, is a group of women teaching themselves the skills necessary to create their own media. We learned from our mistakes together and the informality of the newsletter made it an ideal learning lab.

The first year, CE had picked up the cost of mimeographing the newsletter. With the switch to offset printing, rising costs of paper, and the ever increasing mailing list, we started asking for donations for the newsletter. In the second year, over $700 was donated, covering half the printing costs; CE picked up the rest of the bill.

The newsletter philosophy had to be rethought in the fall of 1974 due to money problems. We had been mailing out the newsletter free of charge to all 3,000 women on our mailing list, but we simply could not afford to go on doing this. Printing costs were too high. Instead of ceasing to publish a newsletter, we decided to send out an appeal to the 3,000 women for subscriptions. We could send the newsletter only to people who sent us a $2 yearly subscription. In this way we felt we would also be measuring the need for and appeal of the newsletter. Perhaps women no longer felt strongly about it. Response was gratifying. As of April 1975, we had 600 paid subscriptions and the number was growing each month.

The EWC Brochure

By the end of EWC's first month of existence, a brochure was put together outlining our programs and goals. No one in the center was yet experienced in dealing with printers, so the staff in CE publications took over the production end for us. While we were happy to have a brochure, CE's publications department's color taste prompted us to learn the skills for ourselves. That first brochure was soon tagged for life as "puce and prune" instead of the purple and gold it was intended to be. The brochure was distributed wherever we thought women would be likely to gather: offices on campus, resource centers, and agencies in the communities.

In July 1973, we needed a large number of brochures for a mass mailing through CE, so we put out a lightweight flyer using the third logo and informal decoration, which eventually became identified with the newsletter. By January 1974, we had run out of puce and prune, formalized our work group structure, and needed a new brochure to reflect our growth. This time the brochure was written and edited by the entire staff, with work groups writing the sections pertaining to themselves. All EWC brochures have answered basic questions about the center and provided a form for women to send in for additional information. The brochures have undergone major revisions at least once a year.

Other Materials

During the first two years, the center produced 25 other publicity pieces. These seem to fall under the general rubric of posters and flyers. They range from last-minute purple Ditto copies on Project Self workshops to nationally distributed offset flyers on the National Women's Poetry Festival and EWC publications. Not until the second year were these pieces issued in a more thought-out manner. A format that could be reused as needed was designed for two programs whose activities changed every month. The covers of two literary publications, Voices of New Women and Chomo-Uri, were used as publicity flyers for women's centers and bookstores. In addition, women involved in the Feminist Arts Program were encouraged to learn the process and produce posters for various events.

Speaking Engagements

Speaking engagements have been another way of spreading the word about EWC. This task has been shared by all EWC staff. Speaking is usually done in pairs or groups so that new staff can become familiar with the kinds of questions asked and gain confidence in their own speaking ability. Requests have come from university and college classes, university staff, women's centers or places trying to establish centers, professional organizations, and local radio and TV stations. No accurate records exist, but a conservative estimate is that center staff members have spoken at least 60 times in the last two years on a wide variety of topics concerning women and EWC, from a lecture called "Women and Creativity" at a theosophical society meeting to a workshop titled "Nonhierarchical Structure" for the university counseling network. A speakers' bureau to coordinate all requests for speakers from EWC was started in the fall of 1974. It is a program of the EA work group.

As the center became better known in the area, we also developed good media contacts in area radio and TV stations. Our first TV appearance was on a talk show, "Kitty Today." Kitty graciously invites us back from time to time, and a friendly newsperson from the same station comes by to check for on-location news. Campus radio stations have, under pressure, started to include women's programming, and EWC is frequently tapped for ideas and news.

Developing Procedures and Sharing Skills

As we became more aware of the importance and complexity of working with area media, as well as creating our own media, a second set of goals emerged for the PRP work group: to develop a public relations procedure for all center programs;

to share what we know with other EWC staff women; and to coordinate center public relations, acting as consultants to center programs. It took us the whole first year to recognize that doing public relations effectively is a full-time job, and something all staff need to be as familiar with as possible. By the beginning of the second year, we had some idea of the scope of the job and at least one person who could consistently devote time to it. Most good public relations takes several weeks to plan.

During the second year, procedures were established for publicity, press releases, and bookkeeping for EWC publications. By the end of the second year, a work group had been established to formalize the PRP goals and to start implementing them.

Ideally, when a program needs publicity, the staff members coordinating it meet with the PRP group to plan it. This entails identifying who the audience is, what the most effective ways are to reach them, what the time schedule will be, what jobs need to be done, and who will do them. We created a publicity planning form that has room for all this information (and that helps jog our memories), plus evaluation notes to help us plan the next event.

Teaching in integral to our nonhierarchical process. In terms of efficiency and product excellence the process has proved itself. As staff women discovered how easy and effective it was to produce press releases, they identified in their day-to-day work topics and events that needed to be publicized, and carried through on them or passed them on to the PRP work group. Staff women, using their own initiative, accounted for a large part of the increase in publicity the second year.

Before any public relations item leaves the center, it is checked by a member of the PRP group for errors, coherence, etc. Some women in the center have been informally identified for their skills in editing and proofreading, and crucial items get checked by them a second and third time.

Publishing

A goal that has been only partially realized is to provide a publishing outlet for women in the area, and to reprint otherwise unavailable material important to the work of EWC programs and to meeting the needs of area women. Our first publishing venture was A Look at Educational Software. Lois Hart, a graduate student, had compiled this material as part of a project for school. She came to EWC because she thought the content was valuable to women and wanted us to reproduce it so that it could be shared. The response was so overwhelming that we decided to print the work in booklet form.

Our next publication was Voices of New Women, an anthology of poetry that grew out of a poetry reading given as part of Everywoman's University in January of 1973. People attending the reading were impressed by the diversity and strength of the poetry, and suggested that an anthology be edited to reflect the reading. EWC agreed to finance the project.

Maintaining the press release and publications herstory of EWC has proved very important. It helps us to see the development of EWC and provides documentation of our activities for funders. This record takes the form of clippings from newspapers, press releases, posters, and brochures put in notebooks in chronological order. Much of the newspaper publicity is sent to us by women in the area who have volunteered to clip local newspapers. We've come a long way from puce and prune.

WOMEN AND EMPLOYMENT

The group of volunteers who formed what was originally called the Task Force on Employment came together in the fall of 1973. Their goal was to develop a comprehensive program leading to career awareness for women, and to provide women with access to counselors who understood their specific needs and difficulties. Most of the women in the task force had pursued or were still pursuing advanced degrees in counseling. Having combined the dual roles of their varying personal life-styles and commitments as women with their work lives, they were acutely aware of the employment problems women face.

In our society, few allowances are made for the many forced interruptions in a woman's work life. Families must often change locations, child care is scarce or unavailable, and women are often unable to gain entrance to jobs that match their potential. There are few role models for women to follow, both with respect to two-career families and in terms of nontraditional careers. Too many women register for education courses or prepare for social work, even though they know they will be faced with an impossible job market, because they are simply unaware of the alternatives. It was to fulfill the unmet career exploration needs of women that the various aspects of the task force's program developed.

Individual counseling is an important focus of the program. We offer short-term counseling to meet the immediate needs of a woman coming in, e.g., referral for academic help, resumé writing, resources for a job seeker, et We also offer counseling on an extended basis for women who want to explore their interests, get in touch with their values and needs, assess their skills, make decisions and set goals, investigate various occupations, write resumés, and prepare for interviews. Two of the counselors developed a series of modules, which they later packaged into a manual entitled Modular Life Planning and Career Development. These are concrete written exercises that serve as tools to aid in the uncovering and implementing processes of the counseling sessions.

We have found that life planning and career exploration counseling are very successful in small groups. It is amazing how much the participants can help each other to overcome blocks, discover what they want to do, and provide support and resources. We run a career explorations workshop each semester through Project Self. We have also conducted workshops in response to requests from the dormitories and agencies on campus and in the community. An example of this format was the series of daylong and weekend workshops in the Pittsfield-Lenox, Massachusetts, area, held in the spring of 1975 for some newly forming women's groups there. The women who organized the workshops raised money from area businesses to pay for the fees of the participants, and each facilitator received $50 per day. Our consulting services have been geared toward changing institutional prejudices and stereotypes concerning women and work. Among the workshops we have conducted were several on nonsexist counseling techniques and one on materials for junior and senior high school guidance counselors in the fall of 1974.

We have developed a good deal of written material and have a resource table in the center containing references like the Occupational Outlook Handbook, as well as various reprints of articles on sex discrimination, Catalyst briefs, journals, information on local schools and training programs, and so forth. One interesting resource, which we modeled after an idea designed in Washington, D.C., is our Career Advisors Program. As it had become clear to us that most women were not aware of the diverse occupations available to them, we began to contact women in nontraditional careers to serve as advisors and models for other women interested in entering those fields. Names were gathered by word of mouth, from an alumnae computer printout, from newspapers, and from friends and friends of friends. We have not had the woman hours to develop this resource to its full potential, but we do have about 75 women on file who are eager to share their experiences with others--among them an illustrator of scientific materials, a foundry worker, a woman who runs her own art gallery, a TV program producer, a carpenter, and a self-employed upholstery shop owner, to name a few.

The task force wrote a booklet, Career Development Options for the 70's, which sells for $2.00 per copy, thus paying for itself. The enthusiastic response to this publication led us to compile an even more comprehensive packet, containing information ranging from articles on assertiveness training techniques and labor discrimination to sample resumés and U.S. Department of Labor briefs and forecasts. This packet, Women's Work, included the $2 booklet, and sold for $5.00. We have used the packets in many of the four- to eight-week workshops on career exploration, and have had orders from individuals, colleges, women's centers, and industries all over the country.

