CONSENSUS DECISION-MAKING AT GUILFORD COLLEGE:

A CASE STUDY ANALYSIS

by

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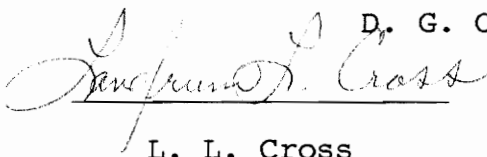
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(ABSTRACT)

The Quaker tradition of consensus decision-making provides a provocative approach to internal governance in Quaker related colleges and universities. Guilford College, a small, private, liberal arts college with Quaker roots in Greensboro, North Carolina, employs the consensus model in college governance. Guilford College recently used the consensual model while developing a policy on open source containers of alcohol, particularly small kegs of beer, in College residence halls.

This research project of the consensual process at Guilford College used qualitative research methods and examined the extent to which the consensual process was actually employed in a particular policy making event. A written summary of the actual case was developed followed by a series of interviews with students, administrators, and staff. These interviews were targeted at assessing the extent to which consensus decision-making was used to create the policy permitting open source containers of beer in the residence halls.

The research project findings indicate that Guilford College employs elements of the consensual model in student affairs policy making while there also exists elements of a more bureaucratic model. While not indicative of true Quaker consensus decision-making as indicated by the literature in this area, many of the anticipated outcomes associated with consensus decision-making are exhibited by the participants of this particular consensual process.

The findings offer, for student affairs practitioners at colleges and universities, a provocative model of alternative decision-making in working with students. Additional research about the effects of consensual decision-making on student learning and personal growth would be helpful to student affairs professionals as they continue their work with college students.

Acknowledgements

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CHAPTER ONE

Introduction

Guilford College is a small, private Quaker institution of 1200 undergraduates (Guilford College Catalog, 1993). Its affiliation with the Quakers, or the Society of Friends, is evidenced in the governance structure used at the College. Guilford College, in its rules, regulations, policy formation, and structure, was founded on the principles of the Society of Friends and advocates philosophies similar to those espoused by the Society of Friends. Such philosophies, dating back to the roots of Quakerism, include the use of consensus when reaching decisions. Consensus decision-making is defined as "the synthesis of unity and individuality which makes possible participation in group life" (Brinton, 1952). Consensus decision-making, both in the Society of Friends and Guilford College, seeks to involve students as individuals and as part of a community.

Guilford College began as New Garden Boarding School founded by the Religious Society of Friends, known as Quakers (Guilford College Catalog, 1993). Quakerism is "rooted in simplicity, regard for the individual, peace, and social concern" (Guilford College Catalog, 1993, p. 2) while also invested in a continuous mode of inquiry as a "community of seekers" (Guilford College Handbook, 1993, p. 1). As a

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community, Guilford strives to address questions of moral responsibility, to explore issues, and to support personal fulfillment. The college seeks to cultivate respect for all individuals so that conviction, purposes, and aspirations can be achieved (Guilford College Handbook, 1993).

Statement of the Problem

Student participation in decision-making is evidenced through the College's desire to have consensus decision-making in all aspects of student life including student life policy formation at Guilford College. This participatory governance structure encourages members in the "community of seekers" (Guilford College Handbook, 1993, p. 1) to take an active role in decisions at the College. If students are actively involved in decision-making at Guilford College, there exists an avenue for consideration of heightening student persistence and providing meaningful out-of-class experiences of which Tinto (1987) and Kuh and Schuh (1991) write.

The purpose of this study is to gain an understanding of the Quaker tradition of consensus decision-making at Guilford College in student life policy formation by comparing it to Quaker consensual decision-making as outlined in historical Society of Friends' literature and documents. This research considers an actual incident of policy formation employed at

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the College and determines if the process of consensus decision-making is consistent with the consensual process as defined in the traditions of the Society of Friends.

Research Question

What are the similarities and dissimilarities that exist between the use of the consensus model as outlined in historical Quaker literature and the actual use of the consensus model in student affairs policy formation at Guilford College?

Definition of Terms

While much discussion of the history of Quakerism as it applies to consensus decision-making appears in Chapter Two, it is important to clarify some terminology at the outset.

Consensual decision-making is operationally defined for the purpose of this study as the process of involving those students who wish to participate in policy formation (Assistant Dean of Students R. Dyer, Personal Communication, July 9, 1993). A more complete discussion of consensus decision-making can be found in Chapter Two including a discussion of consensual decision-making as a Quaker philosophy.

Student participation is defined as involving students, staff, and faculty who wish to be a part of the decision-making process (R. Dyer, Personal Communication, June 9,

1993). According to Dyer, Assistant Dean of Students at Guilford College, all members of the Guilford College community have the option to become involved in decision-making at the College (Guilford College Student Handbook, 1993) as members of the intellectual community.

Student life policy is operationally described in this study by examining a case which occurred at Guilford College during the 1992-1993 academic year. This case involved students in the student policy formation of allowing half-size kegs of beer in residence halls at Guilford College. This case will also be further explored in the Chapter Four of this paper.

Throughout this paper the kegs of beer referred to in the previous paragraph will be called pony kegs. Pony kegs hold 15 gallons of beer less than a standard beer keg. In referring to the kegs allowed at Guilford College, faculty, staff, students, and published materials all refer not to half-size kegs, but to pony kegs.

Significance of the Study

This study is not generalizable to the governance structures of other institutions. However, student affairs professionals, can glean from this study ideas for working with students in a variety of settings. In addition, this study also may spur further research into the field on

consensual decision-making on college and university campuses.

Some scientists regard qualitative research, such as case studies, as only an early stage in the research process. However, case study research is more than a stage. Descriptive research, such as a case study, can be of great value, even though it may not be generalizable (Simon & Burstein, 1987). This study, while examining the consensus model at a Quaker college, may produce valuable information for student affairs practitioners at Guilford College in examining their current use of the consensus model even though the findings are not applicable to other colleges and universities.

Limitations of the Study

While this study explores consensus decision-making, it is limited to the unique environment of Guilford College. Because each institution of learning is unique, this study does not intend to generalize findings to other settings, or to other Quaker institutions, but merely to understand a process in decision-making at Guilford College.

Additionally, only one case of student life policy formation was studied. Therefore, this paper serves only as a snapshot of one incident at one campus with only a limited number of students and staff as part of the study. This

paper does not intend to provide any further insight into the governance of other institutions of learning, but merely to describe a decision-making process at Guilford College.

A third limitation of case study research is the bias which may emerge on the part of the researcher. While some amount of bias is inherent in all humans, the goal of case study researchers is to be aware of biases which may occur and guard against them in questioning and data analysis (Yin, 1989).

Organization of the Study

This study follows a standard thesis format by providing an introduction in Chapter One followed by a review of relevant literature in Chapter Two. Chapter Three provides explanations of the methods used in this study as well as a brief description at the actual student life case to be studied. The case study, as told by participants in the decision-making process allowing pony kegs in residence halls at Guilford College, occurs in Chapter Four. A discussion of data collection and the ensuing results take place in Chapter Five and the study concludes with a discussion of the results as well as discussion of implications for further study in Chapter Six.

CHAPTER TWO

Introduction

Decision-making by consensus, as is practiced at Guilford College, does not exist solely because the founders of the College thought it would be the best way to improve the decision-making process. Rather, the practice of consensual decision-making is based on primary theological fundamentals of the Religious Society of Friends. An understanding of the concept of the Inner Light, a basic premise of Quaker beliefs, provides an understanding of why decision-making by consensus is a necessity in a Quaker educational setting.

The Inner Light

Much focus in the Religious Society of Friends is centered on the spiritual experience shared between individuals and God. Quakers feel that God speaks to every individual and feel that every individual can experience contact with God. All people can listen, share, and understand spirituality with God. "This capacity is often called . . . . 'The Light' and is . . . . God's immanence in each human spirit" (Campbell Stewart, 1971).

This concept of the Inner Light is based on Biblical scripture. The apostle Paul wrote, "walk as children of light" (Ephesians 5:8) and "Ye are all children of Light" (I.

Thessalonians 5:5) (Brinton, 1952 p. 2). The concept of possessing the Inner Light is further explained in Paul's writings in Romans 8:9, "If any man have not the spirit of Christ he has [nothing]," and again in Galatians 4:6, "God has sent forth the spirit of his sons into your hearts" (Brinton, 1952, p. 17-18).

The Quaker religion stresses "answer[ing] that of God in every one" (Brinton, 1952, p. 29). With that, Quakers feel confident they will be led to find truth. Because God has the capacity to speak through every individual, each voice who wishes to speak must be heard so that the voice of God is not ignored (Brinton, 1952; Jones, 1946).

Recognizing the Inner Light

As George Fox, the founder of the Religious Society of Friends wrote in an epistle on church government, "The least member in a Church hath an office and is serviceable and every member hath need for one another (Brinton, 1952, p. 102). Of course, heeding each individual's opinion must be balanced so as not to create religious anarchy. The Quakers do this by depending on group authority over the individual. Individual initiative is affected by the judgment of the group (Brinton, 1952). However, if in a decision-making process two groups emerge, one large and one small, the larger group does not exert authority over the smaller group.

Each group has its purpose in the larger decision-making process. The larger group may offer the opinion most popular while the smaller group may bring up issues not otherwise considered. Together, the groups listen to each other and weigh all factors before reaching decision. It is in this manner that decision by consensus is reached. Each individual is credited as possessing the Inner Light and, if so moved, will speak thoughts and feelings for each group member to consider. After considering everyone's thoughts, decision by consensus can be reached.

Reaching Decisions

The Quaker movement began as a group of individuals held together by spirituality and fellowship rather than written bonds. However, as the religion grew, some organization became necessary to keep the group cohesive. Yet, the governance of the Society of Friends continued to stress the needs of the group over the beliefs of appointed individuals as was more apparent in Protestant and Catholic congregations. Thus, the basis of the Quaker religion was expressed in such a way that it eliminated the authority of one individual. The action of the group dictates what is considered truth. No voting is used but rather discussion of each interested person's thoughts (Brinton, 1952).

A typical Quaker meeting is led by a clerk (a committee, or an individual) who is "spoken to" (Brinton, 1952, p. 106) by those who have opinions or judgments regarding a particular issue. When the consideration reaches a stage which indicates unity exists in the group, the clerk announces the prevailing opinion. If the entire group agrees with the clerk's assessment of the situation, this becomes the group's decision. If, however, an individual or group of individuals do not agree with the clerk's assessment, then that person must speak. Silence is considered to be consent. The decision-making process may take longer than voting, but the results are generally more appealing to everyone concerned. The Quaker method of reaching decisions does not attempt to reach compromises because compromises do not satisfy anyone completely (Brinton, 1952).

Some problems in the Quaker church have been postponed for more than a century awaiting group consensus. For example, the Quaker church was one of the first religious groups to speak against the enslavement of African-American individuals. Had a vote been taken in 1700, slavery would probably have been voted out, but a substantial minority would have disagreed. The subject was brought up again and again until in 1776, the group came to a consensus that the

Society of Friends were united in refusing membership to persons who held people in slavery (Brinton, 1952).

Individuals participating in the Quaker practice of consensual decision-making must listen wholeheartedly to others and not try to win their own particular position. If, Brinton (1952) proposes, the Quaker method of arriving at unity does not work, it is generally due to an individual or group of individuals who are trying to win acceptance of their position. The goal, it must be remembered, is to discover truth by listening to each person's Inner Light. Individuals who attempt to persuade using emotion or speaking with finality "may find their views carry little weight" (Brinton, 1952, p. 108).

Consensus Outside of the Quakers

Reaching decisions by consensus is most often associated with the Religious Society of Friends who have used this as a model for more than 300 years. However, forms of consensus decision-making are often used in education, various committee structures, and many other situations without the label of "consensus" to provide the structure (Center for Conflict Resolution, 1981).

The Center for Conflict Resolution (1981) defines consensus as stressing the "cooperative development of a decision with group members working together rather than

competing against each other" (p. 1). This cooperation, the
Center for Conflict Resolution (1981) believes, can "increase
creativity, sensitivity and fairness [in] the decision-making
structure"(p. 2).

The concept of cooperation in groups has interested
scholars for years. Axelroad (1984) discussed in great
length the "live and let live" cooperative system between
enemies during World War I. He quoted a British staff
officer patrolling the trenches, "[the staff officer] was
astonished to observe German soldiers walking within rifle
range behind their own line. Our men appeared to take no
notice . . . . Both sides apparently believed in the policy
of 'live and let live'" (Axelroad, 1984, p. 73-74). This
concept of live and let live, cooperation despite antagonism,
Axelroad (1984) suggested, is part of human nature.
Axelroad's premise in The Evolution of Cooperation (1984) is
that, when in one's best interest, individuals will
cooperate. This, Axelroad (1984) claimed, can happen without
a central authority figure to force cooperation as evidenced
in the trenches of World War I.

Tyler (1990) also considered cooperative decision-
making in the judicial realm. He argued that people are more
likely to believe policies are fair if they have an
opportunity to participate in the decision-making. He also

proposed that, even if in opposition of one's own opinion, exposure of all sides is beneficial in generating acceptance of a final outcome for a whole group (Tyler, 1990).

Tyler (1990) painted the picture of a civil divorce with three central concerns for the two parties involved: the first concern is winning; the second concern is receiving a fair settlement; and the third concern is having the case resolved in a fair manner. Tyler (1990) proposed that civil disputes can be resolved in a cooperative manner, through such forms as mediation, even though the safeguards of the courtroom do not exist.

Both Tyler (1990) and Axelroad (1984) speak of consensus, or cooperative decision-making, as not only existing, as in the trenches of World War I, but even as an organized system for settling courtroom disputes through mediation. However, central to cooperative decision-making in larger society as compared to its use in the Religious Society of Friends, is that self-interest becomes the motivation for cooperation (Axelroad, 1984; Mansfield, 1990; Tyler, 1990). The Religious Society of Friends relies not on self-interest, but on the concept of the Inner Light (Brinton, 1952), which urges cooperation within groups.

Reaching Consensus at Guilford College

Because Guilford College is affiliated with the Religious Society of Friends, the reason for practicing consensual decision-making as the main form of governance parallels the concept of the Inner Light (Brinton, 1952; Jones, 1946) rather than that of self-interest (Axelroad, 1984; Mansfield, 1990; Tyler, 1990). Founded in 1837 as the New Garden Boarding School, Guilford College's purpose from the beginning was to train "responsible and enlightened leaders, both men and women" (Guilford College Catalog, 1993, p. 2). Guilford College followed the rich tradition of other Quaker schools that shared a common goal of preserving the Quaker beliefs through education (Campbell Stewart, 1971).

Guilford College, like the Society of Friends at large, seeks interested persons in the decision-making process (R. Dyer, Personal Communication, July 9, 1993). Each student is urged to become a full participant in the college community, through the use of the consensus based governance system (Guilford College Handbook, 1993). While each student is urged to become a full participant in the community, governing organizations exist to keep the system from disintegrating into anarchy of which the early Quakers were also concerned (Brinton, 1952; Guilford College Handbook, 1993). The Community Senate, comprised of student-senators,

two administrators, and two faculty advisors, "derives
authority from the President of the college to govern the
student body" (Guilford College Handbook, 1993, p. 24). It
is through this body that the pony keg policy under
examination in this study was brought to the Guilford College
community for consideration.

The Community Senate at Guilford College consists of
students from the residence hall community and the class
system, and day student representatives, as both elected and
appointed representatives. Appointments to the Community
Senate are made by college administrators. These
appointments include Academic Senators, Athletic Senators, an
international student, a transfer student and a minority
student (By Laws of the Guilford College Community Senate,
1991). Additional student Senators are elected to their
positions by Guilford College students. Additionally, two
full-time faculty members are elected as Senate advisors; one
full-time administrator is appointed by the College
President; and, a representative from the department of
Student Development is appointed by the Dean of Students.
All appointments must be approved by the Community Senate (By
Laws of the Guilford College Community Senate, 1991).

The ultimate authority for the Community Senate at
Guilford College is vested in the Board of Trustees who

delegate powers to administration, faculty, and students with an overall goal of "direct participation in decision-making by the persons directly involved" (Constitution of the Guilford College Community Senate, p. 1, 1992). Because students, faculty, and staff live, work together, and share common concerns, the Constitution is written with an emphasis on shared decision-making in the interest of the quality of life at Guilford College. "The purpose of the Constitution [is] to bring these three groups together to take action upon matters of common concern and to share those powers delegated to the student government to further the highest interests of the community" (Constitution of the Guilford College Community Senate, p. 1, 1992).

Four officers provide "experience, leadership, and guidance for the Community Senate as the Executive Council" (Constitution of the Guilford College Community Senate, p. 2, 1992). These four parties, President, Vice President, Treasurer, and Secretary, are elected positions by the Guilford College student body.

Senate meetings conduct business in an orderly fashion incorporating "into its meetings the consensus method of decision-making through traditional Quaker business procedure" (Constitution of the Guilford College Community Senate, 1992, p. 2). Consensus decision-making, at Guilford

College, is defined as "when a matter requiring decision is placed before the Senate either by President or any other member, time should be permitted for careful and deliberate consideration. All members who wish to express judgment should be heard. When the President feels the meeting is generally united in thinking, he/she should attempt to state clearly the decision. If members give approval to the statement, consensus is reached" (Constitution of the Guilford College Community Senate, 1992, p. 3). "In the event the Senate cannot reach an acceptable decision within a reasonable length of time, the President [of the Community Senate] may call for a vote" (By Laws of the Guilford College Community Senate, 1991, p. 7). Members of the Community Senate vote by responding to the Secretary with "yes," "no," "abstain," or a Senator can be counted as absent (By Laws of the Guilford College Community Senate, 1991, p. 7). Above all, the Community Senate at Guilford College serves to speak as the "voice of the student body on concerns affecting the college community" (Constitution of the Guilford College Community Senate, 1992, p. 3) through "gathering input from their constituents to ensure that Senate decisions are representative of the college community" (By Laws of the Guilford College Community Senate, 1991, p. 4).

Conclusion

This chapter has provided an overview of the origins of consensus decision-making of the Society of Friends. Additionally, the consensual decision-making process as outlined by the Guilford College and the College's Community Senate also was provided. While differing in some areas, the goal of consensual decision-making, allowing a voice for all interested persons, is articulated in both historical Quaker literature and materials provided by the Guilford College Community Senate.

This study examines the current practices in place at Guilford College in determining policy formation in one case. Through interviews with individuals involved in the consensual discourse, this research compares the current practice of consensual decision-making with the historical Quaker perspective as discussed earlier in this chapter looking for consistencies and inconsistencies in the two practices.

CHAPTER THREE

Purpose of the Study

Consensus decision-making at Guilford College provides, for students, faculty, and staff an avenue for coming together in times of decision-making. As outlined by the Board of Trustees, "Guilford strives to . . . . explore issues . . . . [and] to cultivate respect for all individuals" (Guilford College Handbook, 1993, p. 1). The purpose of this study is to examine consensus decision-making in action by examining a recent policy decision which occurred at Guilford College. Through interviews with students and staff involved in the decision-making process, the research attempts to determine if indeed the goals of the College are carried forth by allowing active student participation in decision-making.

Overview of the Case

Guilford College, a small, private, Quaker school located in Greensboro, North Carolina enrolls approximately 1200 undergraduates of which only seven percent are Quaker (Guilford College Catalog, 1993). While only a small minority of students are Quaker, the school continues to have, as its governance system, decision by consensus, wherein all interested parties contribute to the decision-making process.

In 1991, a group of students at Guilford College proposed that pony kegs should be allowed in residence halls. Students and staff at Guilford College joined together in creating a policy regarding this student request. Before the end of fall term 1992, the College adopted a policy regarding the use of beer kegs in the residence halls. This adopted policy allows students at Guilford College to have pony kegs in residence halls. The guidelines regulating this practice were established by using the consensus model; that is, all interested parties, both students and staff, joined together to create the current policy regarding kegs in residence halls at Guilford College (R. Dyer, Personal Communication, 1993).

Procedures

This study is a case study of the consensus model in student life policy decision-making at Guilford College. A case study is defined by Yin (1989) as empirical inquiry that, "investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used" (p. 23). Case study research allows researchers to make general observations so that a phenomenon can be understood in a general way before making specific inquiries. Upon building a case, a "jumping-off point"

(Simon & Burstein, 1985) can be established aiding researchers in future study of similar topics.

This study of the consensus model at Guilford College follows Yin's (1989) definition as the consensus phenomenon at Guilford was examined within its own environmental context. Interviews with students and staff involved in the decision-making process were used to provide multiple sources of evidence for the research question.

This study explores, through interviews with students and staff at Guilford College, the consensual process which led to the 1992 decision to have pony kegs in residence halls at Guilford College. Key individuals involved in the case leading to the 1992 decision were interviewed to create an accurate picture of the actual pony keg case. This allowed the researcher to write a case detailed in Chapter Four of this study.

Students and staff participating in interviews discussed their involvement in the decision-making relevant to the case and supplied their ideas of what consensus decision-making is. However, first, the 1992-1993 President of the Community Senate, the Assistant Dean of Students, and the Director of Residence Life, all individuals who held an active role in the case under discussion (R. Dyer, Personal Communication, September 10, 1993) were interviewed to create an accurate

depiction of the case. Each individual gave their description of the case, the case was written, and then offered to each person to make sure the case was accurately reported. This involvement of persons with a vested interest in the case development coincides with the consensual process. Because the consensus model claims to involve interested parties (Brinton, 1952; R. Dyer, Personal Communication, July, 1993), each party was considered individually in the development of the case.

The interview process occured in a similar manner. All persons interviewed, were asked the same questions, in the same manner, as all other participants. This consistency continued the pattern of equality of all parties which is established through the consensus decision-making model.

The goal of the researcher in this study was to develop a descriptive framework for organizing the data collected in this case study (Yin, 1989). By analyzing the data collected in interviews, the researcher attempted to triangulate data by looking for repeated observations on the part of participants interviewed. After interviewing both students and staff involved in the case, the researcher attempted to notice patterns occurring in the interviews and then formulated conclusions from the collected data.

To secure permission to begin and complete this study at Guilford College, the researcher followed several procedures. The Provost of Guilford College was contacted and granted approval to conduct this research. The researcher also gained the approval of the Office of Graduate Student Research at Virginia Tech by submitting a Request for Human Subjects Study.

The researcher then secured an initial interview with a member of the student life staff to begin the interview process. At that time the researcher also gathered the names of other key participants who were involved in the decision-making process which resulted in the current policy of allowing pony kegs in residence halls at Guilford College. The researcher then contacted each mentioned person to see if they were interested in being interviewed and secured appointments for interviews. At the time of each interview, the researcher gathered additional names of individuals to contact for interviews and repeated the process of securing interview times.

Gathering names from participants involved in a process is referred to as snow ball sampling (Henry, 1990). Snow ball sampling, a variety of non-probability sampling, "relies on previously identified group members to identify other members of the population. As newly identified members name

other members, the sample grows like a snow ball" (Henry, p. 21, 1990). Interviews continue until all names mentioned as possible interviewees are exhausted. This excludes interviews which cannot be conducted in person. Individuals included in this interview process were current employees or students at Guilford College or still resided in the Greensboro, North Carolina area.

The researcher then conducted interviews, tape-recorded each interview, transcribed the interviews to capture the essence of participants' responses, and began the process of data analysis.

Interview Protocol

The case study employed open-ended interviews by asking participants to respond to the following statements:

1. Please describe your understanding of consensus decision-making.

2. Please describe your understanding of consensus decision-making at Guilford College.

3. Please describe your role in the decision-making which took place to allow the current policy of allowing pony kegs in residence halls at Guilford College.

4. Describe how well you feel consensus decision-making worked in implementing the current

policy of allowing pony kegs in residence halls at Guilford College.

5. Describe the role of the President of the Community Senate during Senate meeting. To what extent is this consistent with the practice of reaching decisions by consensus?

6. Describe the election process for Community Senators. To what extent is this consistent with the practice of reaching decisions by consensus?

7. Describe the role of individuals, who are not members of the Community Senate, who participated in the process creating the current pony keg policy. To what extent is this consistent with the practice of reaching decisions by consensus?

8. Please list for me additional students or staff who were active in the decision-making which took place in implementing the current pony keg policy at Guilford College.

All interviews were tape-recorded with the knowledge of participants. Participants also signed, at the time of the interview, a waiver allowing the researcher to use all information collected for educational purposes. Participants

were guaranteed confidentiality during the individual interviews and in any subsequent data which results from this study. Participants are only referred to, in written form, by the description of "student" or "staff." Interviews were transcribed as closely to verbatim as necessary to capture the essence of the responses to the statements outline above.

Participants

This study was dependent upon interviews with individuals who participated in the relevant case and the ensuing consensual decision-making process. Therefore, selection process of individuals for interviews was crucial. Participants were chosen by asking each participant to identify individuals who they viewed as active in implementing the current pony keg policy at Guilford College. The initial group of interviewees were gathered by an interview with Dick Dyer, the Assistant Dean of Students at Guilford College. The researcher continued to interview students and staff in an attempt to triangulate information which was provided in the open-ended interview sessions.

Data Analysis

The analysis of data collected in a case study is "one of the least developed and most difficult aspects of doing case studies" (Yin, 1989, p. 105). And, while there are "few

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fixed formulas or cookbook recipes to guide a novice" (Yin, 1989, p. 105), Yin (1989) suggests several strategies which may be used in analyzing case study data. By relying on "theoretical propositions" (Yin, 1989, p. 106) which led to the actual case study, these propositions can aid the researcher in shaping the data collection and analysis.

This research was based on examining the similarities and dissimilarities that exist between the use of the consensus model as outlined in historical Quaker literature and the actual use of the consensus model in student affairs policy formation at Guilford College. While examining participants' answers to interview questions, searching for common themes which may emerge in the interviews, the researcher also noted consistencies and inconsistencies which emerged from the participants' responses. Participants' responses were examined for consistency by comparing the actual consensual process occurring at Guilford College with historical basic premises for consensual decision-making of the Society of Friends.

Upon identifying the consistencies and inconsistencies between the historical Quaker perspective and what is the demonstrated consensual process at Guilford College, the researcher analyzed any departures existing between the historical perspective and the actual case under examination

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at Guilford College. The researcher examined any inconsistencies to gain an understanding of what the premises in practice rest upon if not the historical Quaker model. The data analysis concentrates on the points of agreement and points of disagreement between the historical consensual premises and the consensual decision-making practiced in the actual case under examination. Analysis led to conclusions regarding student and staff perceptions of how the consensual decision-making process works at Guilford College as compared to the historical premises of consensual decision-making of the Society of Friends.

By relying on the theoretical propositions guiding the study, the researcher sorted transcribed data into categories labelled "consistent with Quaker tradition," "inconsistent with Quaker tradition," and "response is not reflective of either category" by cutting paper strips of the transcribed data and placing them into one of these three categories. This process was done by the researcher on two separate occasions, with at least a week in between each occasion, to ensure that the data was sorted similarly each time. After comparing two sets of sorted data for internal consistency, the researcher began to analyze to participants' responses to the interviews and noted the similarities and dissimilarities between the actual use of the consensus model in student

affairs policy formation at Guilford College and the use of

the consensus model as outlined in historical Quaker

literature, the premises of reaching decisions for the

Society of Friends.

Premises of Reaching Decisions for Friends

The following statements, based on the works of Brinton

(1952) in <u>Friends for Three Hundred Years</u>, outline basic

premises of consensual decision-making for the Society of

Friends. These statements served as the basis of comparison

for examining consistencies or inconsistencies between the

historical Quaker premises of consensual decision-making and

the actual occurrence in the pony keg case of Guilford

College.

1. All community members have a voice in decision-
   making.

2. Individuals involved in the consensual
   decision-making process listen to all other
   individuals, in search of the Inner Light,
   while reaching a group decision.

3. No central authorities exist when reaching
   decisions by consensus; a facilitator exists
   to guide the consensual process.

4. No voting occurs while attempting to reach
   decisions by consensus.

5.   Silence is considered consent during the
     consensual process.

Conclusion

Following the development of the case in Chapter Four,
Chapter Five contains the information obtained in interviews
in detailed analysis. The analysis considers the congruence
between consensus decision-making as described in Quaker
literature, both historically and through Guilford College
descriptions, and the reality which occurred in the case
briefly described earlier. Chapter Six offers final thoughts
and conclusions of this study.

CHAPTER 4

Introduction

Serendipity, an annual Spring festival at Guilford College, offers to students, faculty, and staff a time to come together for a time of celebration, renewal, and community. In recent memory, Serendipity was also a time when those in attendance could consume beer at this school-sponsored event with limitations placed on the age of those consuming to that of legal drinking age. However, after repeated acts of vandalism during the Spring event, Guilford College administrators decided to not allow alcohol at Serendipity 1991.

The Community Senate, the governing body for traditional age students at Guilford College, began discussions of whether or not alcohol should be permitted at campus events in October 1991. Due to the conditions provided by consensus decision-making, discussions continued into Spring 1992.

Senate Deliberations

The Community Senate was deeply involved in discussions regarding open source containers of alcohol in residence hall rooms. Discussion on these topics continued throughout the Fall 1991 semester. Senators were urged by the Senate President to go to their constituents, as Senators are elected by the place where they reside, and gather

information about how the Guilford College community felt about allowing common source containers of alcohol in residence halls. After much discussion, the consensus by the Community Senate was that common source containers should be permitted in residence halls. Once approved by Community Senate, the President of the Senate took the recommendation to Administrative Council, or Ad Council, as it is commonly called.