Another service we developed and continue to maintain is the Job Bank--a self-use book in which we enter job openings in the area. A mammoth amount of work went into making the initial contacts with employers, an involved process of sending form letters, receiving replies, etc., which could have been streamlined by the use of mimeographed postcards. The employers were quite cooperative, since affirmative action laws have made it necessary for them to demonstrate at least an attempt at recruiting qualified women and minority people.

Originally, we also envisioned coupling the job bank with a matching system, whereby we would contact the job seekers when the appropriate jobs appeared. Unfortunately, we were soon deluged with "personal profile" sheets, mostly of women with liberal arts backgrounds and nonspecific job skills, which were difficult to match effectively with most of the jobs. Even part-time secretarial positions were difficult to match effectively with 200 "can-do types," many of whom might have moved months ago. So although we abandoned the grandiose scheme, which would have required a computer and a large paid staff (neither of which was at our disposal), we continue to list jobs. Over 100 women stop by the center each month to use the book, but its effectiveness is severely limited by the present recession. (Our area has one of the tightest job markets imaginable. The official unemployment rate here fluctuates from 12 to 18 percent, and most restaurants in the Pioneer Valley are staffed by enough women with advanced degrees waiting on table to start another college.)

Jobs and funding have been, and continue to be, a problem for this work group, as well as for the women we are trying to help. It is ironic that although we are all women with professional abilities, who are actively interested in the issues of women and work, none of us had paying jobs when we began this program.

The ways in which we have gained support from the program are worth of note, as they point up the great variety of possibilities to be pursued in such ventures.

- Two women arranged to be paid by the Student Development Center on campus, to work half-time there and half-time at Everywoman's Center. Two other women procured teaching assistantships, one by working a masterpiece of negotiation--being granted full released time from her academic department for her work at the center.

- We applied for and were given a position by the local Comprehensive Employment Training Act (CETA) agency for a full-time vocational counselor, beginning in January of 1975.

- We received a grant from the Office of Manpower (!) Affairs, which paid three salaries for six months of FY75, enabling us to do counselor training with the staffs of the Hampshire and Franklin County CETA agencies.

- The Office of Student Affairs of the university has provided support with funds to the counseling component of EWC--money that has been shared between the personal and career counselors.

Since the fall of 1973, the personnel department on campus has funded a part-time position for a woman to deal with the needs of the classified staff women employees. She has traditionally worked with the Massachusetts state workers' union representatives, coordinated various educational programs, and served as an advocate for women filing grievances against the university or wanting to upgrade their positions. For three semesters she coordinated typing and shorthand classes, held during the lunch hours, so that women could upgrade their secretarial skills. Helping nonprofessional employees gain access to university courses, and eventually to degree programs, has been a major thrust of this program.

Funding uncertainties have made us constantly reevaluate our goals, priorities, and effectiveness to decide what programs to continue, what to abandon, and what to generate for the future. Many of the original members of the task force are no longer working at the center--some because they felt the need to move on for self-growth, others because they wanted to gain the credentials that would enable them to make changes in institutions at higher levels, where the decisions affecting all of us are made.

It is often frustrating when a woman one has counseled finally gets in touch with something she'd like to try in the way of rewarding work or schooling, and is blocked by external, institutional barriers. At times, faced with a constant stream of women trapped in deadening jobs or paralyzed by poverty, it seems naive to believe that we are effecting changes. We are learning that change is slow, but insidious and contagious. Although each failure teaches us realism, each success refurbishes our optimism.

APPENDIX C

EVALUATION QUESTIONNAIRES

TRAINING PROGRAM QUESTIONNAIRE

Date ____________________

This questionnaire contains statements concerning the overall evaluation of the training. The purpose is to provide the facilitators and the National Women's Centers Training Project with specific information regarding how we might improve the training program. Please be as careful and honest in your responses as possible. Your cooperation will be greatly appreciated. It is not necessary to write your name on the questionnaire.

Section I

1. I found the combination of lectures, discussions, role play, exercises, and simulations

   a. effective for my learning
   b. ineffective for my learning
   c. irrelevant to what and how much I learned

2. I found that the five days of training

   a. provided as much information as I could learn at one time
   b. provided too much information for me to learn at one time
   c. could have included more information

3. In terms of my work at my center, the information I gained during the training

   a. will be very useful
   b. will be fairly useful
   c. will *not* be very useful
   d. will be clearer later, because my role at our center is presently unclear

Section II

In the next group of questions, please indicate for which sessions the statement was true (circle all the numbers that apply). For the questions asking about the facilitators' effectiveness, if there was more than one facilitator in the session, use the space next to the responses to clarify your response. Feel free to use this space to explain further any of your responses.

Training Session Numbers

1. Leadership and Power
2. Organizational Issues
3. Program Development
4. Budget
5. Collaboration and Cooperation
6. Communication Skills
7. Seminar with Administrators

1. I felt the following sessions could have used more knowledgeable facilitators:

   1 2 3 4 5 6 7 NA

2. I felt that I could have learned more in the following session(s), but the facilitator was an ineffective teacher for me:

   1 2 3 4 5 6 7 NA

3. The training could have been more effective for me if we had had *more* information on:

   1 2 3 4 5 6 7 NA

4. The training could have been more effective for me if we had had *less* information on:

   1 2 3 4 5 6 7 NA

5. I would like advanced training in:

   1 2 3 4 5 6 7 NA

6. I would take advantage of conferences or consulting services in:

   1 2 3 4 5 6 7 NA

7. I would have liked additional (e.g., more detailed, more advanced) printed materials to accompany the information presented in:

   1 2 3 4 5 6 7 NA

   Please explain.

438

Section III

Following is a partial list of activities used in the various training sessions. Use this list, plus other activities that you remember, to answer the next two questions.

1. Power/leadership simulation of center's staff meeting
2. Discussion of leadership and power
3. Lecture on organizational issues
4. Sharing centers' organizational structures
5. Identifying needs
6. Lecture on budget information
7. Exercises on developing objectives
8. Brainstorming and selecting program approaches
9. Initiative and cooperation games
10. Solving tasks using collaborative strategies
11. Developing the program budget
12. Viewing and discussing communication behaviors
13. Role playing interviews with administrators
14. Simulation with administrators
15. Seminar with administrators
16. Other

I found the following activities (listed above) to be especially helpful to me (please identify the number and reason):

#___ BECAUSE ____

#___ BECAUSE ____

#___ BECAUSE ____

#___ BECAUSE ____

#___ BECAUSE ____

#___ BECAUSE ____

#___ BECAUSE ____

The following activities were *not* very helpful to me:

#___ BECAUSE ____

____

#___ BECAUSE ____

____

#___ BECAUSE ____

____

#___ BECAUSE ____

____

#___ BECAUSE ____

____

#___ BECAUSE ____

____

#___ BECAUSE ____

____

Section IV

1. Based on what I needed to learn, overall I would rate the training as:

   a. excellent
   b. very good
   c. fair
   d. poor

2. Compared to other training programs I've experienced, I would rate the training as

   a. excellent
   b. very good
   c. fair
   d. poor
   e. not applicable--this is the first training session I've experienced

3. What, if any, were the advantages for you in working with a case study, as opposed to your own center and its institutional profile?

4. What, if any, were the disadvantages for you in using the case study?

5. Specifically, in what ways might the training be changed to meet your needs better?

6. If another training program were developed, what needs (other than those addressed by the present training) would you like to see addressed?

7. What have you gained from interactions with other participants?

8. Do you think the training has taught you things that could be used in other organizations (or in your personal life)?

   a. Yes
   b. No

   Please explain.

9. Do you intend to share the materials or training (e.g., distribute notes, present highlights, etc.) within your own center when you get home?

   a. Yes
   b. No
   c. Don't know now.

10. Do you intend, as a result of the training, to go back to your center ~~and~~ effect changes?

   a. Yes
   b. No

   If yes, what do you hope to change?

ADDITIONAL COMMENTS:

TRAINING SESSION QUESTIONNAIRE

Date_______________

Session ___________

Section I

Section I of this questionnaire contains 16 statements related to specific teaching skills and behaviors. Read each statement and indicate how well the facilitator presented the material using the skills and behaviors described. Respond to the statement by selecting one of the following answers:

1 = Yes, the facilitator used this skill effectively in terms of my learning

2 = Yes, but to be more effective for me, the facilitator needs improvement in this skill

3 = No, the facilitator did not use this skill, and it would have helped my learning and understanding if she had

NA = Not applicable to this session

Beside each statement, circle the number that corresponds to the above responses. Use the NA category in those cases in which a skill or behavior was absent, but that absence did not make the session ineffective.

CIRCLE ONLY ONE NUMBER. (DO NOT CIRCLE TWO NUMBERS; DRAW ARROWS, PLEASE.)