By February 1992, the Community Senate at Guilford College approved a keg policy to go into effect beginning Fall 1992. During this period, the Guilford College community reviewed the proposed keg policy. Specific guidelines in the policy included that only one keg would be permitted at each function and all kegs must be petitioned and approved by the Office of Residential Life. Also, a keg party must have an appropriate hand-stamping or wristband system to identify legal age drinkers. Three hosts must monitor the party, each of whom must be 21 years of age or older with each host acting in one of three roles: one host must check identification at the entrance to the party; one host must monitor the keg checking for hand-stamps or wristbands of those consuming; and, one host must roam the party checking for infractions. In addition, underage students would not be permitted to carry beer cups regardless

of their contents and non-alcoholic beverages and food must be clearly present and available to guests at the party. Community Senate also noted that specific criteria for approving keg petitions and the enforcement of monitoring guidelines are subject to the discretion of Residential Life staff on a case-by-case basis.

Administrative Council Seeks Consensus

Following the passing of this proposal by Community Senate, the President of the Senate immediately presented this before Ad Council. The President of the Community Senate is the only student who sits on Ad Council. Other representatives include faculty members, the President of the College, the College Provost, Residential Life staff, a representative from the Dean of Students Office, a representative from the business office, a support staff representative, the Academic Dean, and a representative from the maintenance and grounds staff. Together, this Council attempts to direct policy for the President and Provost to implement, as representative of the concerns of the community.

Several members of the department of Student Development Office, which includes Residential Life, Student Activities, Career Planning, and the Dean of Students Office, drafted a letter to Ad Council in disagreement with the Community

Senate proposal to allow kegs on the campus. Reasons stated in the draft included the legal liability associated with allowing common source alcohol containers on campus. There was also concern about the amount of beer in one keg, typically 150 twelve-ounce cups. This group of individuals from Student Development felt this was at odds with the data showing that barely 18 percent of students at Guilford College were of legal drinking age. In addition, students of legal age, were already permitted to consume alcohol in their rooms. Also, there was much concern about the policing by residence life staff of such an event; these individuals felt this smacked against the tradition of students' rights to self-govern. Signers of this draft letter urged Administrative Council to seek a consensus that would not allow common source containers in Guilford College residence halls. This letter was only signed by five members of the department of Student Development. This led the original author of the letter to seek consensus among the Student Development staff to create a letter which all in Student Development could agree upon. This never succeeded.

At the same time that some members of the department of Student Development were trying to create a letter of agreement among student life staff against common source containers, Residential Life staff members visited with the

College legal council concerning the idea of common source containers on-campus. The College attorney responded that she felt allowing common source containers on-campus placed the College in a liable position should damage, injury, or legal violation result.

By April 1992, Ad Council was in deliberation over the keg policy on-campus. Several Ad Council members voiced that allowing common source containers, in particular kegs, in residence halls would encourage increased consumption of beer as people are more apt to finish a keg than to open an additional can of beer. Concern was voiced about vandalism and assault which could rise with increased alcohol consumption. However, other members of Ad Council voiced concern for protecting students' rights and their right to self-govern and allowing students to drink responsibly in their residences rather than driving off-campus and then returning to campus after drinking.

The President of Community Senate drafted a written rationale for Ad Council addressing the question raised in Council, "Why propose a keg policy?" In response to the question, the President responded that while beer kegs were not permitted at on-campus events, including in the residence halls, no community-approved policy governed the use of kegs at common parties or non-college events attended by members

of the Guilford College community. In addition, no community-
approved standard of conduct or enforcement regarding
consumption of alcohol from common source containers existed
for members of the Residence Life staff or residents at off-
campus events. Therefore, his logic led him to believe that
a rule regarding consumption of keg beer on-campus was a moot
point.

Conclusion

After many meetings of discussion, negotiation, and
consensus-making, it was decided by Ad Council that pony
kegs, a smaller-sized keg of beer, would be permitted in
college residence hall rooms of students of legal drinking
age at the end of Spring 1992. The decision was made by
consensus, although several members of Administrative Council
stood aside, or decided not to block the decision although in
personal disagreement. Other stipulations were set-up by a
student and Residence Life committee. The party must be
registered with the Office of Residence Life 48 hours in
advance of the proposed party with only one pony keg
permitted per event. Resident assistants or campus security
could check on the party at any time. And, only people 21
years of age or older could consume alcohol at the party
while non-alcoholic beverages and food must be present and
available at the party. Hosts of parties are encouraged to

attend a training session on host legal liability issues before sponsoring the party. In addition, in agreement with the proposed policy by Community Senate, three hosts must be present with responsibilities of checking identification at the door, distributing alcohol at the keg, and roaming the party looking for infractions.

Thus after almost an academic year of debate, the current pony keg policy went into effect at Guilford College in Spring 1992. Stressing consensus building, this decision, while not representative of all points of view on campus, was passed as a student life policy to go into effect Fall semester 1992.

CHAPTER 5

Introduction

Decision-making at Guilford

In studying consensus decision-making at Guilford

College it is necessary to talk with the individuals involved

in the actual decision-making to gain a clear understanding

of the process. The policy allowing pony keg on-campus and

the case, as outlined in Chapter Four, provides an

opportunity to examine a consensual process as policy is

being formulated. Through the use of snow ball sampling, the

research for the development of this particular case and its

subsequent qualitative analysis centers on interviews with

twelve individuals at Guilford College who were directly

involved in the decision-making which led to allowing pony

kegs in Guilford College's residence halls. These

individuals interviewed provided their insights into the

consensual decision-making process.

Interview Protocol

The interviews addressed the following questions or

statements, as outlined in Chapter Three of this study:

1.   Please describe your understanding of consensus
     decision-making.

2.   Please describe your understanding of consensus
     decision-making at Guilford College.

3. Please describe your role in the decision-making which
    took place to allow the current policy of allowing pony
    kegs in residence halls at Guilford College.

4. Describe how well you feel consensus decision-making
    worked in implementing the current policy of allowing
    pony kegs in residence halls at Guilford College.

5. Describe the role of the President of Community
    Senate. To what extent is this consistent with the
    practice of reaching decisions by consensus?

6. Describe the election process for Community Senate.
    To what extent is this consistent with the practice
    of reaching decisions by consensus?

7. Describe the role of individuals, who are not members of
    Community Senate, who participated in the process of
    creating the current pony keg policy. To what extent is
    this consistent with the practice of reaching decisions
    by consensus?

8. Please list for me additional students or staff who
    were active in the decision-making which took place
    in implementing the current pony keg policy at
    Guilford College.

The interviews, conducted primarily during the months of
February and March 1994, were conducted with three students,
four administrators, four student affairs staff members, and

one support staff person, who were all deeply involved in the decision to allow pony kegs in the residence halls at Guilford College. These interviews revealed much about the process of consensual decision-making at Guilford College. Most of those interviewed currently hold or once held major positions in Guilford College governance. For those individuals not in governance positions, they were called in to provide information on which to base a decision.

While varying in responses, several themes emerged from the data worth noting. The role of the administrator or staff person is significantly more influential than as is outlined in Quaker history as the roles each must take in the consensual process. The role of student leaders is dominated by the vocal majority rather than all students in the College community. And, the discussion of the Inner Light, that of the light of God within everyone, rarely appears in discussion of the consensual process in these interviews.

This chapter will first examine at length, and in consecutive order, the responses offered in interviews to the interview questions outlined at the beginning of this chapter. After considering the collected data in this chapter it becomes possible to answer the original research questions, as stated in Chapter One of this project, in Chapter Six of this study. While only sharing a sampling of

the responses to the questions in this chapter in the first part of this chapter, the complete responses can be located in the appendices of this study. It is crucial to note that all participants did not answer every question, but rather the questions they thought they could answer or had not previously answered in a previous question. The appendices of this study offer a more detailed look into the responses of participants in this study. The appendices do not contain participants' responses to the final question concerning additional people to contact for interviewing as this violates the confidentiality established for this study. Following the discussion of responses from the interviews is a discussion of the emerging themes from the data.

Consensus Decision-Making

Participants interviewed in this study agreed that involvement was key in their understanding of consensus decision-making. (See Appendix A for complete transcripts relative to this topic). Consensus is "starting out with one idea and taking everybody's ideas and putting them together . . . . and coming up with a final outcome. Everybody gets their say in it," emerged as one participant's definition of consensus decision-making. Another participant noted that the decision means so much more to everyone because "everyone gets to give their input."

While involvement continued as a running theme, either directly stated or alluded to in discission, in each interview, participants often contradicted one another in their discussion of the product in consensual decision-making. Most participants agreed that consensual decision-making was more satisfying to those involved in the actual process. The consensual process allowed people to feel like their points are considered in reaching decisions. However, disagreement emerged over the feelings that may result at the conclusion of a decision.

One participant noted that, after discussing an issue, "everyone is in agreement with what has been decided." Yet, another stated that consensus does not mean "everybody agrees but simply that most of the people agree and that those who do not agree are willing to stand aside from the decision so it can be made." While subtle in difference, the former opinion rests on the belief that standing aside means agreement while the latter opinion states that, even though in disagreement, sometimes standing aside must occur to reach a decision.

Consensus at Guilford College

Consensus at Guilford College is also defined as an involving process (See Appendix B for complete transcripts relative to this topic). "Students are very involved,"

remarked one administrators when referencing student affairs policy making at Guilford. A student commented that consensus making at Guilford College works toward a "final outcome that everybody is happy with." The goal at Guilford College is that the clerk of the meeting attempts to read the "mind of the meeting" as a decision comes to acceptance for the whole group.

However, once those interviewed agreed that consensus decision-making at Guilford strives to be inclusive, the similarities ended. Several people, both students and administrative staff, commented that lobbying or political agendas influence decisions. Decisions often takes place "to make other people see your point of view." Or, that consensus often occurs because of compromise as those involved realize that "time is passing and everyone is getting antsy to get it done and they know they're holding up the process." This was probably best articulated by one administrator who commented, "it must be taken into account that when working in a consensual process you can be out-maneuvered. It is not always sweetness and light. It also is a political process."

While inclusiveness is agreed upon as part of the consensual process, the means of reaching the agreement at Guilford College clearly differs depending upon individual

perspectives. However, one additional consistent theme portrays the role of the clerk as one who tries to "draw together the consensus that she or he sees building and sometimes states it, tests it with the group, and finally gets the green light."

The Participants as Decision-Makers

Each person interviewed played a role in the decision-making that resulted in the current keg policy at Guilford College. Most would describe their role as being that of an information gatherer from their constituents (See Appendix C for complete transcripts relative to this topic). Replied one student, "I went around and . . . . organized a forum [in my residence hall]. For me, I made sure that I had a full range of arguments so I could know the arguments of the other side better."

However, when describing their roles in the actual decision-making, it often reflected bringing in personal opinion and then debating those opinions against one another. Vocalized one administrator, "It was something that I felt pretty strongly about. . . . Nobody else seems worried about [having kegs] except the people in [my office]." A second staff person admitted, "I did not feel I could, in good conscience, approve these pony kegs for any reason . . . . knowing that beer is available in smaller amounts which can

get people to drink smaller amounts." Another student responded that in a Community Senate meeting, "everyone was bickering back and forth and it got kind of, like, personal sometimes which is not the way consensus is supposed to work."

While each person involved attempted to make an unbiased presentation of the facts representative of their constituencies, it was apparent that this was more difficult than it may have appeared on the surface. However, upon reflecting the outcome of the decision-making, most felt positive about the consensual process.

Attitudes Toward the Consensual Process

When considering the consensual process which led to the decision to allow pony kegs in the residence halls, most who participated in this decision-making felt positive about the outcome (See Appendix D for complete transcripts relative to this topic). "I think it worked well," responded one staff person, "I thought it was a good process, an educational process, a learning process." A student responded, "Without the consensus what would have happened is [the] administration would have said no kegs on campus and everyone would have gone grapenuts and just freaked out and said, 'Oh my gosh, this is ridiculous and we're so oppressed."

While most thought the decision-making process worked well, three staff persons interviewed did not agree with this. Replied one staff person to the question of whether or not the process worked well, "in this case I think it would have been better if we'd listen carefully to student opinion. But, in this sort of case where it involves alcohol consumption . . . . I think it would have been better if we had simply had the courage to make a decision that said, 'This is what we are not allowing.' But that was not done." A second staff person responded, "There were folks on the other side that simply would not stand aside [from pressing the issue in favor of pony kegs in the residence halls] . . . . It was really a difference of opinion on Administrative Council and I finally said so be it."

President of the Community Senate

Most of those interviewed view the role of the President of the Community Senate as that of a facilitator (See Appendix E for complete transcripts relative to this topic). One student vocalized the President's role as "guid[ing]the Senate. Not necessarily to force the Senate or anything. It's more, if you see trends beginning, [or] if you see people beginning to become closed minded [or] not listening, [or] if you see one person who is not listening to the argument another person is giving, you have to slow things

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down and say, 'Well, do you really understand what they're
trying to say?"

Most also felt that the role of the President of the
Community Senate was consistent with that of consensus
decision-making. Voiced by one student, the role of the
President was to, "voice opinions and shape them," until all
present agreed that a decision had been reached.

Elections for Community Senate

While most felt the role the President of the Community
Senate was reflective of the consensual process, the means to
reach that position, or any other Community Senate position,
are not necessarily reflective of the consensual process (See
Appendix F for complete transcripts relative to this topic).
"Elections [within the Community Senate] are just like
anywhere else; it's a voting process," a student responded,
"I don't think it's very consistent [with consensus] because
it's an election, not an agreement." However, one staff
person voiced the consistency of electing individuals as not
being a problem, albeit inconsistent with the consensual
process, "I don't really have a problem with it. I think
that's where we combine our Quaker life with our public life
since we also vote for [our national] President and so
forth." A student responded that "[voting] is just a
practical matter that you can't take the time to get the

whole student body [involved]." All participants readily agreed that the voting process used to elect the Community Senate was inconsistent with consensus decision-making. However, rarely was this viewed as a problem.

Involving Consensus

Opinion varied widely on whether or not people, who are not members of Community Senate, are actually involved in decision-making (See Appendix G for complete transcripts relative to this topic). One administrator defined the Community Senate as "the original idea of Community Senate was to have it be a broader term, involving all of the [College] community." One staff person responded that "if students are not in Community Senate, they do not play much of a role [in decision-making.]" One student agreed with this staff person as she responded, "sometimes it doesn't [work] because the members of Senate don't go to their constituents and don't hear what they're saying . . . . and a lot of times students don't get to voice their opinions."

However, there were an equal number of respondents who disagreed with the above summation. Replied one staff member, "[students] had ample opportunity to pick up a campus newspaper or through residence hall meetings, or through representation on their Hall Council. They have the opportunity to speak to people and share their views. I

don't think any constituency was denied an opportunity to
speak." Another student responded that "more people who
aren't elected [to Community Senate] are coming in [to the
Senate meetings to share their views].

Summary of Interview Responses

In considering the responses of interviews of
participants, it is obvious that much uniformity exists in
some areas while little uniformity of opinion appears in
other areas. Yet, an overriding theme in all of the
interviews was that the consensual process attempts to be an
involving process at Guilford College. Sometimes it works
and other times it does not. But, most attempts to maintain
open lines of communication to further enhance consensus
decision-making at Guilford.