1.	Explained training session objectives.	1	2	3	NA
2.	Presented material in a logical fashion.	1	2	3	NA
3.	Clarified differences between topics of greater importance and those of lesser importance.	1	2	3	NA
4.	Summarized major points of discussion at the end of session.	1	2	3	NA
5.	Held attention of group when presenting.	1	2	3	NA
6.	Built facilitator-group rapport.	1	2	3	NA
7.	Asked concise and thought-provoking questions.	1	2	3	NA
8.	Answered questions clearly and concisely.	1	2	3	NA
9.	Explored to see whether group understood material.	1	2	3	NA
10.	Facilitated discussion among participants.	1	2	3	NA
11.	Kept discussion focused on the topic at hand.	1	2	3	NA
12.	Encouraged participants to explore points of view presented in the session.	1	2	3	NA

13. Related personal experiences of participants to the concepts, skills, and ideas that were discussed.	1	2	3	NA
14. Adjusted comments and activities according to participants' abilities.	1	2	3	NA
15. Provided examples to show the importance of subject matter.	1	2	3	NA
16. Explained the practical value of training material.	1	2	3	NA

Section II

In this section, you are to indicate your response to statements concerning your learning and the session as a whole. The response alternatives are listed below:

1 = Strongly agree

2 = Agree

3 = Neutral

4 = Disagree

5 = Strongly disagree

NA = Did not seem applicable in this session

1. The session covered material that I already knew and understood.	1	2	3	4	5	NA
2. I found the ideas difficult to understand.	1	2	3	4	5	NA
3. The ideas presented were not applicable to my experiences in women's centers.	1	2	3	4	5	NA
4. The session made me think.	1	2	3	4	5	NA
5. The language/jargon in this session made it hard to follow.	1	2	3	4	5	NA
6. The session did not meet my individual needs.	1	2	3	4	5	NA
7. The facilitator seemed well versed in the subject matter.	1	2	3	4	5	NA

If you would like to comment further on any of the above statements, please do so here.

Section III

In this section, we would like you to indicate what you learned from this session that you found valuable.

1. Which activity in this session was most instructive for you, or from which part of the session did you learn the most?

2. What new skills or ideas did you learn in this session?

   Of these, which do you think will be most useful to your center?

3. What aspects of the topic do you think should have been covered that were not?

4. What were the skills or ideas presented in the session that you feel are not applicable to your situation?

5. Can you specify some ways in which you can use the material from this session in working on issues or problems at your own center?

ADDITIONAL COMMENTS:

444

APPENDIX D

REGIONAL SITE ADMINISTRATORS AND TRAINERS

REGIONAL SITE ADMINISTRATORS

Region I Site - University of Massachusetts, Amherst, Massachusetts

Sally Freeman, Director of Student Development Center
John Hunt, Associate Provost for Special Programs
Frederick Preston, Acting Associate Vice-Chancellor for Academic Affairs
Robert Woodbury, Acting Vice-Chancellor for Student Affairs (now President, University of Southern Maine)

Region IV Site - University of Tennessee, Knoxville, Tennessee

Judy Kuipers, ACE Fellow, Chancellor's Office
Hardy Liston, Associate Vice-Chancellor for Academic Affairs
Philip A. Scheurer, Dean of Student Activities

Region V Site - Ohio State University, Columbus, Ohio

William Nestor, Vice-President for Student Services
Russell Spillman, Assistant Dean of the College of Education

Region IX Site - University of California, Santa Barbara, California

Trenna Hunter, Manager of Business Services
Robert Kuntz, Director of Information Systems
Leslie Griffin Lawson, Director of Office of Student Life
David Outcalt, Dean of Instructional Development
Donald Winters, Assistant Vice-Chancellor for Administrative Services and Student Affairs

Region X Site - University of Washington, Seattle, Washington

Philip Cartwright, EEO Officer
Hubert Locke, Vice-Provost for Academic Affairs
Herman Lujan, Vice-President for Minority Affairs
Steven E. Nord, Assistant Vice-President for Student Affairs
Helen Remmick, Office of Affirmative Action for Women
Robert Thompson, Assistant Vice-Provost for Planning and Budget

REGIONAL SITE TRAINERS

Region IV Site - University of Tennessee, Knoxville, Tennessee

Marilyn Kent, Director of Women's Center
Jane Redman, Program Advisor for Women's Affairs

Region V Site - Ohio State University, Columbus, Ohio

Glenda Belote, Coordinator of Women's Services
Peg Richards, Assistant Coordinator of Women's Services

Region IX Site - University of California, Santa Barbara, California

Gail Ginder, Director of Women's Center
Marilyn Jordan, Assistant Director of Women's Center
Lois Phillips, Program Director of Antioch University, Santa Barbara

Region X Site - University of Washington, Seattle, Washington

Cheryl Ellsworth, Program Assistant for Women's Information Center
Judy Hodgson, Director of Women's Information Center
Caroline Mass, Program Assistant for Women's Information Center

446

APPENDIX E

THE STATUS AND NEEDS OF CAMPUS-BASED WOMEN'S CENTERS IN THE UNITED STATES

INTRODUCTION

The National Women's Centers Training Project was designed to meet the needs of campus-based women's center staffs to increase their effectiveness in providing programs promoting educational equity for women. In order to document the needs of campus-based women's centers across the nation, a National Needs Survey (NNS-I) was conducted in 1976. The results of this survey were instrumental in validating the training program during the first year. When the second year of the project began in 1978, a second national needs survey (NNS-II) was conducted in order to ensure the continued validity of the training program. In addition, conducting NNS-II would provide the project with developmental data describing how campus-based women's centers may be changing. The purpose of this report is to present the data from the most recent survey (NNS-II) that describes centers' current status, and to compare the results with those of the first survey in order to note any developmental changes over the last two years.

DEVELOPMENT OF THE SURVEY INSTRUMENTS

The procedures describing the development of NNS-I and NNS-II are presented in detail below.

Step 1: <u>State the goals of the survey</u>.

a. Document the needs of campus-based women's centers

b. Determine important descriptive characteristics of women's centers

Step 2: <u>Determine the objectives of the survey</u>. Four major sources of information were used to identify the specific topics to be measured:

a. Content analysis of letters received by Everywoman's Center requesting information and services

b. Report produced by the Project on the Status and Education of Women

c. Report from the Women's Studies Conference, fall 1974

d. "Two Studies of Women in Higher Education," by Judy Bertelson, Mills College (1974)

See Table 1 for the specific objectives that were identified.

Table 1

MEASUREMENT OBJECTIVES FOR NEEDS SURVEYS

A. Document the needs of campus-based women's centers in terms of:
   1. Funding level
   2. Budget preparation and accountability
   3. Program planning
   4. Organizational development
   5. Handling issues of power and leadership
   6. Communicating effectively with administrators
   7. Handling conflict
   8. Dealing with the institutional context
   9. Handling boundary issues
   10. Planning long-term growth
   11. Networking

B. Determine important characteristics of centers, such as:
   1. Types of programs offered
   2. Whether centers have their own space on campus
   3. Target population of centers
   4. Number of staff: paid, volunteer, and student
   5. Age of centers
   6. Current and past budgets
   7. Organizational structures
   8. Demographic characteristics of colleges or universities in which centers are located
   9. How centers are perceived on their own campuses

Step 3: Develop items. The following criteria for developing items were identified:

a. Coverage of the objectives

b. Practical considerations of length, simplicity, and interest

c. Balance between concreteness and generality

d. Clarity of wording and unbiased language

e. Easily codable responses

f. Psychological appeal

Step 4: Pilot the NNS-I instrument. The survey items were assembled in a pilot survey form and sent to staff of Everywoman's Center, who were asked to identify any question and format problems. Responses were reviewed, revisions made, and a final draft of NNS-I was tested in local women's centers.* Based upon responses and feedback from our pilot survey, item revisions and format changes were made and a final copy was readied for national distribution.

Step 5: Make revisions for NNS-II. The first needs survey met the goals stated and was found to be educational by center staff members who completed it. The survey raised questions and even provided answers to problems that were previously unarticulated. Therefore, revisions were quite minor, focusing on format and style issues rather than on content. Moreover, we wanted to change as few items as possible in order to provide comparative data. Three major changes were implemented: (1) redundant items were eliminated; (2) more specific response categories were developed for some items; and (3) quantitative response formats were substituted wherever possible.

Copies of the NNS-I and NNS-II follow this appendix.

SURVEY IMPLEMENTATION

Population Surveyed

Initially, campus-based centers were identified from a list of 600 in Women's Centers--Where Are They? (1975). The files at Everywoman's Center provided an additional set of centers. The first needs survey was mailed to 386 college-based women's centers in 1976; NNS-II was mailed to 479 centers in 1978. The major reason for the increase was multiple addresses of already identified centers. A regional breakdown of the number of surveys mailed for NNS-I and NNS-II is presented in Table 2.

Mailing Procedure

In 1976 NNS-I was sent via first-class mail. Due to fiscal constraints, only half of the surveys had stamped, self-addressed return envelopes enclosed. Approximately one month after the initial mailing, a reminder was sent to the

*Those included were the three student-run residence college centers at the University of Massachusetts at Amherst, and those centers in the Five College area: Amherst, Mt. Holyoke, Hampshire, and Smith.

Table 2

REGIONAL BREAKDOWN OF SURVEYS MAILED IN 1976 and 1978

Federal Region	Number Sent in 1976 (NNS-I)	Number Sent in 1978 (NNS-II)
Region I (New England)	100	126
Region II (New York and New Jersey)	38	80
Region III (Mid-Atlantic States)	40	34
Region IV (Southeast)	23	37
Region V (Midwest)	67	89
Region VI (South)	9	12
Region VII (Plains States)	20	26
Region VIII (Rocky Mountain States)	20	7
Region IX (Far West and Hawaii)	52	47
Region X (Northwest and Alaska)	17	21
TOTAL	386	479

centers. A similar procedure was used for NNS-II, except that the initial mailing was sent via bulk-rate mail. Unstamped return envelopes were included in the initial mailing. A follow-up postcard was sent approximately one month later to those centers that did not return the completed questionnaire by the date requested.

RESULTS

Return Rate

Of the 386 surveys sent in 1976, 131 were returned, yielding a return rate of 34 percent. In 1978, 99 of the 479 surveys were returned in time to be included in the data analyses; the initial return rate was 21 percent. This comparatively small rate of return for NNS-II may be explained in part by the mailing procedure. Because the surveys were sent via bulk-rate mail, undeliverable surveys were not returned to us and we were unable to adjust the figures for centers actually receiving the survey. Moreover, we discovered much duplication in the NNS-II mailing list. Therefore, the real return rate may be somewhat higher than 21 percent. The length of the survey is clearly another factor in the return rate.