Themes in the Data

The Role of Staff in the Decision-Making

Staff and administrators involved in the decision-making
leading to the current pony keg policy at Guilford College
came from strikingly different perspectives. Worth noting
are these different perspectives brought forth by staff
persons in discussions of the decision-making process. Staff
people were clearly not always in agreement about what the
final outcome should be in discussing the pony keg policy.
Each person seemed very willing to voice opinion on the

issue. And, each person brought a unique view of the role of the student in the decision-making process. When considering these similarities and dissimilarities in the perspectives of staff people, the importance of feeling satisfied with final outcomes from consensus decision-making seem all the more important. Even though they often disagree during the decision-making process, decisions are made with this consensual process on a daily basis.

Clearly, staff were not always in agreement during the decision-making which led to the current policy permitting pony kegs in students' residence hall rooms. As one administrator voiced, "we heard they (Administrative Council) were discussing this and we actually couldn't believe they were discussing it and talking about reintroducing (in reference to kegs at the Serendipity festival that outlawed open source containers on-campus) kegs at the College. So, we said this is insane." Another administrator responded to this situation by saying, "Quite frankly, I don't think they understand the consequences of what they're doing. But that's kind of a moral, personal decision you make, I guess." A third administrator responded, "I basically was opposed to it . . . . I had opposed it just feeling that a keg . . . . or pony keg, sets up an atmosphere in which one [feels] there is a certain pressure to finish the keg."

However, diverging from these opinions, staff people also voiced that "[the process] came out in a very mental way and I think that was a very cognitive process that actually took place [that] enhanced the decision-making." A second individual stated, "I felt some people [on Administrative Council] were being very conservative in considering this issue . . . . [they] were selfishly thinking about their jobs and how the decision to allow kegs would effect their jobs."

This clear difference of opinion was also notable in the way students were perceived as a part of the decision-making process. Said one administrator, "I think the College had to take a stand . . . . and simply say there's a point in which we've got to say that excessive alcohol is not the way to go." This opinion is therefore in clear conflict with the student position which supported common source containers in residence hall rooms. A second individual voiced that the College "needed to take a stand" against common source containers on-campus, once again going against the student voice that came out in the consensual process.

However, a member of Administrative Council clearly opposed the former perspective by stating, "I am not sure they [other members of Administrative Council] were thinking about the students' requests. . . . I was hoping for a chance for the students to be heard and listened to. Some people

were taking such a narrow and conservative perspective to this that I felt was selfish and tempered their positions in the discussions. I took this position: we were employees of the College and they needed to adjust their attitudes a little bit. . . . I didn't think the student perspective was given fair consideration."

The Role of Students in Decision-Making

While dynamics of conflicting opinions continued among staff involved in the decision-making, students held constant in representing what they thought to be the student opinion in this discussion. Common themes among students involved in the interviews showed frustration in the decision-making process leading to eventually supporting the policy and that the ensuing discussions with Administrative Council took on an "us against them" tone.

In considering the student voice, and accurately representing this point of view to the Community Senate, those students interviewed remained consistent in voicing that they tried to equally represent student perspectives; however, the journey to reaching a resolution in Community Senate was a bit more difficult. Responded one student, "I had different views than most of the people in my dorm. It's a more conservative dorm. All the girls in the dorm [when considering] the issue of having kegs there was just [a] moot

[point]. But, I had to express their views about it and then
I would, of course, express my own but I would have to state
that these are my own views."

As discussions continued in the Community Senate about
whether or not to support kegs in the residence halls,
opinions varied about the passage of this resolution. The
Community Senate resolved that they would endorse this point
to Administrative Council However, the route getting to that
point was a little trickier than simple consensus among the
Senators. "Everyone was bickering back and forth," responded
one student.   Another student responded, "A lot of times
[consensus] ends up just being someone raises a point and
another person will contradict that. [They're] unwilling to
give either way and don't really realize what that's doing to
the whole consensus process and in the end either one will be
pressured out of it . . . . usually ends up being a
compromise point." A student also responded, "It was to the
point that people were so sick of hearing about this policy
that they just wanted to make a decision." This discussion,
taking place in the residence halls, and later in Community
Senate meetings, resulted in the consensus to support a
policy of allowing common source containers in the residence
halls. These statements also seem to indicate that people
may stand aside from halting a decision because they are

tiring of the subject or feel too much time is being wasted. This opens up a second area for consideration. Perhaps persistence in supporting a subject can serve as a political move to frustrate others into giving into a decision rather than continuing to explore other options.

All of the students interviewed expressed an "us against them" mentality in considering working with Administrative Council in this decision-making venture. One student recalled this process by mentioning an interaction with an administrator, "It would have been a lot different if we didn't have to take it to Administrative Council and didn't have to get it approved by Residence Life. There would probably be a different outcome. A lot of the administration like in our group . . . . would say 'Oh, you can't do that. There's no way we can do that.' And I was more like, 'Oh I thought this was kind of for the students,' so it's like we didn't get to express all of our views."

Another student remembered similarly to the first student, "all the students said yes [to allowing kegs] and . . . . the President [of the Community Senate] went to the administration and said we want kegs. They said, 'No way. There's no way we are going to do that.' There was a lot of mixed messages on-campus because it had been passed on the student level and they didn't realize it hadn't been passed

on the administrative level. Everyone, the whole campus, felt a lot of tension about the whole issue so it was kind of a tough issue to deal with."

The third interviewed student reflected a similar perspective in discussing administrative/student relationships although not to the same degree. "[The arguments are what] we really needed . . . . to try to get it through administration." While this individual did not express as strong of an opinion of "us and them" in considering working with administration, a similar statement to the other two still surfaced. These comments surfaced with no coaxing during the interview process, but were natural reactions of these students in considering the consensual process while working through the administrative process.

In Search of the Inner Light?

While students and staff each participated in consensual decision-making leading to the current pony keg policy at Guilford College, each individual expressed hesitation in the process of decision-making. Whether considering that administrators were not listening to student perspectives or students felt that the situation became an "us against them" situation, each person continued to participate in the consensual process. Vocalized by all individuals was the

need to be inclusive and hear the voices of those involved. Yet lacking, except on one occasion, was discussion of "the Inner Light," the concept that God is within each of us and inclusivity in decision-making is necessary to hear the voice of God thus reaching the best conclusion. This stands as a basic premise of the Quaker philosophy in consensus decision-making. Rather, opinions expressed shades of *in loco parentis* on the part of many administrators, by other administrators, and freedom from parental rules and regulations on the part of the students.

Kegs should not be allowed on Guilford's campus, remained a common theme in talking with several administrators. Kegs in residence halls result in "more drinking . . . . damage to [College property], personal damage in terms of interpersonal relationships . . . . I could not in good conscience approve these pony kegs," responded one staff member. Also considered was that, "there's a strong sense that we shouldn't be *in loco parentis*, but there's a difference between being responsible leaders and being parents."

Another staff person reflected on the situation when commenting, "I think it [kegs] sets up an atmosphere of pressure. There might be someone who has had enough alcohol that they feel the effects to push that person into loss of

control. That may lead to a sexual situation in which they would have acted differently than if they had more control of their sense. Or [excessive drinking could lead to a bad] driving situation, or alcohol poisoning. But I do think [drinking from common source containers] does contribute to these things."

The only exception to this occurred in a discussion with one administrator who discussed "seeking a sense of the meeting," as finding a "more meaningful layer of truth and direction . . . . that there's a truth beyond us that we don't shape." While seeming to allude to the Inner Light, as described in historical Quaker literature, this person differentiates what is happening at Guilford as "seeking a sense of the meeting" as compared to seeking consensus. Therefore, while appearing to be referring to the Inner Light, there is a hesitance to define it as such. In describing the definition of "seeking a sense of the meeting," this staff person does not refer to God in discussing the "truth" to which he alludes. While there does seem to be some level of understanding of the concept of the Inner Light, it did not appear beyond the conceptual level in discussing and thus continued the trend of not discussing the Inner Light as a basic premise in consensual decision-making of the Quaker religion.

Each of these opinions represents an opinion by those involved stressing the need to regulate student behavior to protect students from possible negative outcomes. In neither situation is there discussion of a sense of the Inner Light guiding in the consensual decision-making process with students.

A third administrator vehemently supported the right of students in determining their choices. "All college students need the time to experiment and come to understand their personal limitations and I think this is an environment conducive to that experimentation. Under the German university model, students have the opportunity to understand life for themselves without others deciding the paths they must take. Students need a chance to grow for themselves." Again, while this administrator considers a different perspective from other administrators interviewed, this person still does not consider the process of finding the "Inner Light" in the consensual process, but rather stresses a laissez-faire attitude toward student development; leave them alone and they will develop.

The student perspective paralleled more closely the perspective illustrated by the latter administrator. "I'd been surprised in coming to college that students weren't always so wild. [They] actually could show some signs of

maturity once in awhile. That kind of swayed me [in my decision-making in favor of kegs]." Another student offered a similar perspective, "I think [students] feel they did have some say, but that administration restricts them no matter what . . . . one of the biggest concerns [by administrators] was that people at Guilford drink too much and students would have problems or be alcoholics or whatever. That kind of upset me because Guilford is not like that . . . . I'm, like, you don't understand what quality of people we have here. That frustrated me some. I think the biggest issue is liability because they can't afford to get sued." These statements also appear to voice some frustration at the way students are viewed by staff at Guilford College. This opinion, along with the "us against them" mentality, suggests students view themselves as not equal to administrators in offering their voice in decision-making. This directly opposes a consensual perspective which would places all voices on equal planes.

"[Consensus] worked pretty well," responded another student, "I'm sure the students, a lot of the students, would say that it didn't work because a lot of their views aren't even in the keg policy." Again, while concerned that student perspective may not have been broad enough in making the final decision in allowing pony kegs on-campus, this student

still considers opinion to be student opinion or staff opinion or administrator opinion. No discussion occurs of the Inner Light within those in the decision-making roles.

Summary of Findings

The interview data collected from students, administrators, and staff at Guilford College revealed many themes. Particularly noticeable are the roles students and staff play in the decision-making process as well as the absence of discussion of the Inner Light in all discussion of the consensual process at Guilford College. Above all it was apparent that disagreement occurred among those who participated in the decision-making process. However, most involved in the process expressed pleasure with the final outcome. Rather than viewing the process as winning or losing, most felt that a decision had been reached that was agreeable to those involved.

However, inconsistency with some of the basic premises behind Quaker consensus decision-making were apparent in talking with those who were involved in the process. In particular, no one mentioned the "Inner Light" as being of importance in reaching decisions by consensus. Yet, this concept remains integral to the foundation of consensus decision-making in the historical literature of the Society of Friends.

In considering the roles of students of staff in the decision-making it appears that each views their place in the consensual process differently even though consensus would suggest that they exist on equal planes in the decision-making process. It appears that institutional status changes the weight the voices carry while participating in decision-making. While "the student voice" prevailed in this particular policy decision, the statements made by those interviewed contradicted that students and staff are equal in decision-making, thus conflicting with the concept of consensual decision-making.

In studying the data, it is apparent that the decision was made with great consideration for inclusivity and much time and effort was put into the process. And, while some remain in disagreement with the final outcome, the decision was made by the community and for the community and thus we will remain a part of the community, until someone once again decides the community needs to consider a change.

CHAPTER 6

Introduction

Consensus decision-making is the practice used in making decisions and forming policy at Guilford College, a small, private, Quaker affiliated college in Greensboro, North Carolina. Consensus decision-making stems from basic premises in the Quaker religion. Specifically, Quakers support consensus decision-making because, in reaching decisions, it is important to listen to all involved because the Inner Light, or voice of God, speaks through each individual. And, while contrasting opinions may surface, all opinions should be considered in creating a decision so that all of God's word might be weighed by everyone to create a decision consistent with God's own wishes. Thus, it is believed that those involved in the consensual process will also find pleasure with the decision as they know they are following God's will.

This research project studied the consensual decision-making process at Guilford College examining one case in particular. The case, the development of a policy which allows pony kegs in residence hall rooms at Guilford College, occurred over the course of two academic years. The decision-making process was studied to gain an understanding of how consensual decision-making works in the formation of an

actual student affairs policy at Guilford College. In
particular, this project dealt with the question, "What are
the similarities and dissimilarities that exist between the
use of the consensual model as outlined by historical Quaker
literature and the actual use of the consensus model in
student affairs policy formation?" Through a series of
interviews with students, administrators, and staff members
at Guilford College this question could be examined in
detail.

Historical Quaker Consensus Decision-Making

Brinton (1952) described consensus decision-making in
great detail in the book, Friends for Three Hundred Years.
Outlined as necessary components in consensus decision-making
are the following:

1.   All community members must have a voice in decision-
     making.

2.   Individuals involved in the consensual decision-
     making process listen to all other individuals, in
     search of the Inner Light, while reaching a group
     decision.

3.   No central authority figures exist when reaching
     decisions by consensus; a facilitator exists to guide
     the consensual process.

4.   No voting occurs while attempting to reach decisions by consensus.

5.   Silence is considered consent during the consensual process.

In some cases, the decision-making at Guilford College which resulted in the pony keg policy followed the components outlined by Brinton (1952). However, in other areas, the process used at Guilford differed from the historical Quaker model of consensus-making.

Findings

All Community Members Have a Voice

This question cannot be answered conclusively from the data gathered in this study. While some individuals interviewed felt that all people who wished to be included in the decision were included, others felt that only some were included. This contrast is noted most by the commentary of two individuals interviewed. One student considered her role as a Student Senator by stating that she "had different views than most in her dorm . . . . they had different views about [it] than I did. But I had to express their views then I would, of course, express my own."

A differing perspective of this surfaces through the commentary of another student who recalls the situation. "Sometimes [consensus] works, but sometimes it doesn't

because the members of Senate don't go to their constituents, don't hear what they're saying, [and] listen to what they want to say and a lot of times students don't get to voice their opinions."

Student and staff opinion on this issue fluctuated with the final result being inconclusive. It appeared that if students wish to be involved in a decision, they could be. However, they needed to seek out this opportunity rather than being asked their opinion.

Listening to the Inner Light

Only at one time did anyone interviewed mention being in search a deeper meaning in group discussion in the decision-making which led to the pony keg policy at Guilford. While there was some discussion of seeking a "sense of the meeting," there was never, throughout each of the interviews, mention of seeking "the Inner Light" as defined in Quaker historical literature. In considering this premise of consensus decision-making, Guilford College does not hold true to the historical Quaker tradition in consensus building.

No Authority Figures

It is, once again, debatable whether or not central authority figures exist in consensus decision-making at Guilford College. In one way, student voices consistently

stated an "us against them" mentality while working with administrators at Guilford College. But, then, through consensual decision-making, the policy went the way the students advocated even though there were several vocal administrators voicing divergent opinions from the students.

A clerk of the meeting was apparent, in the form of the President of the Community Senate, in reaching a student consensus, and then in the role of the Provost, as the clerk on Administrative Council. In neither situation did it appear that the Community Senate President nor the Provost steered group opinion, but rather attempted to guide the group to a decision.

However, because the perception by the students that it was "us against them," it could be debated that a central authority figure existed at Guilford College in decision-making as the students perceived administration to be in an authoritative role.

No Voting in Decision-Making

While in guidelines offered in Community Senate doctrine that the President of the Community Senate can call for a vote, and Community Senate officials are elected representatives, beyond these two instances, it does not appear voting occurs in decision-making at Guilford College. Particular to this case is that no where, throughout this

entire process leading to allowing kegs on-campus, did voting occur. Rather discussions occurred until a decision was reached. Neither was there mention of voting as individuals described the consensual process at Guilford College. It appears this only occurred during voting time for officer positions. This, however, may support the previous statement, that there were central authority figures in the student body as these individuals received their posts through a voting process.

Silence Equals Consent

While this was never discussed during any interviews at Guilford during the course of this study, it could be considered that silence still equaled consent to an issue. Some individuals involved in the decision-making made it clear that they attempted to gather opinions of as many interested parties as possible. The other point of discussion that sometimes surfaced, that not enough people were included, never stated that people were hushed, but that perhaps people were silent or apathetic to the decision-making process. Therefore, while this is inconclusive because it was never a point of discussion, it could be surmised that silence, at Guilford College is considered consent.

Discussion and Recommendations

Consensus decision-making continues as the stated practice for reaching decisions at Guilford College. However, the consensual process as outlined in historical Quaker literature differs from the consensual practices in place at Guilford College. Elements of a more bureaucratic model are tied in with elements of a consensual model. This can be seen particularly when noticing the inconsistent statements regarding all community members having a voice and that no central authority figure exists. Contradictory to the consensual process as outlined in Brinton (1952) is the absence of discussion of the Inner Light in interviews at Guilford College. The Inner Light is a basic premise of the consensual process in Quaker historical literature.

Although people do not always agree with the final outcomes, there remains a stated satisfaction that many people were involved in the process and were able to share their voices. Because this research only occurred by examining one case, it only offers a glimpse into how decision-making worked in this one situation at this one school with the opinions of the twelve persons interviewed during this one case. This study cannot be generalized to the way all decisions are made at Guilford College, nor can

it attempt to explain the impact consensus decision-making could have in a different setting.

Recommendations for future study could include observing the way Guilford College has adapted the consensual model to work in their institution. Such a study could offer insights into the way other institutions could apply consensual decision-making in their own settings.

A second recommendation could include studying the long range effects of learning or personal growth of students who are involved in consensual decision-making in college. Students involved in this process expressed that they felt included in the decision-making process. How consistent is this with the way these same students will feel upon graduation from this institution? Will this help them or hinder them in their life after college? Does consensus decision-making contribute to building strong allegiances with the College as a component of the inclusivity students feel as a part of the consensual process?

A third recommendation involves the affective domain of those involved in consensual decision-making. While most mentioned inclusivity as a key function of consensus decision-making, it could be inferred that people felt a sense of greater self-worth having participated in the consensual process. This could be of key interest to student affairs

practitioners who are interested in increasing the overall self-worth of students during the college years. Perhaps, upon studying the effects of consensus decision-making in the affective realm, student affairs practitioners could find it worthwhile to instill some consensual processes in policy making on smaller scales, perhaps in college residence halls or on student programming boards.

Conclusion

While Guilford College does not practice consensual decision-making as outlined in Quaker historical literature, elements of the consensual process exist in the decision-making as evidenced by student, staff, and administrative opinion while discussing their beliefs of the consensual process. The College does indeed work to include as many parties as possible into student affairs policy decision-making. It is interesting to note that, while individuals may not agree with outcomes, they see it as reflective of community opinion and accept the decisions.

Similarities and dissimilarities exist between the consensual process as outlined by Brinton (1952). And, their process is not perfect. There still exists political maneuvering and arguing, but, in the end, all try to reach together a policy that everyone can live with. While Guilford's version of consensual decision may not be

reflective of consensus as outlined by Brinton (1952) it
could still be considered consensus as that is what the
community of Guilford considers the process. It appears that
Guilford has adapted the consensual model so that it works
for them, at their institution of higher education.

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Appendix A

Appendix A: Survey Responses

Please describe your understanding of consensus decision-making.

Response 1

> I think that Guilford does work on a form of consensual decision-making, but we do it in the context of a self-conscious Quaker think self-consciously. [A] more specific way of talking about that would have been that Quakers of the College seek a sense of the meeting. Seeking a sense of meeting is slightly different than consensus decision-making. I would describe consensus making or consensus building as having and agreeing on an agenda. Then someone needs to take responsibility for bringing up the issues that need discussion and then carrying on that discussion in such a way that people come to a meeting of minds and compromise on a solution that's relatively satisfactory. That's sort of a general view of consensus decision-making.
>
> Seeking a sense of meeting is having an agenda and then people talk about the issues on the agenda but it's slightly different in the sense that the meeting is

understood to be a meeting where you are seeking deeper meaning and it's, in one sense, you don't talk about it much this way usually, but in one sense it's a meeting of worship, meeting for business. Since it's a meeting of worship it's not just you and me deciding on what we should do but both of us together looking for what is the right thing to do. What is the deeper meaning, a more meaningful layer of truth and direction that can be discovered as we await that. So then what emerges is a sense of meeting and a sense that there's a cooperation, building of cooperative awareness, of a deeper meaning or conducting a resolution than you or I could have designed ourselves. That has the value of at least believing that there's a truth beyond us that we don't shape. So there's a little bit less ego investment. A little bit less of a need to defend my own position. A little less need for politicking.

One big difference between consensus decision-making and Robert's Rules of Order is that sometimes people go out and talk to people in advance and get people lined up to vote in their own way. Whereas in consensus you don't vote so there's less need to go out to line up those

backers in advance. But in seeking sense of meeting there's even less of a sense of having to go out find people for support because there's an anticipation that when you're in the meeting there is at least a potential for transformation of experience of which your ideas will change and you'll see things differently as well as other people differently. And you'll come to a clear and better understanding -- sometimes more surprising resolution of an issue than you could have imagined in advance.

Response 2

I am a Quaker. I have been a member of Friends for 20 years. My understanding of consensus-making is that it does not mean that everybody agrees but simply that most of the people agree and that those who do not agree are willing to stand aside from the decision so that it can be made. It is an opportunity to make decisions with more involvement than there is when there is simply a majority rule decision. At Guilford consensus-making is used in different bodies. We use it in the AASSA. We use it in Ad Council, we use it in Senate we use it in faculty committee meetings, etc. Depending upon who is clerking the meeting, how it's used varies.

Some people are very open to lots of discussion and input from everybody that's present and really use it in a way that I consider proper. Others kind of say, "Well everybody agrees with this, don't you?" Click. So it really depends. Certainly on Ad Council which is where I've had the most experience with it, it really does count on how each individual feels and how they respond to the question at hand.

Response 3

I'm a Quaker so I think I understand it well. First of all, it has fundamentally theological roots which are based on a notion which is a Quaker foundation that all people are of value, that all people, therefore, have an opinion that needs to be heard and honored. Generally [it] comes out of silence. Seems to me that it does a couple of things: first of all, within a college where you are particularly working with students, once a policy is passed it becomes essentially their policy so that there's a sense of ownership of that, number one. Number two, often times they will wiggle out a struggle and come up with policies that make a whole lot more sense than ones we thought up with administratively simply because they try to bring together views. Seems

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to me the other value of consensus is that on very, very
difficult decisions it takes a long time, as it should.
On simpler decisions it takes relatively no time at all.
Seems to me the more [we process], even though it's a
much, much more time consuming process, that we get a
much better response from students simply because we're
able to say this was a policy that came out of Community
Senate. Also, it then suggests to [the students] that
it's a changeable policy.

Conditions on campuses, issues on campuses, issues "du
jour" is what I call them, change from year to year.
Therefore, if the students are involved in decision-
making we're much more apt to have policies and
decisions that are responsive to a particular generation
of first year kids than if we were to try and second
guess them and try to figure them out. The disadvantage
to that often times gets in the way of planning. We
assume in May that the issue we are going to be dealing
with next year is whatever it is -- sexual assault
policy or grading or whatever it is; they come back and
all of the sudden some other issue is the issue. It
seems to me what it does is, well, it tends   to get

larger numbers of kids involved simply because they know their opinions are valued. It's one of a number of ways, seems to me, that institutionally we can say you're important and what you say matters. It also, in most cases, student opinion is no more or less important than administrative opinion, Presidential opinion, Provost opinion or anything else, so therefore, there's a sense in which what we practice, which is a community of learners, is supported by consensual process. So consensus implies that everyone's position, disparate as it may be, needs to be taken into account, honored and, if at all possible, brought into the decision.

Seems to me, the other value of that is in a disparate, diverse community. The decision probably is going to be much more middle of the road and much more comprehensive than it would be if [administration] simply made the decision. I think it's an educational process for students, for all of us, because we have to be fairly open and we have to listen carefully and we have to be reasonably apolitical going in. Hidden agendas are quickly brought to the floor and it leads to a very

different kind of exercise in listening, in articulating, in re-articulating and saying things in a slightly different way. For instance, in judicial decisions [an administrator] may not be able to say in a decision, "You will be suspended from the college if this happens again." However, [an administrator] may well be able to say, "You may well be subject to suspension if. . . " I think [consensus] leads to a much more careful use of language and listening because the clerk would have to be able to articulate, "What I hear the group is saying is . . ." and be very, very skillful in bringing everyone's opinions in.

Seems to me more and more businesses and corporations are going over to consensual processes to the extent [that] these kids are going deal with the real world. I think it's a useful exercise to the extent to that students are going to get into a relationship and get married it seems to me it's a useful decision. That's the level of my understanding of consensus decision-making. It's an integral part of an education to anyone who believes that we're all in this together.

Response 4

> My understanding of it probably relates to the second
> question, what it's like at Guilford College.
> Essentially it's an ideal sense of friends. You get
> people, those who are involved making the decision,
> sitting around with others with the premise that no one
> has the answer. So you try not to come in having a point
> of view that you are going to win. You know what the
> issue is, you bring the people together and you talk
> from your own perspectives and you try to listen to the
> other people's points of view and out of that as people
> give and take you hope a consensus, a decision, emerges
> that all or almost all parties can agree to.   There is
> usually a clerk of the meeting, a leader of the group,
> we call clerks, who try and draw together the consensus
> that she or he sees building and sometimes states it,
> tests it with the group and finally get a green light.

Response 5

> [Consensus decision-making] is a process where folks
> come together to deal with a particular issue or problem
> to come up with a decision that's workable for the
> system, for the individual, and groups at large.
> Primarily it's a process for immediate input to be

heard. By the input and all the data gathering, a decision is made in hopes that everyone is in agreement with what has been decided.

Response 6

I suppose that most of my understanding of consensus, I mean I'd heard the word and that sort of thing, most of it comes from my experience at Guilford. Then, in terms of trying to put it into practice, I've definitely been influenced by the way it is done here, as opposed to a vast theoretical awareness of it before I got here. And it's just a matter of discussing things, in many cases, more thoroughly. I've been more used to a system where things would be discussed through a certain point and if you had a clear majority coming about in an organization or in a group, you would go with that. People would just have to deal with it, even if people were strenuously opposed, if there were only a few you would consider [it], but if you just couldn't accommodate them, you would just have to go with the majority and say, "Well perhaps a couple of people are going to be unhappy." In consensus, people can have various options. They can stand to the side and let something go through or they can block. There have been

situations where one person has felt so strongly that
they have blocked something that everyone else would
have agreed to. And further discussion had to be
initiated, or in some cases something just didn't happen
because of that block.

Response 7

Consensus decision making, as I understand it, [it]
permits all members of the group to voice their opinions
or positions and the idea of collaboration and, in some
cases, lobbying to make other people see your point of
view. This can be effective and can be a real positive
and involving process. And, I think in a lot of ways it
is better for all members of the community. In the area
that we're in, it can cause some difficulties. When I
came here, one of the things I was told was that a lot
of decisions are made at the eleventh hour because of
consensus decision-making. It can be strangled by the
process.

Response 8

Consensus decision-making is decision-making that is
made by groups of people and where there is a unity of
opinion. And, it's not majority rule and it's not

tyranny by the minority or by the majority, but when people have a unity of opinion.

Response 9

I guess when it comes to Senate, it's a place where everyone has a voice and opinion and gives that voice. I know more, in my role as the leader of the group, I didn't really voice my opinion. I just facilitated and meditated. I would say it's a process where everyone gets to give their input and therefore the decision means so much more to everyone. Because everyone gets to say what they want to and no one's feeling animosity after the decision is made because they've already been able to say what they wanted to say.

Response 10

I have never had any background with [consensus] so it was coming together with and starting out with one idea and taking everybody's ideas and putting them together so everybody is happy. Everybody gets their say in it. I can't think of the words right now, but consensus, I guess, is just the working of minds and putting ideas together and coming up with a final outcome.

Response 11

I guess the consensus process is that if you have

different opinions and people feel strongly one way and

feel strongly the other way, the idea is that by getting

them to talk it out and respecting the other person's

individual views and trying to understand why they have

those views, that you cannot necessarily, not a

compromise situation, it's supposed to be that you

combine the two points of view to get a better view.

You can find the weaknesses in the other person's

argument and get them to see that too. By doing that

you can come up with a stronger solution.

Response 12

First of all, the [decisions] we've done in the last

few years I'm not sure [the pony keg decision is] the

one I would choose. But this point illustrates some

things for you, the way the process can break down and

sometimes go off track while not necessarily working by

consensus 100 percent of the time. The other thing I

want to do, is at least in your thinking, strike the

word consensus from your vocabulary and ask you to

understand that I'm not a Quaker. But ask you to think

less about consensus which has a sort of fairly widely

understood definition. But rather consider a "sense of the meeting" which has a different definition is some cases. If by consensus you mean people simply stay at a process until everybody around the room says it's okay, that's not exactly what the Quaker practice is. The consensus process is that you sometimes end up with a watered down, homogenized kind of solution that's not necessarily the best way to make a decision versus finding the "sense of the meeting" works in the other direction. The idea is that every single person is participating as, eventually at least, some aspect of truth, some aspect of the best solution will evolve. You end up building your solution. The contribution is a building process rather than looking for something when people can just come together to make solutions. What happens on occasion is that sometimes people will disagree with a decision and those individuals can stand aside, saying that we don't agree with this, but we won't stop the decision from going through. Anyway don't think of it just as a consensus decision-making process because it can be more than that.

Appendix B

Appendix B: Survey Responses

Please describe your understanding of consensus decision-
making at Guilford College.

Response 1

> At least in our best we are seeking a sense of the
> meeting. But we know what people ask for in consensus
> is gaining a sense of the meeting. It isn't too
> complicated than other forms of government because
> everybody understands it and everybody has the chance to
> express themselves. People who have a very strong
> concern about it can voice it in their own way and
> probably should. It's a matter of conscience. Whereas,
> in other situations, basically it's yes or no. Then
> they would get angry and try not to think it through.
> Often in other [consensual] situations, a decision had
> to come up two, three, or four years in a row because
> you think you have it solved, but it doesn't work
> because people are unhappy. So it really hasn't got
> resolved and that's okay.