A regional breakdown of the surveys that were returned in 1976 and in 1978 are presented in Table 3 on the following page. The decrease in response rate from NNS-I to NNS-II was distributed evenly across the seven regions with the largest number of centers.

Table 3

REGIONAL BREAKDOWN OF SURVEYS RETURNED IN 1976 AND 1978

Region	Number Return 1976 (NNS-I)	Return Rate (%)	Number Return 1978 (NNS-II)	Return Rate (%)
I	33	33	22	17
II	9	24	9	11
III	12	30	6	18
IV	7	30	6	16
V	25	37	24	27
VI	2	22	3	25
VII	7	35	7	26
VIII	9	45	3	43
IX	20	38	11	23
X	7	41	8	38

Sample Characteristics

Another way to describe the sample of women's centers that returned the surveys is to examine the type of college or university in which the centers were located. Table 4 presents these data.

Table 4

CHARACTERISTICS OF THE COLLEGES OR UNIVERSITIES IN WHICH THE CENTERS WERE LOCATED

College Type	Percentage of the Sample NNS-I	NNS-II
Public	70	66
Private	30	34
Large (more than 10,000 students)	44	36
Medium (4,000 to 10,000 students)	31	37
Small (less than 4,000 students)	25	27
Urban	57	54
Suburban	27	29
Rural	16	18
Coeducational	92	90
Women's college	8	10

Who completed the questionnaires? In NNS-II we inquired about the respondent's position in the center. We learned that 62 percent of the respondents described themselves as director, codirector, coordinator, or head of the center; 26 percent were program coordinators; 10 percent were assistant directors or assistant coordinators; and 2 percent were secretaries.

Data Analysis and Interpretation

Analysis of the data presented in this section excluded all missing data. This means that the number of observations on which the percentages are based is different for each item; this affects interpretation of the data when the number of observations is very different for each item. Therefore, when the data presented are based upon less than 49 values (i.e., when over 50 percent of the data are missing), we will report the number of observations upon which the data were based.

The results presented in this section focus on responses to the questionnaire's objective items. Only a few highly relevant open-ended responses that were coded will be presented.* However, quotes from open-ended items will be included in order to enrich the data and help to guide the interpretation of the results.

A note of caution is necessary in the interpretation and use of these data. It is desirable to use the descriptive statistics of the sample of centers responding to the survey to estimate the characteristics of the population of all campus-based women's centers. This can be done when a random sample is obtained. However, the sample of centers that responded to the needs surveys cannot be considered random because respondents were self-selected. This means that our sample may not be representative of the true population; there is a bias in our sample. It is possible that only the most organized, oldest, or most well-known centers responded to the survey. Younger or less well-known centers or those without at least one full-time staff member may not even have received the questionnaire. Although we must use caution in interpreting these data as we try to generalize the sample results to the population, the descriptive statistics of our sample are still the best predictors of the population parameter. However, for each data point, there is an error of estimate: there is a range of values (called a confidence interval) surrounding the sample statistic (e.g., a mean) in which the population parameter occurs with some probability. If we wanted to estimate the true characteristics of the population, then we should include the size of the confidence interval with each data point.

Age of Centers

The average age of centers that responded to NNS-II was approximately five years. Approximately 11 percent of the centers had been in existence ten years or longer, with the oldest being established twenty-two years ago.

*Formal reliability analyses were not computed on these few items.

Staffing Patterns

Table 5 presents the average number of women who worked in the centers surveyed. On the average, a total of twelve people worked at the centers, only four of whom were paid for their work. There was only one full-time paid staff member; the other three paid positions were part-time, two funded via student work-study. More than three-quarters of the centers (78 percent) indicated that they had at least one paid person working on staff, although only 45 percent indicated that they had a full-time staff member.

Table 5

AVERAGE NUMBER OF STAFF MEMBERS WORKING AT CENTERS

	Average Number
Total Staff	12
Paid Staff (Total)	4
Full-time	1
Part-time, student	2
Part-time, nonstudent	1
Volunteer Staff (Total)	8
Student	5
Nonstudent	3

The majority of the women working at campus-based women's centers in 1978-79 did so on a volunteer basis. However, one-third of the centers indicated that they did not currently have volunteer workers. When asked if they had ever used volunteers, 27 out of the 35 centers (77 percent) said they had. When asked if using volunteers had been problematic, 56 percent of the centers indicated that volunteers showed a lack of commitment to and interest in the center. For example, one center reported that volunteers "did not care about the center--used it only as a hangout."

Who works at women's centers? Table 6 on the following page shows the percentage of centers with staff members of diverse life-styles and racial or ethnic groups. As the data indicate, the types of women most often found working at women's centers were older women, single parents, and lesbians.

One important concern regarding campus-based women's center staffs is how long staff members have worked at their centers. An average of approximately three people, or only 25 percent of the average-sized staff, had worked at the center for more than one year. This implies that the majority of people who work at these centers each year have not had any prior experience with the organization. Some of the reasons for this high rate of staff turnover, as well as its effects, will be presented later.

Table 6

GROUP REPRESENTATION ON WOMEN'S CENTER STAFFS

Group	Percentage of Centers
Older woman (over 40 years)	57
Single parent	48
Lesbian	39
Black/Afro-American	29
Welfare recipient, poor	29
Hispanic	16
Native American	13
Asian American	9

Funding Patterns

Campus-based women's centers generally received the bulk of their funding from campus sources. The amount varied widely across centers. The frequency distribution of the amount of the 1978-79 budgets for the centers surveyed is presented in Table 7.

Table 7

FREQUENCY DISTRIBUTION OF CENTERS' CAMPUS-FUNDED BUDGETS FOR 1978-1979

Amount	Percentage of Centers
$0	10
Up to $1,000	12
$1,000 to $5,000	34
$5,000 to $10,000	10
$10,000 to $20,000	10
$20,000 to $50,000	16
$50,000 to $75,000	5
More than $75,000	4

More than half of the centers (56 percent) received budgets of less than $5,000 per year from campus sources (the median budget was $3,950). However, approximately 25 percent of the centers received budgets of more than $20,000 from campus sources in 1978. The largest budget identified by the survey was $238,765. This indicates that some centers are very effective in obtaining funds for their programs, but in general, the budgets for these centers are very small.

What are the sources of these campus-funded budgets? The most frequently reported sources were student government funds (45 percent), an academic dean's office (31 percent), and a student dean's office (15 percent). When asked whether they had sought funds from various campus sources, more than half of the centers (53 percent) said no.

Centers also received funds from noncampus sources, although only 21 percent reported receiving these types of funds in 1978. The median value of these noncampus budget funds was approximately $10,000. Frequently cited sources of these funds were CETA, corporate foundations, and federal grants, such as those from the Women's Educational Equity Act Program.

Programs Offered

Centers offered an average of nine programs a year in 1978-79. Table 8 presents the most frequently offered programs.

Table 8

PROGRAMS MOST FREQUENTLY OFFERED BY WOMEN'S CENTERS

Program	Percentage of Centers
Library	88
Drop-in center	81
Career counseling	67
Referrals	67
Speakers' service	67
Workshops	63
Short-term counseling	62
Newsletter	60
Reentry and support programs for nontraditional women students	56
Assertiveness training	56
Support groups	52
Affirmative action/antidiscrimination advocacy	46
Academic courses	24
Long-term counseling	18
Rape-crisis intervention	17
Arts program	15

When asked whether they reviewed the effectiveness of these programs, 75 percent of the centers replied yes. However, only 32 percent reported that they used explicit procedures or criteria for deciding when to end or expand their programs.

Centers reported that they served an average of 2,362 women per year through their programs. More than half of the users were reported to be undergraduates, and roughly one-third were women from the community. The remaining users were said to be graduate students, faculty members, and employees of the college or university at which the center was located.

Organizational Structure

What sort of organizational structures do centers have? Information regarding this question was obtained from two open-ended items about how centers were organized and how decisions were made. Six major categories of organizational structure were formulated. These categories were based upon information gathered from NNS-I and from the experience of our project's codirectors with centers having different organizational structures. Table 9 presents these categories, as well as the percentages of centers that described their organizational structures in a classifiable way.

Table 9

ORGANIZATIONAL STRUCTURES OF CENTERS

Type of Structure	Percentage of Centers
1. Director who makes all decisions	9
2. Director who consults with an advisory board, faculty advisor, or college administrator before making decisions	28
3. Director who has no final decision-making authority	21
4. Director in name only; all members make all decisions	25
5. No director; a small group of people makes all decisions	2
6. No director; all members make all decisions	13

What is striking about these data is the variety of organizational structures that exists. A few centers (9 percent) portrayed their structures as autocratic (Type 1)--the director makes all the decisions. On the other hand, 38 percent described their organizational structures as collective (Types 4 and 6). It is interesting to note that the majority of these collectively organized centers recognized the need to have a director or externally identifiable key figure, even if in name only. Some centers reported that this was done so that the administration had one person whom they could contact at the center. In many cases, centers reported that they had to do this because the administration could not "understand" a collective organizational structure.