Response 2

> I think that it works remarkably well. I think at times
> it's painful and at times it's slow. It isn't the only
> form of decision-making we could have given the kind of
> attention that we give it at the College -- at some
> level we're all in this together, at some level there's
> a common mission, there's a common goal and it seems to
> me if we're going to make serious attempts toward
> community, consensus is an integral part of community
> building. So I think it works remarkably.

Response 3

> Most Guilford organizations try to work by the process
> that I just outlined [in discussing consensus decision-
> making]. There is something called the Administrative
> Council which is where serious administrative decisions
> get made and [consensus is] the way they do it. Faculty
> works that way. Community Senate, which is one of the
> College's student organizations, uses consensus. Most
> student organizations, I think, use consensus. The
> system is not without some stressful situations. Maybe
> some ideas come through a recommendation. That
> recommendation is blocked by someone. So we often have
> to start over again until we can reach consensus, so you

get a system that does not always work perfectly. The system is like some other governing systems in the sense that one person or one committee reports to or are supervised by other organizations.

Response 4

I have not been involved with a lot of consensus decision-making at Guilford College. Primarily because the area that I'm in I have to make decisions very quickly and I'm the one that does that. I may talk it out but I don't usually wait for a consensus. So if I have to have someone hospitalized I don't wait for a consensus to do so. I move ahead and have it done. So my participation in that process is very limited.

Response 5

It would be quite similar (to consensus as defined in Appendix A). At Guilford, consensus as a model, I mean there are times when, of course, administrators have certain responsibilities for things and simply have to take charge. I guess a good example: we were selecting our staff and we, as directors, had to simply say that there is one person we need, that certain person has to be on staff, even though there was some discussion among our students or student Hall Directors in favor of

another candidate but they actually did come around
later. But at the time [of the pony keg discussions]
there were times when you just had to say this needs to
be done. I understand the situation, but we attempted
consensus, but we had strong feelings here [in this
office].

Response 6

Consensus decision-making at Guilford College means that
students are very involved, students sit on every
committee. They sit on Administrative Council which is
a group of the top team. There's consensus decision-
making in everything. We don't ever vote on anything.
All business is conducted, even Resident Assistant
selection, with consensus decision-making. A person
must have the authority to block consensus and that is
not something that is invoked very often.

In the context of the keg policy discussions, what I
heard was that student representatives had discussed
blocking if they did not permit kegs, and it was kegs
initially, it was not pony kegs. And the Dean talked
about blocking consensus if they weren't moving in the
direction of not permitting kegs on campus so I heard

both ends of the issue. It's something that you get used
to.

I'm not a Quaker. I don't know anything about
[consensus]. I taught a class with a Junior my first
year and he said "As an administrator you have a
responsibility to understand consensus decision-making
and role model it to the students." So, I set out to
find a little more about it so I'd have at least a
working knowledge.

In this case [of allowing pony kegs in residence halls],
it wasn't the decision of the Dean of Students. And I
have to admit I was somewhat surprised that the students
got this but it's not unusual for many of the decisions
to be handled by Administrative Council and that is a
reality in consensus decision-making at Guilford
College. There are lots of decisions that become stalled
because you have to go up and up and up and up, to that
level that, it's not that it's so high up that it's
never recognized but it just takes awhile and it's
usually almost always with big decisions. They will
present something then they have a week to think about

it, to talk with their constituents, and that's
something that you'll hear a lot of talk about, "Go back
to your constituents and we'll talk about this again
next week and we'll try to reach consensus." And I think
that this works fairly well.

Response 7

It works better in some groups of course than in others
because some people have a better understanding of how
it works. It usually works best when someone is serving
as clerk. It's the clerk's responsibility to read the
mind of the meeting. We've made a lot of progress at
Guilford over the past ten or fifteen years leaning
toward a consensual model. It gets better when you have
someone as clerk who really understands consensus
decision-making. Not everyone is always comfortable
with a conclusion so in a consensual process one or two
people can voice their opinions whether in favor or not.
Perhaps individuals do not feel too strongly and can
stand aside but ask that their protests be registered on
the minutes of the meeting.

And, I have seen situations when someone felt something
so strongly, as a matter of conscience, that they cannot

let something pass and can block consensus. Obviously
the smaller the group the more acculturated the
individuals it usually makes for more efficient decision-
making. Douglas Steer, a Quaker wiseman once said, "In
every Quaker meeting there is always something called
"hidden bishops." These are people who are influential
and opinion leaders. There are hidden bishops in all
groups. I can predict how groups will come down on a
policy by who is together in a group. Several flocks of
birds gather together and in each flock of birds are
birds of like feathers. It must be taken into account
that when working in a consensual process you can be out-
maneuvered. It's not always sweetness and light. It's
also a political process.

Response 8

Guilford is a lot different than most schools, I don't
know if you have noticed, but it's very liberal and
there are so many different people and so many different
ideas. We try to pick Senators from all over campus.
All different walks of life and then we have committees
from each part of campus too. So there so many people
that there's so many opinions. Our Senate meetings are
an hour and half. A lot of times we don't get anything

resolved during Senate so we just talk about things and by the end [the Senate President has] to say, "Do I get this feeling from the group?" And, if they say no, we have to go on [with that issue] to the next Senate meeting. So it's a really long process here.

I don't know if you want to know how it works but I think it works pretty well. It's a tough process to go through sometimes but it's better in the end.

Response 9

At Guilford specifically? Like, for example, the keg policy, it comes to us with a group of people get together and come up with one set of rules that would go into the [Student] Handbook. It's read to the Senate and they have to go to their constituents and then they come back and take their constituents' ideas and views on the issue and we all discuss them. If no one agrees with passing that law we have to discuss it. Other people come up with their own ideas or their constituents' ideas and a final outcome is, usually, everybody is happy with what has been done with the keg policy or whatever. Like a concert, we take names of bands to the students and we try and get everybody

happy, of course it doesn't always work. Can't just
always work. That's about how it works here.

Response 10

Most of the time it doesn't end up working quite like
that. Sometimes it works perfectly like that 9as
outlined in Appendix A) and it does come up with a
stronger solution. People will bring up a point then
someone thinks of something that really adds something
to it and say, "Oh, I didn't think of that." And then
it comes up to be a lot stronger. A lot of the time it
ends up just being someone raises a point and another
person will contradict that. Unwilling to give either
way and don't really realize what that's doing to the
whole consensus process and in the end either one will
be pressured out of it. Not necessarily by anything
that was said but just by the fact that time is passing
and time's passing, everyone is getting antsy to get it
done and they know they're holding up the process. It's
either tabled or it's disregarded or one side will give
in to the other side will give in or compromise or come
up with something like that. It usually ends up being a
compromise point.

Appendix C

Appendix C: Survey Responses

Please describe your role in the decision-making which took place to allow the current policy of allowing pony kegs in residence halls at Guilford College.

Response 1

I have a couple of different roles I play. Primarily I function on the Committee (Administrative Council) like everyone else. Quaker procedures apply so there is a clerk who organizes the discussion. A clerk is a different status from everybody else and has the responsibility to help people stay on track and to articulate what it is that is building through consensus. On occasion I have the responsibility of being the clerk.   I don't preside in faculty meetings. I don't preside in Administrative Council, although I used to. I do when the Provost isn't there. On occasion I've had the role of clerking a discussion. And generally the clerk doesn't as often express his or her own opinions. So I like the role of not clerking. But in general I would have to say that my role in decision-making, particularly with the pony keg policy, was like everybody elses' role. I was a person who listened to the concerns that were being expressed,

asked questions of people who had different points of
view, participated in some of the research that we did.
I was part of the group that came to the final decision.
I was an equal member on Ad Council in trying to resolve
this issue.

Response 2

Okay, the first time that I served on Ad Council would
have been three or four years ago. It was discussed
then whether we should have kegs of any kind on-campus,
at school sponsored functions. The decision was made
then that we should not have kegs on campus at school
sponsored functions, largely because the majority of
our students were under age. So we felt we were sending
the wrong message. This decision was made through
consensus on Ad Council, but as a side line to it I
guess we made the decision that pony kegs could be used
if people applied for them for small groups and this was
done so that we could allow students that were of age to
have it.

To get back to pony kegs. One of the problems with pony
kegs is that there is a lot of beer. I've been trying
to remember back to the decision that was finally made

last year when it was brought back again. It was
brought back to Ad Council because there were major
problems with pony kegs. Part of the problem is that
there just isn't enough staff available to supervise
these parties so that we know who is and who isn't
drinking. And whether they are or they are not of age
and also whether or not they are drinking responsibly.
One of the issues that came up last year about us
approving pony kegs for individuals to have small
parties with, as opposed to a school sponsored party,
was the issue of whether or not we really wanted to
approve the use of alcohol. Another issue was whether
or not by not approving it, were we encouraging students
to go off-campus in cars to party off-campus and drive
back drunk. Another issue was whether or not if we
didn't allow access to some alcohol on campus were we
not delaying the students opportunity to learn how to
drink responsibly.

My feeling was that we did not need to be providing pony
kegs or allowing them. If individuals who were 21 years
old wanted to have beer they could have it in cans.
And, that one of the problems with pony kegs is that

once you've opened it, if you don't drink it down it
goes stale and then it's no good so people drink more
than they might have if they were just opening a can at
the time. That was a really big concern because if you
say that the pony keg is for parties of eight people
that's a lot of beer. Even if they aren't going to then
drive somewhere, their decision-making is impaired. And
that can lead to other problems, but what I think is
that personal responsibility, you know, do I or don't I
go to bed with a guy? Do I or don't I force a girl [to
do something she doesn't want to] because I want to? Do
I or don't I write with this soap all over the walls
because that's what I feel like doing right now? Should
we go trash the Duke Memorial Hall? You know, idiot
stuff. And so there was a concern there that we were
going to have more damage to the dormitories, residence
halls, and also more personal damage in the terms of
interpersonal relationships.

When we had the discussions, and we had several of them,
it was not decided in one meeting, in fact, to my
recollection we went over it at least four times if not
six times. And those sessions are, like, two hours

long. I finally felt that I could not in good
conscience approve these pony kegs for any reason.
Knowing that canned beer is available in smaller
amounts, this can get people to drink smaller amounts.
So I chose to stand aside from the decision when it was
made. We did not stop the decision from going forward
because there were enough people serving on Ad Council
at the time who felt that it was controllable to have
the small kegs. But the Residence Life staff really did
not want them and they had listed all of their concerns.
I thought they were very responsible concerns, very
realistic as to what the problems were with having kegs
and controlling their use and I just felt like we didn't
need to have them. If I had not stood aside from the
decision I don't think that it would have gone forward
because there was a lot of discussion.

Response 3

On some level, as I recall, my role was to come up with
policy that students would agree to, but that also gave
us enough administrative oversight so that we could act
rather quickly if we needed to, number one. Number two,
because I write policy for the College, I write and the
edit the [Student] Handbook and oversee the whole

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judicial system. Often times I'm able to suggest wording
that will bring a larger number of people in under that
umbrella. Also because I oversee the policy processes,
I'm able, it seems to me, to talk in terms of, rather,
this is workable. It's one thing to suggest policies,
but another thing to actually enforce it, use it. So I
was able, in a lot of cases, to ask questions early on
in the process. Sometimes what happens is, if we're
not careful we'll let the kids get going with this and
they get the policy together then we administrate it,
come in and say, "These are the twelve things you
haven't thought of." The earlier we do that in the
policy[-making], the less frustrating it becomes for me.
They see us as partners in trying to come up with a
policy that we all can live with.

Now I think the only way to do that is for them to be
fairly trusting of the person, administratively, who is
suggesting that, if they think I'm against it, I'm a
goner. If they think I'm really there to try and help
us all come up with a policy that's workable, it's okay.
You've got to be fairly trustworthy as is true with any
consensual process. If the group thinks you've got an

agenda, if the group thinks you've got a bias you're not going to be a healthy part of that process.

Response 4

My role is as chair, or clerk, of Administrative Council which actually makes or sets the recommendation. So in one sense you could say the role is significant in policy-making. We work and try to reach a solution through discussion and consensus. No one knows what's right and what's wrong. So the role is simply sitting on Administrative Council and leading the group to a decision through a sense of the meeting.

Response 5

I was on the Administrative Council that made its part of the decision. I was not really deeply involved on the students' side at all. Years ago I was the Associate Dean of Students so I'm familiar with the struggles over --the big three -- sex, drugs, and alcohol. I'm probably over here partly because I don't want to deal with that kind of stuff anymore. Never ending struggle.

Well we worked on the decision in the Spring of 91-92, I believe, or else it was 90-91. I've been here so long,

time merges into itself. Then we did not get any
resolution in the Spring and it carried over to the Fall
and had several long involved meetings in the Fall.
With a search for more information sometimes the search
was historical decision-making data that may shed light
on it finally, rather prolonged discussion, to arrive at
the policy we finally reached.

Response 6

Well my role was to just give some input. I gave some
data around alcohol usage, alcohol abuse, and how
alcohol affects the human body and how students are
being affected. I gave them the information and
listened to where others were coming from. My primary
purpose there was just to give factual data so people
would have that in that decision-making process.

Response 7

I basically, was opposed to it, in consultation with, I
believe, [the former Director of Residential Life]. I
opposed it just feeling that a keg, initially the
proposal was keg and pony keg was the compromise, that a
keg or pony keg sets up an atmosphere in which one,
there is a certain pressure to finish the keg as opposed
to if you have an equivalent amount in cans, the cans or

bottles can sit there and be consumed some other time but then you've got to kill this keg. I've even heard comments of, "Yeah, they had a keg party, but you know those wimps didn't even finish the keg." [I] actually heard that comment from students. I think that it sets up a certain atmosphere or pressure and it might just be that someone who had just drunk enough alcohol that they might have felt some effects but they weren't out of control or it could push that person over into loss of control, and whatever, and that may lead to, whether it's a sexual situation, that they would have acted differently than if they had been more in control of their senses. Or a driving situation, or alcohol poisoning, or just throwing up or whatever. But I do think that it does contribute to that.

I've participated in discussion in the Community Senate, we discussed it in the department in meetings of our staff. I went to Administrative Council to give our [office] position that we collectively formulated so that was basically my role.

Response 8

My role became a little bit more active than I would have initially anticipated. It was something that I felt pretty strongly about and my supervisor did too. And, actually everyone did. But I felt like at times that we were the only ones. The Dean of Students in the Spring was very much against it. But from what I understood, and what I heard, it didn't appear that she had much influence getting people to come around to her position. That was something else that was going on. But this was an issue that took a lot out of a lot of people including me. So, what happened was that we heard that they were discussing this and we actually couldn't believe they were discussing it and talking about the possibility of reintroducing kegs at the College. So, we said, "This is insane."