Many centers (28 percent) were classified as Type 2--a center had a director, but she consulted with an advisory board, faculty advisor, or college administrator before making any decisions. The category includes a wide range of centers with one thing in common: they did not seem to function with much institutionally legitimized independence or autonomy. It is possible that some of these centers have a club kind of status on campus and do not have a significant degree of input into negotiation for or control of their own budgets. Since this was the most diverse category, strong statements cannot be made regarding the centers' characteristics. However, we can provide more information regarding the function of their advisory boards. More than half (53 percent) reported that they had advisory boards. In general, advisory boards consisted of student, faculty, staff, and administrative personnel. For the most part, however, these boards did not take an active role in determining center functions, events, or policies. One center reported that "the board is of no significance unless we are hiring new staff; meanwhile it just exists." Some centers stated that they wished their advisory boards would be more active in planning so they could get new ideas. It can be concluded that the role of the advisory board could be expanded for many centers, and that this might be a way for centers to obtain more creative input from the campus at large.

Since only two centers fell into the Type 5 category, we will exclude this category from further analysis.

Identified Needs of Centers

The NNS-II listed 18 potential areas of need that centers might have. For each item, respondents were asked to answer three questions:

1. Whether that need was relevant at their center
2. Whether they had the skills or resources available to meet that need
3. If they did not have the resources to meet the need, which resources would help them meet it

We will consider the responses to each type of question separately for each item.

Table 10 presents the rank ordering of the needs that centers identified as important. The most frequently identified needs are those associated with program planning, implementation, and evaluation; seven out of the ten most frequently identified needs are related to programming concerns. Other important needs were to (1) conduct effective meetings, (2) obtain additional funding for programs, and (3) make media contacts.

Table 10

CRITICAL NEEDS IDENTIFIED BY CENTERS

Needs	Percentage of Centers
Translate ideas into program goals and activities	76
Conduct effective meetings	76
Acquire skills for evaluating program effectiveness	73
Obtain additional funding for new programs	72
Make media contacts	72
Determine needs	68
Develop strategies for deciding when to limit, expand, or terminate programs	68
Devise strategies for reaching diverse groups	66
Use feedback to revise programs	66
Determine resources needed to implement programs	61
Obtain information on how other centers operate	60
Learn to write successful funding proposals	59
Obtain information on ways to obtain noncampus funding	57
Determine effective ways of dealing with group conflict	55
Obtain information on alternative ways of organizing administrative tasks	53
Obtain information on the informal funding process at one's institution	52
Obtain more information on the funding procedures on one's campus in order to make decisions about where or how to seek funding	50
Obtain information on strategies for developing fee-generating programs	42

Do centers have the resources available to meet these needs? If so, how successful have they been in meeting them? Table 11 on the next page presents needs for which a large percentage of centers felt they had the necessary resources, and used them to meet those needs.

Table 11 indicates that some of the most frequently identified critical needs (as presented in Table 10) are ones that centers have met or continue to address whenever the need arises, using the resources available to them. What needs do centers have difficulty meeting? To obtain this information, we rank-ordered the information presented in Table 10 regarding the most frequently identified needs. Then needs were ranked again according to the responses on the question of whether centers have met the needs. The two rankings for every item on each

Table 11

NEEDS MET BY CENTERS WITH AVAILABLE RESOURCES

Need	Percentage of Centers
Make media contacts	66
Conduct effective meetings	57
Translate ideas into program goals and activities	51
Use feedback to revise programs	51
Evaluate program effectiveness	49
Deal with group conflict	49

list were then added and a composite rating obtained; it identifies the important needs that centers could use help in meeting. Table 12 presents the results of this composite rating score analysis.

Table 12

NEEDS THAT CENTERS COULD USE HELP IN MEETING

Rank	Needs
1	Obtain additional funding for new programs
2	Obtain information on how other centers operate
3	Determine needs
3	Devise strategies for reaching diverse groups
3	Learn to write successful funding proposals
4	Obtain information on ways to obtain noncampus funding
5	Determine resources needed to implement programs
6	Develop strategies for deciding when to limit, expand, or terminate programs
6	Acquire skills for evaluating program effectiveness
7	Make media contacts
8	Translate ideas into program goals and activities
8	Conduct effective meetings
9	Obtain information on alternative ways of organizing administrative tasks
10	Use feedback to revise programs
11	Obtain information on the informal funding process at your institution
12	Obtain information on strategies for developing fee-generating programs
13	Determine effective ways of dealing with group conflict
14	Obtain more information about the funding procedures on one's campus in order to make decisions about where or how to seek funding

The analysis in Table 12 indicates that three of the ten most critical needs centers could use help in meeting were how to obtain funding, especially from noncampus sources. Six out of the ten needs concerned program planning, implementation, and evaluation. Information on how other women's centers operate was also a high-ranking need that could be viewed as related to these other areas of concern and that, if addressed, might contribute to meeting some of the other critical needs centers cited.

What resources or skills did centers name as useful in meeting their needs? Many centers indicated that they did not have the resources to meet their needs, yet did not identify what such resources would be in the spaces made available in the questionnaire. One reason for the lack of response may be due to the nature of the needs stated; most resources are self-evident (e.g., information on how other centers operate). However, we will examine some responses to the survey items that did produce suggestions of needed resources.

Regarding the highest-ranked need, obtaining additional funding for new programs, many centers indicated that it was important to let the administration or student funding body know about the importance of the women's center on campus. They felt that if this were made known, then the money would be forthcoming. A number of centers stated that knowing how and from what sources other women's centers obtained their funding would be of assistance to them. This may explain the high ranking of this need as critical and unmet in the analysis in Table 12.

The most frequently cited resource needed for reaching diverse groups was knowing how to provide programming for Third World women. One center reported that it was "required to reach a wide range of students, and this is difficult." Others were more specific in their reported needs. One center said the resources needed were "approach, outreach, and needs assessment." Another said, "These diverse groups are low-profile and relatively small in number on our campus; we don't know how to reach them."

There was sporadic reporting of needed resources for the remaining items. One respondent summarized her responses, and captured important points others had expressed. Regarding what resources were needed, she reported, "We have good support from many campus women, who offer what skills and resources they can provide to meet identified needs. However, we are all overworked and underpaid. We desperately need full-time positions so that such work will not be in addition to already existing job duties." Such conditions and other related organizational concerns are not uncommon at the centers surveyed. The following section will provide a more detailed view of the organizational circumstances and issues with which these centers grapple.

Organizational Issues

The questionnaire listed 28 organizational issues that women's centers may find problematic. Centers were to indicate whether an issue had:

1. never come up because it was not a problem
2. never come up, but was a problem
3. come up, but no solution had been reached
4. come up and been resolved

Let us consider the issues that centers still find problematic, whether or not they have been addressed (i.e., combine those issues that centers selected--alternatives 2 and 3 above). Table 13 on the next page reflects these results. The most problematic issue for the women's centers surveyed was the tendency for their staffs to overcommit time and energy to the center (75 percent of the centers experienced this). Related problems were the tendency for people to get "burned out" working at the center (65 percent), and the tendency for staff to feel guilty for not being able to commit a lot of time and energy to the center (56 percent of the centers). Overcommitment, burnout, and guilt for not doing more are major interrelated problems for women's center staffs. Underscoring or corroboration of these as serious issues can be seen in the percentage of centers (59 percent) that reported experiencing tension among staff needs, program administration needs, and needs of participants. Inability or unwillingness to set limits can contribute to maintaining such tension and can perpetuate patterns of overcommitment, burnout, and guilt.

The tendency for these problems to occur becomes more understandable when one examines data on the staffing patterns for these organizations. When centers try to run an average of nine programs per year with only one full-time paid staff person, since the other paid staff are work-study students, the amount and scope of work seems to be overwhelming. This would seem to illuminate some of the reasons for staff turnover as well.

Another organizational issue that centers found problematic was the integration of programs into the mainstream of their institutions. This issue could be problematic both internally and externally for the center. Within the center, there could be divergent views among the staff regarding the ultimate goals of their programming; some staff might see the center's programs as always originating from and being administered through the center (e.g., counseling). Other staff might feel that the integration of the center's programs into the mainstream of the institution was a validation of the importance of their programs. Dissension over the future direction of a center's programming might arise internally for this reason.

Conflict around this issue could also emerge externally to the center. The campus administration might want to mainstream programs that the women's center had consistently offered (e.g., reentry programs for nontraditional female students). This might have contributed to the large percentage of centers (50 percent) that cited fears of being co-opted by the institution as a problematic organizational issue. Centers might feel that they were able to make special contributions to programming for women that a college-wide program could not. Moreover, in institutions whose centers have to defend their programs, the integration of the center's programs into the mainstream of the institution could serve to threaten the very existence of the women's center.

Only eight organizational issues were seen as problematic by a majority (50 percent of the centers surveyed. What is the status of the remaining 20 issues that were surveyed? Let us turn to those issues centers indicated were not problems (those selecting alternative 1 as previously described). Table 14 (see page 427) shows the issues that over 40 percent of the centers said were not a problem.