There's a weekend here in the Spring called Serendipity that used to be keg-fest and also was a time of tremendous vandalism, abusive behavior and we felt that there's a mentality attached with keg parties and throwing kegs and all that kind of stuff and most of our students who live on-campus are not of legal drinking

age and we felt it was crazy. This is a very inclusive campus. So, we're talking about maybe less than a third of students -- excluding two-thirds of students from these types of parties and how were we going to deal with that and, of course, students will want to attend parties because everything is open to everyone else here. We figured there will probably be underage students drinking.

I know that we met with the College attorney and talked to her about the keg policy and did we have a risk management policy and she recommended that she would recommend no kegs given the liability and that she had not been asked to talk with the students and that parties could be held off-campus and kegs could be there but then there would be no association with the College. That a form for party petitions, students who want to party need to sign a party petition, and that forms for party petitions should be approved by her. That may have been something I thought we ought to do so she, as attorney, would sign off because my worry was these forms have two signatures: students hosts and then a member of Residential Life. And I said, "Look I had a

Legal Issues in Higher Ed class in graduate school I
don't have to go to law school to know that if my name
is on that form I can be named in a law suit."
Nobody else seemed worried about that other than
Residential Life and a few people in Student Life that
were directly working with students. People in career
development, they have an opinion about it, but it
wasn't something that they were getting worked up about.
And, I can understand, why. I don't want to sanction a
party petition because I am opposed to it too strongly.
All parties that have alcohol have to have a party
petition so they might be serving canned beer or other
things. We had a party last weekend that had grain
alcohol and there isn't anything specifically in the
Handbook that prohibits that so I have to talk with the
judicial officer on Monday to say, "There isn't anything
about . . ." in some ways it's a lot like a keg. It's
not like a keg to me and I think that we need to put
that in there because most colleges just have parties
with beer only because of the ideas of all parties.

I made another note that, I think, it was my opinion and
it says that "if we do permit kegs then it almost gives

them a right or privilege that they don't have under state law." The next thing that I see here is the keg policy: The following keg policy was approved by Community Senate on February 26. That was February 26 that it passed Senate, or was approved by Senate rather, in the meantime, there were a couple meetings that the rest of us were involved in. We were starting to get really worked up about it. As a member of Student Life, this smaller group of people, we were racking our brains about what we could and because the next step after Senate was Ad Council. And, ultimately this meant the Board of Trustees, if necessary. So, there's a letter here to Ad Council from the Department of Student Development and this one is dated March 31, 1992.

This is a draft, um, funny thing that happened with this, there's some pretty strong language in here about, "We support the right of students, but we hold different opinions and we do not support the Student Senate proposal which will allow kegs. We advocate the policies that prohibit common source containers," and that was our idea that it wouldn't say keg that it would be common containers like a punch bowl or whatever else.

"And, we urge you to seek a consensus that makes clear that common source containers of beer will not be allowed in the College community."
Here are five signatures on this, it never got to Ad Council because there were a number of people on Student Life staff who did not feel comfortable about any of this. Some of it was hair splitting over the language. Some people didn't feel we should take a stand like that and other stuff. They didn't have a problem with the principle of the keg it's what could happen and we're saying it always would happen. So, It's very frustrating and so it started to create some tension.

Incidentally, the Director of Career Development was one of the people who was involved in this smaller group I have here, the Director Career Development, Director of Student Activities, and Residential Life staff. Then there's another letter, April 3, a memo from Student Activities about "the letter" since not everyone signed off. "Is there a way we can reconstruct this? Is there a way to include some of the legal ramifications. While I understand that as a group we can make a stronger statement if we had everyone's backing on it I don't

feel it's appropriate to collect staff signatures to endorse this statement nor do I feel it is appropriate to ask those representing a minority opinion to justify the reaction in writing." To tell you the truth, I was in disbelief and shock that people wouldn't support it, but I also felt that maybe I was a naive young administrator. I had no idea; it was mind boggling to me. Then there's another memo April 15 to Administrative Council regarding the keg policy. [It] talks about the alcohol use and abuse, student input, and institutional liability. Just prior to that is a memo from the Student Senate President to Administrative Council and he says "some members of Ad Council thought it would be helpful to have a written rationale for the keg policy proposal" and that's what he's done in this. I actually didn't realize that they had all this stuff. What we did in Residential Life in reaction to, or until Ad Council made a decision, because we could see after a first couple of meetings that they were discussing it, but they weren't getting anywhere with it. There were several meetings where it took up all of their time so they would spend, I think they would spend a specific amount of time on it or see if any new issues come to

light and then move onto the other thing on their agenda because they're deciding hiring, inspiring, positions open and all that other sort of stuff. So we said, "Geez, we gotta do something," so we developed a list of, it's called, Residential Life party petitions keg approval. A set of guidelines -- it has eight points on that. What it says, one of the things is "if keg beer is approved by Community Senate in any form the Residential Life office would require the following in order to approve a party petition where keg beer is present." We actually did bring this to the Senate, they wrestled with it, or I think after they had approved it, to say, "Look we're not going to, we want to inform you that this is what we are going to do while Ad Council is in their deliberations about this." We talked about what we were going to do. In short, everybody at the party had to be 21, all those had to be 21 and the staff would monitor on a regular basis, several times during the party, as a regular point of procedures, the students hosting the party posted the party petition outside the door so Security, if they came by, would know that there is a party and all the RAs know. The RA on duty.

That Spring we had, in fact, the President of Senate host a party. He's 21, everybody who was at the party was 21, there were in fact a number of Residential Life students and staff there. There was a faculty member that came and a number of administration were invited, the Director of Athletics, Dean of Students and it came off without a glitch. But they were all seniors and they did make their point that it is possible to have a keg party and not have it get out of hand. That was fine, we said, "You've done everything according to what we want, you just need to know that we're going to be keeping a close eye on it." He was trying to prove a point, which he did and that was fine. But we said that this is such an ideal situation that most times.... Everybody who went into the party had to be 21 so that was our draft.

That was the Spring of 1992 we had that one party, I think last year that there were maybe two possibly, one or two. Then I have this one I didn't put a date on but it's April of 1992 on behalf of the Department of Residential Life to Administrative Council talking about the issues that we have about being of age.

I felt so strongly about it that the Director [of Residential Life] said, "Well, why don't you go ahead and do it?" So I said okay. Then I had to go to Administrative Council and, I'd been here about a year, presented, and we answered questions that people had about it. It says in summary "the Department of Residential Life cannot endorse a proposed keg policy." Another thing for us was that we didn't feel that anybody was clueing into who is going to enforce the policies and regulations the Residential Life student staff who are already burdened with someone's responsibility that this was just one more thing. The keg party, we had said, that we would be monitoring on a regular basis and that meant in some cases that they would go around, they usually do rounds twice a night, if there were to be keg parties that they were to check on them every hour every couple of hours and what are you going to do with 150 people and maybe you will have another RA with you or you may take a friend to come along. It is still a lot of responsibility for them. So that was my little trip to Administrative Council.

Then I found another memo that's dated September 1 and
this one says that, at the request of the Provost we
would prepare to review the interpretation of the keg
policy we utilized during that 1991-92 academic year
along with the circumstances under which we approved to
the President of keg beer parties in residence halls."
We talked about how many petitions we've had. The
September 1 memo, we talked about the four petitions
that we had for that semester, Spring semester 1992. It
was more of a summary. We also talked about the
guidelines that we had developed. Fire codes and all
the other stuff. We didn't really, I can't recall any
keg party petition for last year. There may have been
one. There were a couple of times that people didn't
petition for parties with kegs. What you would usually
do with those is pour the beer out. There was one just
before winter break that ended up involving a keg when
the person came down to talk to us about it -- 23 or 24
year olds who live in the apartments where all four
people would have to be 21 and three are. He said,
"Well, we are going to have beer." The three of us were
standing there talking to him, three Residential Life
staff members, and I said, "Well, the only thing is, you

can't have a keg because one of your apartment mates is
not 21." He said no problem, "We are not going to have
a keg." Fine and dandy. Okay we'll prove it, no
problem, now you understand. I said, do you need the
guidelines or anything like that and he said, no we're
not going to have a keg. Well sure enough, he didn't
buy it, but his roommates did and so there are charges
pending right now for judicial action about having not
petitioned for a keg party. One of the roommates got
very upset because they apparently just started the
party, ten minutes into it, Security and Residential
Life came and emptied the keg and it was full. So he
was quite furious about that. Security for the most
part screwed the cap off. So there's an adult shift
supervisor every period but they poured it all out.
This one roommate was fit to be tied for a number of
reasons. So he came storming in here, "I want to know
the guidelines for a keg party," and I said "I'd be
happy to give those to you but it's a moot point. You
all were told you couldn't have a keg because there were
eight restrictions, I'd be happy to give them to you,"
so I ran them off. In the meantime we had updated them
so I'll give you a copy of the updated one. It says,

"if there are any guidelines that are not followed the party will be shut down and the beer poured out." That was one of the instances, "I need to be reimbursed $60 for my beer." [I said,] "No you don't. It says right here. You're forgetting the main point which is you didn't ever petition anyway for a keg party."

A very long winded, but I hope informative response to my role. So it's on going. We played a pretty active part in it and we didn't trust him because as I said the Dean of Students got tired of being the only person that felt this way about it. She let some of her other staff members take on a greater role than that so that's why you had a person who was in charge of this activity. Some of the rest of us go to Administrative Council meetings to answer questions. But I could tell even when we went there the librarian who represented the support staff, the library clerk, didn't understand why we had a problem with it and the academic dean thought that this should be an experience that students can handle and have responsibility. Yes students are drinking beer we know that. They're not of age we know that. But this was we just felt could be a bad

situation. I didn't really feel very understood. I think they listened but I don't think people really had a good sense of what reality was like. Look, at the point, I was living-in, I think, still. I lived with them; I know what they're doing. They are throwing up in the bathrooms although all the kids going to keg parties down the road. We could have somebody die, we have people go to the hospital every once in awhile. It was just a frustrating process for me.

Response 9

As a member of Administrative Council, we needed to come together on this policy. I felt some people in the group were being very conservative in considering this issue. I am not sure they were thinking about the students' requests but were, rather, selfishly thinking about their jobs and how the decision to allow kegs would effect their jobs. Particularly people on the Student Life staff. The way organizations, or organisms survive is by adapting to change. As college administrators I feel we have a responsibility to adjust to current mores and the requests of those we serve. I thought some people were being very naive. I know that everyone on Ad Council knows students will drink. But,

they still wanted to create policy not consistent with
normal college student behaviors.

All college students need the time to experiment and
come to understand their personal limitations and I
think this is an environment conducive to that
experimentation. Under the German university model
students have the opportunity to understand life for
themselves without others deciding the paths they must
take. Students need a chance to grow for themselves.
That's what I was hoping for, a chance for the students
to be heard and listened to. Some people were taking
such a narrow and conservative perspective to this that
I felt was selfish and tempered their positions in the
discussion. I took this position, they were employees of
the College and they needed to adjust their attitude a
little bit. That was basically my role in this process.
At one point I blocked the process because I felt that
no one was listening to the students' perspectives and I
felt very strongly that we needed to listen to them.
Because Administrative Council was going to continue a
policy of no kegs on-campus and I didn't feel the
student perspective was given fair consideration. It was

purely a matter of conscience. They were taking a very
conservative approach without considering all of the
facts.

Response 10

We started out in Senate just talking about it between
the Senators. There are like 40 Senators. Everyone was
bickering back and forth and it got kind of like
personal sometimes which is not the way consensus is
supposed to work. It was really hard to control the
feelings about drinking and the feelings about, what it
does to people and how it affects people. So then I
said, let's stop discussion, let's take some time out
let's just sit and have a moment of silence and chill.
Then I made up a survey and I gave them a survey to give
to their constituents so it would get even wider view
and it almost got worse but it kind of got better. We
started narrowing more and more and the decision was to
have kegs on campus. I mean, it took like, well not
only that it went on the year before I became President.
So they've been discussing this, I would say, a year.

It was weird because consensus works really well but it
was to the point that people were so sick of hearing

about this policy that they just wanted to make a decision. That was kind of tough sometimes because they'd be like, "Whatever. Fine." And I'd be, like, "No, you guys, we have to sit back. We have to really look a this because this is a decision for the future and we need to make a good decision and not be like whatever let's get it finished."

The year before it was kind of a different issue. It was, can we have kegs at College events. We have a big weekend, Serendipity, can we have kegs on campus then? Just have 21 year olds wear wristbands, which was done in the past, and that's always been done. And all the students said, "Yes," and the Community Senate President then went to the administration and said, "We want kegs." They said, "No way. There's no way we are going to do that. There was a lot of mixed messages there that we could have kegs on-campus because it had been passed at student level and they didn't realize that it hadn't been passed at the administrative level. Everyone, the whole campus, felt a lot of tension about the whole issue so it was kind of a tough issue to deal with.

Serendipity is dry. You can't even have cans of beer now. They've made it even more tough. The big thing is that I learned that I had no idea, well I did, but I guess what I got further involved in is the whole liability thing which I hadn't realized and none of the students realized. It's just amazing. So Serendipity is dry now which a lot of students are really mad about.

My freshmen year we could just get wristbands if we were 21 [at Serendipity]. Then sophomore year, I think, we had wristbands too. You could walk around with beers. I think you could walk around with two beers, they limited it. But, of course, people were stuffing them in pockets and stuff. So then they realized that it wasn't working and there was trash all over campus and people were drunk and you know damage. So they said, dry Serendipity, and there was a huge uproar on campus when they did that.

We started discussing it and everyone was, like, "I don't want to talk about this anymore." We discussed and discussed and finally decided that it would be okay to have kegs in residence halls if Residential Life made

up stipulations like everyone had to be 21 and there had
to be three monitors, one at the keg, one at the door,
and one roving monitor to check things out. You can't
get busted and there would be only people who were 21.
Senate had really gone into, not just, "Yeah, we're
students, we want to party, let's have kegs on-campus."
But saying, "I think that it's a 21 year olds right to
have a keg in their own room and be able to do that and
have a good time and not worry about the school
saying..." But then the school's saying, "That's my
room, that's not your room your renting that room from
me."

Response 11

It was, my freshman year, I was at Shore Hall, which is
one of the dorms. I was their representative and I had,
it was kind of difficult, because I had different views
than most of the people in my dorm did. It's a more
conservative dorm, all-girls dorm and the issue of
having a keg, that was just moot. So they had different
views about it than I did personally. But I had to
express their views and then I would of course express
my own but I would have to state that these are my own
views. I also was a part of Res Hall Council at the

time and I've worked on coming up with a keg policy with
ten other people. We'd sit and just go over the keg
policy and see what we could come up with and then each
week we would bring it to Senate saying, "Here is the
new idea we came up with." And so the last year when it
was still an issue we hadn't completed a one full year
because consensus takes quite along time sometimes. I
was a committee chair and just spoke and I was the
environmental committee chair so I had to express their
views. And some of their views were very interesting,
like, how they came at it was a keg would be more
environmentally safe because of all the cans and stuff,
so I had to use their views too.