TABLE 13

ORGANIZATIONAL ISSUES EXPERIENCED AS PROBLEMATIC BY CENTERS

Problematic Organizational Issues	Percentage of Centers
Tendency to overcommit time and energy	75
Integration of programs into the mainstream of institution	69
Tendency for people to get burned out working at the center	65
Tension among needs of staff, program administration, and participants	59
Guilt at being unable to give more time to the center	56
Staff development	51
Different personal allegiances (e.g., community versus college or university)	50
Fears of being co-opted by institution	50
Defining, legitimizing, and sharing leadership	48
Dealing with differences in assertiveness, articulateness, skills, and experience among staff	47
How to coordinate and divide the work	47
Setting up accountability processes for taking on volunteer or paid staff	46
How power is or should be distributed	46
Commitment to the center as a whole versus commitment to a single program	45
Clarifying the goals of the center	45
Staff diversity or lack of it (e.g., age, race, life-styles, economic status)	43
Structure versus structurelessness	41
Staff members' differing personal expectations of the center (find new friends, develop professional skills)	40
Decision-making processes and responsibilities	38
Methods for decision making	37
Salaries (how much, who gets them, how these decisions are made)	29
Dealing with firing/termination of staff members (paid or volunteer)	26
Titles or status of positions within center	25
Differences in amount and type of staff members' previous work experience	23
Skills sharing	22
Determining central criteria for taking volunteer or paid staff	21
Who is or can be considered staff	15

Table 14

ORGANIZATIONAL ISSUES NOT PROBLEMATIC FOR CENTERS

Issue	Percentage of Centers
Differences in amount and type of staff members' previous work experience	65
Dealing with firing/termination of staff members (paid or volunteer)	54
Skills sharing	52
Who is or can be considered staff	51
Salaries	51
Determining criteria for hiring staff	49
Staff diversity or lack of it	49
Staff members' differing personal expectations	44
Commitment to the center as a whole versus to a single program	44
Titles and status of positions in center	41

It might be relevant to comment on the organizational vantage point of respondents in interpreting the data in Table 14. The majority of our respondents were directors or coordinators of their centers. It could be that if other staff members were surveyed, these issues might have emerged as more problematic than the directors or coordinators believed. It is important to keep this point in mind when interpreting these data.

What organizational issues do centers seem to resolve? Only a few issues were reported to be resolved by one-third or more of the centers. These are presented in Table 15.

Table 15

ORGANIZATIONAL ISSUES RESOLVED BY CENTERS

Issue	Percentage of Centers
Clarifying the goals of the center	40
Structure of the center	37
Decision-making procedures and responsibilities	36
How to coordinate and divide work	36
Titles and status of positions in center	34
Who is or can be considered staff	34
Methods of decision making	33
Structure versus structurelessness	33

Many of these reportedly resolved issues involve questions basic to the centers' organizational structure and functioning. The extent to which the issues are resolved will have impact on the center as an organization. It would be of interest to know if older centers, which presumably have handled these issues satisfactorily, are somehow more effective than younger centers. Some of these more sophisticated research questions will be addressed later in this appendix. First, however, we will report the descriptive results of the last part of the survey on how centers get along with their university and community environments.

Center's Relationships with the University and the Community

An important aspect of women's center functioning is how external organizational relationships, such as those with campus administration and community-based women's groups, are maintained. Especially important are relationships with campus administrators having budgetary influence. Recognizing the importance of this, the survey asked if centers received support from campus administrators who had budgetary influence. Over half (58 percent) of the centers replied that they did receive some support from administrators in these positions. Moreover, an additional 20 percent replied that they received support from other administrators with no budgetary power. When asked how many administrators supported their center, the centers that responded (40 percent) said that they received support from an average of four administrators.

How did administrators evidence their support for the women's centers? Most centers (56 percent) reported that administrators recognized the worth of their programs, and 51 percent said that administrators offered them helpful information and were program advocates. However, only 40 percent of the respondents thought that this relationship "paid off," in the sense that administrators made budget decisions favorable to the center. Another type of support that campus administration can provide to a center is space. Almost all (92 percent) of the centers had their own space. However, only 41 percent said the space was adequate.

What prevented centers from capitalizing on administration support and interacting with administrators? When asked this question, 62 percent of the centers reported that it was due to factors that influenced the college or university as a whole. University-wide budget cuts were cited as the primary issue. However, 57 percent reported that factors related to administrators' attitudes, politics, or style hindered interaction. For example, one respondent reported that her center had a "conservative" administration: "Vice-chancellors have been known to suggest that women don't belong at the university." Another respondent reported, "Basically, they are doing this to satisfy a demand by some people and to satisfy federal guidelines--I question the genuine commitment."

Some centers (41 percent) acknowledged that factors related to the centers themselves hampered interactions with administrators. For instance, some administrators had difficulty dealing with a center's radical image. Another 25 percent of the centers reported that their problems in interacting with administrators related more to the specific liaison person from the center. In this regard, most said inexperience was the problem. However, one respondent stated that the liaison person was "very powerful and more knowledgeable than the administrator," which would contribute to a problem of a different sort.

Acknowledging that such on-campus relationships can be critical to a center's fiscal survival, respondents were asked what they thought could help centers improve their relationships with administrators. Table 16 presents this information.

Table 16

SKILLS, INFORMATION, AND BEHAVIORS NEEDED BY CENTERS FOR IMPROVED RELATIONSHIPS WITH CAMPUS ADMINISTRATORS

Information, Skills, and Behaviors Needed	Percentage of Centers
Strategies that increase support for and minimize resistance to women's programs on college/university campuses	74
Increased collaboration on projects with faculty, students, and administrators	70
Budget negotiation skills	55
Program development skills	54
Improved communication skills, especially when dealing with people with different values, politics, and rhetoric	48
Information on current campus political and administrative concerns	33
Organizational skills that help the center meet program goals	32
More knowledge of leadership issues in women's groups and strategies for handling them	26
Organizational skills that help the center meet individual needs	21

As Table 16 illustrates, the most frequently cited need was strategies for increasing support for women's programs. As noted in the previous section, centers indicated that they needed to stress the importance of women's programs to campus officials. One way to obtain this support, according to 70 percent of the respondents, is through increased collaboration with faculty, students, and administrators.

A large percentage of centers (48 percent) named improved communication skills as needed to deal with people having different attitudes. As noted earlier, many centers (57 percent) felt that such skills were also required when dealing with their own administrators. The budget negotiation process is an example of a critical type of center-administrator interaction. Having better communication skills would certainly enhance a center's ability to obtain the space and funds it requests.

Other than budget cuts, centers frequently mentioned that there was decreasing support for student services and a generally conservative climate that had a negative impact on women's centers. However, there were respondents who reported some positive effects of institution-wide affirmative action programs on their centers.

What changes in the feminist community have affected campus-based centers? Approximately half (51 percent) said such changes had positive effects on their centers. Specifically, many (44 percent) stated that there were growing feminist activity and support in the community that benefited their centers.

Our last question dealt with how respondents thought their center was perceived by others; that is, what was their center's image? More than half (54 percent) of the respondents felt that their center was viewed positively, 22 percent felt that it was perceived negatively, and 22 percent said that it was perceived both positively and negatively. Specifically, 39 percent said the center was seen as composed of radical feminists, and 30 percent said it was seen as an all-lesbian center. On the other hand, 7 percent felt that the center was seen as being too conservative.

Even given such varied images, 54 percent of the respondents said their center was seen as an important campus organization, and 36 percent said the center was an integral part of the college or university programming. In order to provide a clearer picture of how respondents report their center as being perceived, the specific responses from two randomly selected centers in each region are presented below.

> "Appreciated, but not considered necessary."
>
> "'Well, we've gone from a den of dykes to a place women go to bitch about their lot in life.' I'm sorry; what I've just said is students' perceptions. Administrators, I think, have a healthy respect for the center, and especially the program we put on. We've had feedback that we 'do things professionally' and have had many, many referrals of people by faculty and staff."
>
> "Excellent."
>
> "At first, disdain and suspicion, but over the last few years we have noticed a real change in attitude to one of pride and interest (interest varies from little to moderate to strong)."
>
> "Center is seen as excellent public relations in the community--and as an economic deficit. It is also seen as contributing substantially to campus life."
>
> "It used to be perceived as a group of angry feminists and lesbians. Now that more conservative women have come into the majority, I think we are mainly seen as being intelligent but cooperative women."
>
> "Too new to judge very well. With some suspicion from some other agencies that fear loss of their power, programs, etc. President and other top administrators are supportive and positive, but I suspect only because they want to avoid confrontation--*not* because they're feminists. But I feel the image is a good one so far, i.e., a 'good beginning' image: not too strong, but not wishy-washy or ignorable. Visibility increasing in some positive ways."

"Sometimes we're invisible. We're known for our newsletter (WOMENEWS), and for ongoing projects--this year lots of good concerts. We're seen as a potential ally for all women-related groups; sometimes as an elitist, all-white, middle-class group; relatively unpowerful but potentially supportive. Administrators probably see us as another student group--Women's Studies faculty are interested in and ask about us, but never help us!"

"I believe the program is well accepted and supported by most administrators and faculty and staff members."

"I think the center has a good reputation on campus and in the community as a place one can come for help, information, and support. Perceived as a bit radical but not unbearably so."

"Duplication of services."

"Ignore it."

"Not important."

"Something like nice little girls trying and in their plan ultimately failing in the man's reality of UT."

"'Alternative' agency that provides alternative services and programs to women; radical politically; advocacy agency for women's rights; *active*."

"Changing--from 'radical lesbian' to 'sorority girls' to 'professional program people.'"

"Center not as well known generally on campus as it should be. We work mostly with nontraditional students wishing to enter or reenter the university. Highest level of administration somewhat aware, and very supportive. Suppose we have a good image, considering this conservative campus and community."

"Some feel we're 'radical women' agitating. Others feel we provide needed social services. Others aren't sure and don't want to risk finding out."

"On the whole, very well. There is some feeling among some student groups that the center is not 'political' enough."

"The center's image needs to be changed. There's really not an accurate perception of the center's goals and functions."

"Don't know what it is--mostly don't care."

"Radical image from early 70s still hangs on."

"Women's center and no men's center--why?"

"Those who do know [about the center] use it to say 'See what we're doing for women.'"

"We feel our image is very good. We certainly work at preserving this, but fight hard for our funding, as does every unit on campus."

SUMMARY

From the preceding data some interesting questions emerge. What types of centers get large budgets from campus sources? Do different centers experience different organizational problems? In the next section, we will present a more sophisticated analysis of these data, which may illuminate further some of the variances among centers.

DIFFERENCES AMONG CENTERS

The purpose of this section is to examine some of the differences among campus-based women's centers with regard to their funding and their organizational difficulties. Ideally, we would like to make some generalizations about the nature of differences among campus-based centers from the sample data. In order to make such statements with a certain degree of confidence, we must engage in hypothesis testing. However, the data do not afford us the conditions necessary to use this statistical method because (1) the sample is not representative and (2) sample size per category is very small, which serves to make population estimates even less reliable.

Since we have some data, though, we will use them to show trends that could be tested more rigorously. We will present the means for each group and the number of observations upon which the means were based. We will also present some correlation data. These analyses (denoted by "r = ___") demonstrate whether two variables are related, and range between -1.00 and +1.00. The higher the proportion, the stronger the relationship. For example, say the correlation between height and weight for a sample of human beings was calculated to be +.52. This would indicate that, in general, taller people weigh more than shorter people. A negative correlation coefficient (e.g., the correlation between height and frequency of crying may be -.36) indicates that, in general, taller people cry less frequently than shorter people. Statistical tests were done on the correlation data; only statistically significant correlations will be reported. The number of observations the correlations were based on will also be reported (denoted by "n = ___").

Budget

Budget size has an impact on the number of programs a center can offer as well as on the number of staff members it can hire to handle the effective implementation of these programs. Of the centers surveyed, what kinds had larger than average budgets from campus sources? Table 17 presents the means for centers located in each type of college or university.*

Table 17

AVERAGE CAMPUS-BASED BUDGETS FOR CENTERS IN DIFFERENT EDUCATIONAL SETTINGS, 1978-1979

Type of College/University	Mean Budget	Number of Observations
Public	$20,148	49
Private	20,149	25
Large (more than 10,000 students)	30,910	28
Medium (4,000 to 10,000 students)	16,042	25
Small (less than 4,000 students)	10,687	21
Coeducational	19,727	68
Women's	24,919	6
Urban	32,406	38
Suburban	5,348	23
Rural	10,500	13

Of the centers surveyed, those located at large universities had larger campus-based budgets than those at smaller colleges. Those located in an urban area had larger budgets than those located in suburban or rural areas. There seemed to be smaller budget differences between public and private schools and between coeducational and women's schools.

In addition, older centers had larger budgets than newer ones. The average campus-based budget for centers in existence for six or more years was $26,186 (n = 32), whereas the average budget for centers four years old or younger was $15,676 (n = 29).

Organizational Structure

Does a center's organizational structure influence how much funding it receives from campus sources? This may be the case. Table 18 reveals that the average budget for centers with a hierarchical structure (Types 1, 2, and 3) was larger than that of centers that could be categorized as collective.

*For comparison purposes, the mean for all centers was $18,182.

Table 18

AVERAGE CAMPUS-BASED BUDGETS FOR CENTERS WITH DIFFERENT ORGANIZATIONAL STRUCTURES, 1978-1979

Center Structure	Average Budget	Number of Observations
1. Director who makes all decisions	$17,307	6
2. Director who consults with an advisory board, faculty advisor, or college administrator before making decisions	16,339	19
3. Director, but different groups in center have final decision-making authority	54,199	16
4. Director in name only; all members make all decisions	4,654	16
6. No director; all members make all decisions	5,845	10

Because of the small response to Type 5 (see Table 9), it was dropped as a category in further analysis. The largest average budget ($54,199) was obtained by Type 3 centers. These data suggest that centers with this kind of shared decision-making structure may have an organizational design that is somehow an aid in obtaining larger budgets. However, an alternative explanation may be that these are centers with more than the average number of staff members and that this type of organization works best with large staffs. Let us examine the average number of total staff members for each of these center types. We found that Types 2, 3, and 6 had the largest average staff size: 16, 16, and 21 staff members, respectively. Thus it seems that centers with large numbers of staff members select a variety of organizational structures and that one type of structure is not clearly preferred when staff size becomes very large.

Staffing Patterns

When we examined other relationships between budget size and staffing patterns, we found no strong relationship between total number of staff and campus budget. But centers with more paid staff members had higher campus-based budgets ($r = .66$, $n = 60$). In addition, centers with more staff who had worked at the center for longer than one year tended to have higher budgets as well ($r = .29$, $n = 56$). Moreover, centers with a lower percentage of students on staff had larger campus-based budgets than those with a higher percentage of students. Centers with staffs consisting of 80 percent or less students had average budgets of $25,750 ($n = 47$); those whose staffs were more than 80 percent students had average budgets of $10,396 ($n = 27$).

Though we cannot prove any causal relationships based upon the nature of these data, it would be interesting to speculate on the relationship of the staffing patterns and the size of the budget. Centers with higher average budgets from campus sources seem to have more paid staff, staff who are more experienced, and staff composed of a smaller percentage of students than average. What could be the cause underlying these relationships between staff and budget? It may be the rate of staff turnover. Centers with a low rate may be ones that pay their staff members and have fewer students on staff. With more staff continuity, centers could establish lasting relationships with important campus administrators who have budgetary influence.

Administrative Support

The previous paragraph suggests that centers with good relationships with campus administrators may receive larger than average budgets. Let us examine the nature of this relationship. We calculated the average campus-based budget for centers that selected each response to Question 49: Do you get support from administrators with budgetary influence? Those that replied yes had average budgets of $31,335 (n = 37). Respondents who replied no (the administrators did not have budgetary influence) had average budgets of $14,300 (n = 12). Those indicating that they received all their funds from student government had average budgets of $5,427 (n = 12).

The preceding data suggest that having good relationships with campus administrators, even though they may not have direct budget decision-making authority regarding the center, leads to higher budgets. A second analysis supports this conclusion. Centers that obtained part of their funding from an academic or student affairs dean's office tended to have larger campus-based budgets than those centers that obtained their funds from a student government organization.

Good Reputation

A question along this line of inquiry was also pursued in the data analysis--whether having a good reputation among students, faculty, and administration was related to higher funding. We computed the average campus-based budget for respondents who reported that their center had a good, poor, or mixed reputation on campus (responses to survey Question 85). Centers with a predominantly good reputation had an average budget of $27,623 (n = 37); those with a predominantly poor reputation had an average budget of $8,736 (n = 16); and those with a mixed reputation had an average budget in between those two figures. As reported earlier, respondents felt they needed to pay more attention to letting the campus know about the importance of their centers' programs in order to receive additional funds. The correlation of larger budget with better on-campus reputation would seem to bear out the wisdom of this strategy.

In sum, it seems that centers that are more successful in obtaining campus funding are those that are older, have more stable staffs (i.e., lower staff turnover), have developed supportive relationships with campus administrators, and have good on-campus reputations.

Problematic Issues

In this section we will consider the problematic issues faced by younger and older centers, as well as those issues that were found to be problematic in particular types of organizational structure.

The issues that reflected the largest differences between older and younger centers are listed below:

- Center structure
- Goals clarification
- Staff development
- Staff commitment to the center as a whole versus commitment to a single program
- Personal allegiances
- Integration of programs into mainstream of the institution

As might be expected, staff often have difficulty deciding on an organizational structure and clarifying the goals of younger centers. Respondents from younger centers also indicated that their staffs were divided in their commitment to the center: some were committed to single programs, others to the center as a whole, and others to the outside feminist community.

Do certain types of centers experience certain types of organizational problems more frequently than others? In order to answer this question, we cross-tabulated the percentages of respondents in each organizational category who indicated that a given issue was still a problem they were experiencing. The following list presents the most problematic issues by type of organizational structure.*

<u>Type 1 Center: Director who makes all decisions</u> (n = 8)

Titles or status of center staff
Who is/who can be considered a staff member
Salaries: how much, who gets them, how these decisions are made
Decision-making methods
Center structure
Integration of programs into mainstream of institution
Staff development
Hiring criteria

<u>Type 2 Center: Director who consults with an advisory board, faculty advisor, or college administrator before making decisions (n = 24)</u>

Overcommitment of time and energy
Fear of being co-opted by institution

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*Because of the small response to Type 5 (see Table 9, page 420), it was dropped as a category in further analysis.

Type 3 Center: Director, but different groups in center have final decision-making authority (n = 19)

Establishing decision-making processes and responsibilities
Setting up accountability processes
Dealing with termination/firing of staff members

Type 4 Center: Director in name only; all members make all decisions (n = 22)

Coordination and division of work
Center structure
Tension among needs of staff, program administrators, and participants
Fear of being co-opted by institution
Defining, legitimizing, and sharing leadership

Type 6 Center: No director, all members make all decisions (n = 12)

How power is/should be distributed
Commitment to center as a whole versus commitment to a single program
Staff diversity or lack of it
Skills sharing
Decision-making processes and responsibilities
Tendency to feel guilty for not being able to commit a lot of time and energy to the center
Different personal allegiances
Center structure
Differences in staff members' previous work experience
Burnout from working at the center
Differing personal expectations of staff members (e.g., find new friends, develop professional skills)
Goals clarification
Differences in assertiveness, articulateness, and skills among staff members

The preceding list shows that Type 6 centers (collectives) experienced difficulty with more organizational issues than centers with other organizational structures experienced. These problems included dealing with issues of power, decision making, burnout, and the diversity of staff interests, experience, and commitment. And, these more "radically structured" centers seemed to experience the most problems.

The organizational structure correlated with the second highest number of problematic issues seems to be Type 1--the autocratic center. This category had the highest proportion of respondents who indicated that their center still had problems with the status of positions in the center, who can be considered a staff members, salaries, and staff development. Thus, it seems that centers at the two ends of the typological continuum--collective and autocratic--experience the most organizational difficulties.

In sum, younger centers and centers organized either collectively or autocratically seem to have the most organizational difficulties. Centers that seem to have the fewest difficulties, and those with larger budgets and staffs, are those identified as Type 3: they have a director, but different groups or program coordinators have final decision-making authority in programmatic areas.

DEVELOPMENTAL TRENDS OF CAMPUS-BASED WOMEN'S CENTERS

Two years separated the data collection efforts for NNS-I and NNS-II. Since the surveys were very similar, with many of the same questions asked whenever possible, a comparison of their results could possibly provide some early indications of how campus-based women's centers may be changing. The purpose of this section is to present the data from comparable questionnaire items on both surveys and speculate on these centers' trends. In interpreting these data, we must keep in mind the error of estimate around the descriptive statistics presented--one should not make much of small differences. We will use these data as the basis for our educated conjectures regarding women's centers. Further proof or disproof of any conclusions awaits additional, needed research.

Staffing Patterns

The only comparable questionnaire items regarding staffing patterns concerned the number of paid staff and the number of volunteer staff. The results revealed that the number of paid staff positions increased from three to four between 1976 and 1978, and the number of volunteer staff increased from five to eight. It is important to remember that paid staff are *all* staff members who receive money for working at the center, including part-time and work-study student staff. It is interesting to note that approximately 52 percent of the centers on NNS-I responded that they had no full-time staff; 65 percent of NNS-II respondents said they had no full-time staff. What we can conclude from these findings is that while centers may have more staff members now than they did two years ago, many more centers still do not have full-time (i.e., professional) staff.

Funding Patterns

Table 19 on the following page presents the distribution of the size of centers' campus-based budgets in 1976 (NNS-I) and 1978 (NNS-II). The median (middle-ranked value) indicates that center budgets from campus sources have increased slightly from $3,483 in 1976 to $3,950 in 1978.

Table 19

CAMPUS-BASED CENTER BUDGETS, NNS-I and NNS-II

Amount	Percentage of Centers NNS-I	NNS-II
$0	13	10
Up to $1,000	17	12
$1,000 to $5,000	32	34
$5,000 to $10,000	12	10
$10,000 to $20,000	6	10
$20,000 to $50,000	14	16
$50,000 to $75,000	5	5
More than $75,000	1	4

Table 20 presents the amount of center budgets from noncampus sources in 1976 and 1978. These data reveal that fewer centers are receiving funds from federal grants, corporate foundations, or local governmental agencies, which suggests

Table 20

AMOUNT OF CENTER BUDGETS FROM NONCAMPUS SOURCES, NNS-I and NNS-II

Amount	Percentage of Centers NNS-I	NNS-II
$0	64	77
Up to $1,000	12	5
$1,000 to $5,000	8	3
$5,000 to $10,000	3	5
$10,000 to $20,000	4	3
$20,000 to $50,000	5	3
$50,000 to $75,000	1	2
More than $75,000	3	1

that more centers are relying on their own college or university for funds. Such information, coupled with the minuscule increase in the size of the budget from campus sources, may indicate a reduction in fiscal support for women's programs, even though centers are taking on more sophisticated programming, as the next section illustrates.

Programs Offered by Women's Centers

Table 21 shows the percentages of centers responding to NNS-I and NNS-II that offered each type of program.

Table 21

COMPARISON OF PROGRAMS FREQUENTLY OFFERED BY CENTERS, NNS-I and NNS-II

Program	Percentage of Centers NNS-I	NNS-II
Library	79	88
Drop-in center	78	81
Medical, legal, educational, and welfare referrals	71	67
Short-term counseling	67	62
Assertiveness training	63	56
Support groups	60	52
Credit or noncredit workshops	59	63
Career counseling	57	67
Reentry or support programs for nontraditional women students	57	56
Speakers service	56	67
Newsletter	53	60
Affirmative action/antidiscrimination advocacy	30	46
Academic courses	25	29
Long-term counseling	12	18

There seems to be a slight reduction in the percentage of centers that offer referrals, short-term counseling, assertiveness training, and support groups. On the other hand, a larger percentage of centers in 1978 offered a library, career counseling, workshops, a speakers service, a newsletter, affirmative action advocacy, and academic courses. If this trend continues, centers will serve less of a consciousness-raising or personal support function and more of a training and advocacy function. However, in order for centers to succeed in this realm, they must receive the necessary funding. At present, they do not, as indicated in Table 19. If this funding trend continues, there is a danger that centers will continue to overextend themselves and "burn out" as organizations, in much the same way that staff members currently do.

Comparison of Identified Needs of Centers

Have the most frequently identified needs of centers changed from 1976 to 1978? Twelve items that were similar on NNS-I and NNS-II can provide an answer. Table 22 shows the percentages of respondents from both surveys who identified these needs as critical (i.e., they had to be met on an ongoing basis).

Table 22

COMPARISON OF IDENTIFIED CENTER NEEDS, NNS-I AND NNS-II

Needs	Percentage of Centers NNS-I	NNS-II
Ability to translate ideas into program goals and activities	76	76
Skills in evaluating program effectiveness	77	73
Skills in making media contacts	71	72
Skills in determining needs	76	68
Strategies for deciding when to limit, expand, or terminate programs	68	68
Strategies for reaching diverse groups	79	66
Ways of using feedback for revising programs	73	66
Ways of determining resources needed to implement programs	67	61
Information on how other centers operate	52	60
Information on ways to write funding proposals	77	59
Information on ways of organizing administrative tasks	61	53
More information on campus funding procedures in order to make decisions about where or how to seek funding	56	50

For all the needs listed, fewer respondents indicated that they were critical needs on NNS-II than on NNS-I. However, the reduction in percentages was quite small. The appropriate conclusion seems to be that a majority of centers still experience these critical needs, but some centers may be making strides in meeting them.

Comparison of Problematic Organizational Issues

Through our revisions of NNS-I in developing the survey instrument for NNS-II, we greatly changed the items that related to problematic organizational issues. Because of the different response formats, we cannot compare the data directly.

However, we can point out the differences in the relative rankings of the various issues between the first and second surveys. The issue that a majority of centers in both surveys ranked as the most problematic was the tendency for staff to overcommit time and energy, which ultimately led to burnout of the staff. The second-ranked problematic issue in NNS-I was clarifying the goals of the center; the second-ranked issue in NNS-II was the tension among the needs of staff, program administrators, and participants. Similarly other issues regarding staff dissatisfaction were ranked more highly in NNS-II, whereas issues regarding organizational structure and decision making were ranked more highly in NNS-I.

Centers may be moving beyond the initial stages of establishing their organization to grappling with problems involving program administration and staff satisfaction. However, the continuing problem for centers is staff overcommitment and burnout. As we stated earlier, this seems to correlate with a high rate of staff turnover, which can have a negative impact on the center as well as on its relationships with campus administrators. Moreover, because centers may be increasing the scope and complexity of their programs, these problems may become more pronounced in the future.

Administrative Support for Centers in 1976 and 1978

How has the nature of the relationship between centers and campus administrators changed in the years between 1976 and 1978? Table 23 provides a bleak answer to this question.

Table 23

NATURE OF RELATIONSHIPS BETWEEN CENTERS AND ADMINISTRATORS, NNS-I AND NNS-II

Relationship	Percentage of Centers NNS-I	NNS-II
Centers that received support from administrators with budgetary influence	82	58
Centers whose administrators provide:		
Budget decisions in their favor	43	40
Helpful information	58	51
Advocacy for programs	57	51
Recognition of the worth of the programs	74	56

The most telling statistic is the reduction in the percentage of respondents who reported receiving support from administrators with budgetary influence--from 82 percent in 1976 to 58 percent in 1978. Furthermore, there was an equally large reduction in the percentage of respondents who reported that administrators recognized the worth of their programs--from 74 percent to 56 percent.

Considering that centers are increasing their programming efforts, the decrease in administrative support may reflect changes in administration policy rather than centers' adherence to unneeded, unsuccessful programs. Furthermore, since centers are increasing the number of "demanding" programs they offer (see Table 21, page 440), they need all the support an administration can give them in order to succeed. However, one might speculate that in implementing some of these programs (e.g., affirmative action advocacy), centers may have struck the campus's level of intolerance for such political advocacy and action.

Another explanation for the reduction in administrative support for centers may be the recent budget cutbacks that most institutions are facing. In spite of, or because of, the fiscal retrenchment and conservativism on campuses, centers must insist on the inclusion of programming to promote educational equity for women in either formally or informally determined priorities.

Summary

The next five years may be critical ones for the continued existence of women's centers. The extent to which fiscal retrenchment and academic conservatism on campuses will have an impact on the operation of women's centers remains to be seen. What is clear from the data collected in the National Needs Surveys and from the experience of this project in working with centers throughout the country is that these organizations continue to struggle to provide for, or to advocate institutional action on, the needs and issues of educational equity for undergraduate and graduate students, staff, and administrators. However, such efforts are conducted with less than adequate levels of funding and institutional administrative support by centers contending with problematic organizational issues such as staff turnover, burnout, etc.

Development and dissemination of the training program and related printed materials have been undertakings of the National Women's Centers Training Project, which was designed to assist centers in addressing and overcoming the obstacles discussed in this appendix. However, this work alone will not secure educational equity for women at campuses throughout the country. Further replication of this or other similarly effective training programs, the support and leadership of campus administrators, and the continued efforts of all concerned will be needed to devise ways of addressing the ongoing needs of women's centers.

The project staff hopes that presentation of the National Needs Survey data in this appendix and the availability of other printed materials on the National Women's Centers Training Project's work will encourage and support the efforts of others concerned about the future of campus-based women's centers and educational equity for women at postsecondary institutions throughout the country.