Response 12

I was actually one of the more active Senators back then
because I was a freshman and I came in and actually got
elected into that position. So that was a lot
different. A lot of people ran and worked and were told
they could do it. But what I did was I went around and
besides sitting in the meetings, because I was a
freshman, I was kind of in awe of all the so smart
Seniors and Juniors who seemed so much more intelligent
to know so much more than I could. I kind of sat there

and listened for a long time. What I did was I lived in the Binford dorm which was predominately a freshmen dorm and organized a forum in there. Which a few people actually attended, it was a pretty good turn out -- about 20 or 25 people actually came. The same time we had a keg policy we had a sexual harassment policy that was going through. So I combined the two in the forum to draw more people. That was helpful in some ways, it gave a few arguments. For me it made sure that I had the full range of arguments. So there was nothing that I didn't feel I was really missing anything. So that I could at least know, even if I didn't agree with the arguments, I could know the arguments better of other sides. I did the same thing in Milner, both times with the help of the other Senators in the dorms. That one I think we got about five or ten people. That wasn't as successful but still they were very strongly in favor of kegs so they had the arguments that I was more skeptical of, the harder ones to prove. The ones that we really needed we were going to try get it through administration. I guess that was my major role. I was one of the few major people who went out and did that so

I could come back to the meetings here and say, "Well this is what I did when I organized these forums."

Another problem we had in consensus was that most people did not do that. Even though they were supposed to do that they would come back and say, "Well my opinion is this," and ever since then, even before then, that's always been a problem here not just for the consensus process but the lack of real effort that they want to put into it. But I think that I, in some ways, I don't think that anyone really backed down because of it but some people had to think twice about how they could counter it with just their own opinion. I think that was bringing it where or more than my own perspective.

So it wasn't just my perspective when I come in Senate and say something but other people would just have their own perspective. So even if they still weren't bashful about saying that other people might tend to weigh that a little bit differently.

My opinion was not real set but I did kind of feel that it was a hard justification because I have always been

exposed to the administrative sides of things and know
what it's actually like to be in charge of trying to do
something and to hear people say, well, we want kegs
because we just want to drink and do that. And then
here's the administrative side well there's this much
damage done, there's this much violence caused by this,
many people get hurt and it's a real problem. You say
well you want it just because and they have these
reasons why not so you need a little bit more. But
people were able to come up with some good reasons. In
fact, there's just as much abuse going on without kegs.
Which was one of the biggest things that really ended up
convincing me to be in favor of allowing kegs. And,
that, I really didn't feel like banning the kegs was
going to solve anything. Also, I think in the end, what
I think happened then was what really convinced me
personally was the fact that we passed it as a one year
trial.

To me everything that we kept talking about was the what
ifs. What if this person gets drunk, what if so many
freshmen do that, and the whole idea to me behind this
was the idea that the students should be given at least

theory a little bit of trust. They kept saying all the things that could go wrong and I could imagine those too but on the other hand I'd been surprised coming into college that it wasn't -- that the students weren't always so wild. [They] actually could show some signs of maturity once in awhile. That kind of swayed me to give the chance so we can stop talking about the what ifs and deal with the concrete incidents that actually happened or didn't happen.

Appendix D

Appendix D: Survey Responses

Describe how well you feel consensus decision-making worked in implementing the current policy of allowing kegs in residence halls at Guilford College.

Response 1

> Pretty well. It worked well in a sense that it allowed people to express the opinions of all interested parties. It was a very hard issue to resolve. There was, on the one hand, discomfort with drinking on-campus. People argued that it is not a good thing for the College in any way to foster or sponsor or allow drinking because drinking can lead to physiological and psychological damage versus. It can lead to and does lead to cases of alcohol addiction which can be fatal. Because drinking involves forms of social cohersions this complicates a person's own sense of well being. We have not allowed kegs officially on-campus before. Unofficially they've been here and that was a problem. But it wouldn't have even been part of the policy on-campus except that a lot of parties were actually permitted earlier. Kind of exception to the policy.

On the other hand, there were people who argued very persuasively that when a person is old enough to drink they should have the opportunity to do that in a place that they live and with friends. Particularly in some apartment units on-campus where everyone who is invited is over 21 or other situations where people can be identified by bracelets or some other system. It's part of mature and adult decision-making. Responsible drinking. If you choose to drink or not drink -- that's an individual decision and shouldn't be regulated by College policy.

Those were the two sides of the issue and I think both sides were discussed quite clearly. Then there are a whole range of intermediate issues in between. How much alcohol should be provided? One of the problems about a keg is the exact number of beer serves 150 glasses or cups and if you have parties where there are only 12, 15 or 18 people. Nobody's going to want to leave beer there to go stale and so what happens to it? You drink it up or you invite some other people in, that was one concern. If we did allow it, would there be a limit on the amount of alcohol? Would there be over consumption

because of the supply? We also were concerned about
some other related issues -- property destruction and
personal violation occur when sometimes people drink too
much and we were concerned about problems of sexual
abuse or violence or destruction of property resulting
from too much drinking. So we looked at that whole set
of questions. How do people know what their rights are?
And, how do we protect from kinds of violence? We've
had one or two incidents on campus where somebody got
drunk and got a knife or something like that.   Really
nasty situation.   Plus cases where people felt like
they were being sexually abused. So we felt responsible
for them -- to protect them -- which lead some people on
the Administrative Council to feel that we shouldn't do
anything against the institution and we needed to foster
a safe environment. All of those arguments submerged in
the context of the values of the institution so in that
sense it worked well because we were able to articulate
the concerns again in different ways.

We stand for protection of self and protection of other
people, protection of the community, protection of the
rights of individuals to make decisions that effect

their own lives, concern for fairness and equitableness of rules that apply to all. We stand for building a community that is sensitive to ramifications of it versus actions. We want people to act responsibly which is a little difficult to do. So all those values came before it. So in that sense the consensual decision-making process functioned well.

Response 2

I think that it worked very well. Because people had the opportunity to say what they felt were the pros and cons from their individual view points about whether or not we should have kegs. No one was put down for either being for or against it. Ad Council is made up of administrators, faculty, staff members, students both from the traditional age main campus contingent and from the Center for Continuing Education students who are 23 years and older. So I feel like there was good representation of the campus.

My biggest concern is that I still think we sent the wrong message. But I think that had we to, for the students, for the most part, I did attend the Senate meetings to listen to some of their concerns. The

students were adamant about wanting it and they said if we don't have it we will go off-campus and party and drive back. That was a really big concern for me and I know that's what they are doing. If they don't have access to it. But I also know that the students who are under 21 are drinking. I don't think there's anybody on this campus who is not aware of that.

I don't think that we have as much of an alcohol and party problem as some other schools have. But I think that comes about because of who our students are. They chose to come to Guilford knowing that we are a small, Quaker related college. They tend to have slightly different ideas about what a good time is. What a good party consists of. There still many that it's their first time that they've been away from home. And they party hardy and they get in all kinds of trouble. I think within the Senate, ideas of the two that I attended, they tried really hard to listen to everybody, I think, the students, because they had less experience with consensus, have a more difficult time with accepting its results than they do with the majority rules. Particularly when it's an issue that someone

feels real strongly about. One of the students I remember saying, "Well they can't treat us like children," and my response was, "We are trying to treat you like responsible adults. Are you willing to be responsible adults?"

I would also say that I come from the viewpoint of having three sons of my own who are 27, 24 and 15. So I've kind of seen it as well as lived it. I don't think it's a good idea to totally forget alcohol. I think that that's fostering a very negative attitude I think it's much better for people to learn to drink responsibly.

Response 3

I think consensus worked reasonably well. I don't think it was one of our finer moments. I think that the fact that Ad Council made the decision before the Student Life part was really formally brought forth meant that we kind of had to get into the ball game after it was over which is really what the policy says. Which is under guidelines, "to be determined by." Which is a little bit like saying, "I'm going to allow you to go to

the movie tonight if your mother," kind of passes it off.

I think it worked really reasonably well. I think for some of us it was a kind of a non-issue. It was some sense in which we felt that the kids wanted everything this is just one more thing that the kids want. At another level it seemed to me that the issue became, and this is where I think it was valuable, the issue. Anytime an issue like that is raised what it does is it causes into the question where the community is about alcohol, where the community is staff responsibility, liability, spirituality, wellness those kinds of things. It seems to me what the advantage of consensual process is that it requires everyone to, not just the issue of the kegs, but where they stood on alcohol, students, responsibility, legal issues. So that's a process.

Response 4

That's a constructive process. Senate officers were way out ahead of the decision-making process. They got themselves out early and articulated the point that they thought they were deserving of a keg policy. Something about the issue so they had a position that they used

more strongly and earlier in the process than maybe it should have been. So that was going on. That's not necessarily always an issue. But discussion often goes on and I have to say it works when you're able to get a sense of the meeting. Quaker's practice that very well -- better at some times than at others. Anyway students were supporting the issue and left little room for difference. I think the other thing was that the people on Senate weren't necessarily outlining very clearly where the Administrative Council stood. So I think while the Senate was moving, Administrative Council really wasn't moving at the same rate and there wasn't any particular reason for the Senate and Administrative Council to clash on this. But, they were out ahead of Administrative Council. So while the decision came out the Senate may have not been properly aware of how Administrative Council was feeling. So we ended up with pony kegs which I'm afraid, there are better examples of consensus. It's not the best idea I've heard of, but it's probably not the worst either. Pony kegs or full kegs. So even though certainly there were some individuals who felt strongly against it, I guess I'd have to say that the decision emerged and lots of people

participated. Mostly it was okay but also, it wasn't perfect.

Response 5

I was one of those who opposed the policy. In that the Quaker procedure allows you to do that and there are a variety of ways you can show appreciation of any approval or disapproval. There are people who feel so strongly about a decision that they will literally say, "I cannot approve this, I cannot be a part of this, and I don't believe that we should be a part of it," at which point usually the group has to continue talking about it. And then there are others who say I don't agree with this decision. I don't think it's a good one, but I'm not going to stand in the way of it. That's where I ended up. And then there are others who approve and some could care less and want to get onto the next subject.

I should say I do drink. I'm not a heavy drinker, but I do enjoy to drink so I'm not a tea-totaler and don't believe that you should be totally alcohol free. I've been here about 19 years and I've seen the effects of

alcohol on students. It's one thing to have a drink, a beer in the evening or couple of beers on a Saturday afternoon. Another thing is doing what the other kids are doing. Quite frankly, I don't think they really understand the consequences of what they're doing. But that's a kind of moral personal decision you make I guess. But in my years of student development I saw physical damage, personal damage to individuals, to College property based on alcohol and excessive alcohol. I saw the messes that the housekeeping staff had to clean up because of what these people did when they got drunk and threw up and all the rest that went into it. And I believe that that is demeaning to students first of all and the housekeeping staff shouldn't have to clean up after those messes. So the dollar damage to the school. So there is one level of opposition that I was concerned about.

I'm no fool and I know there's going to be drinking. I felt the College, at some point, had to take a stand irrespective of Quaker testimony which doesn't disapprove of drinking but strongly stands against it. And simply saying there's a point in which we've got to

say that excessive alcohol is not the way to go and we, in this College, don't believe in it. And my sense is when you've got a keg, you've got in pony kegs roughly 84 cans of beer, something like that, and once it's open it's going to go flat unless it's drunk. And in approving a keg policy you are essentially saying to people, "Go ahead. We know you're going to drink it because we know you're not going to throw it out." And that just leads to behavior that I think is unfortunate for the college, unfortunate for the people involved and has social values involved too.

But I chose to stand aside. There were folks on the other side that simply would not stand aside. They said that they would oppose it because they believed in individual freedom, individual responsibility -- that was their overriding value. They probably believe in that more than I believed in what I simply stated. And I, and several others, said all that we had to say and tried to persuade as much as we could persuade and I finally arrived at the point of view that I know the students are going to drink, I know what happens off-campus if the whole Student Senate, or a lot of the

Student Senate, is saying the students are unhappy they want to do this. It was really a difference of opinion in Ad Council and I finally said so be it.

Response 6

I think it worked very well. I thought it was a good process, an educational process, a learning process. There were some emotions and they were worked through. I think it came out in a very mental way and I think that it was a very cognitive overall process that actually took place that enhanced the overall decision-making.

Response 7

I'll be honest my understanding is consensus was blocked by the President of the Community Senate. Perhaps there were people (staff?) involved in the blocking. I think, to be honest, it's an illustration. I like working at Guilford. I'm very comfortable working at Guilford. I think there are occasions when administrators need to say, look we have a responsibility for the College and we need to make the decision here and this is our decision and you need to live with it. There are some situations like that, there isn't consensus on grades. Or, it's whether we will attempt to have a secure

residence hall. We can listen to student opinion but
say look we need to have these locks and there will be
three or four charges if you prop the door. So there
isn't consensus on everything, but in this case I think
administrators, well,l I think it would have been better
if we'd listen carefully to student opinion, but in this
sort of case where it involves alcohol consumption which
is such a big issue on all campuses, I think it would
have been better if we had simply, had the courage, to
make a decision that said this is what we are not
allowing. But that was not done.

Response 8

I don't personally feel that it worked very well because
I felt that the decision was being made by people that
really didn't understand the scope of issues surrounding
it.

Response 9

I feel it worked very well in this situation. With
consensus it works entirely dependent upon the people
involved. It really is a democratic process where
assertiveness, articulateness, and strength of views
leads to a group decision. The squeaking wheel gets the
oil.

Response 10

I think it worked a lot better on most of the other
issues we dealt with. Just because that was such a long
project that people just wanted to give up. But, I
mean, without consensus, what would have happened is
Administration would have said no kegs on campus and
everyone would have went grapenuts and just freaked out
and went, oh my gosh, this is ridiculous were so
oppressed. Students still aren't happy with it but at
least they're like, it's better than nothing. I think
they feel they did have some say but still
Administration restricts them no matter what.

It's hard for me because they don't realize the
liability that I see because I've been in those meetings
day after day saying students want this, students want
this, and they say, students can't have that. So I'm
torn between. I see both sides of the issues. No one
else does. None of the other students do. One of the
biggest concerns was that people at Guilford would drink
too much and students would have problems and be
alcoholics and whatever. That kind of upset me because
Guilford is not like that. Compared to other schools

with fraternities, Guilford is just not that type of
school. I'm like, "You don't understand the value of
our students, you don't understand what quality people
we have." That frustrated me some. I think the biggest
issue is liability. Because they can't afford to be
sued. Which is understandable.

Response 11

I guess that it worked pretty well because I'm sure the
students, a lot of the students, would say that it
didn't work because a lot of their views just aren't
even in the keg policy now. And I think that
administration had a lot to do with what the final
outcome was. It would have been a lot different if we
didn't have to take it to Ad Council and didn't have to
get it approved by Residential Life. There would
probably be a different outcome. A lot of the
administration, like in our group, would say, "Oh, you
can't do that, there's no way we can do that." And, I'd
say, more like, "Oh, I thought this was kind of for the
students." So it's like we didn't get to express all of
our views. So I don't think consensus will ever be
perfect just from working here.

It takes so long, another thing. We should of had that in the Handbook over a year and a half ago and it didn't get in because consensus just took so long. But with consensus we had one idea that's so different from what we came up with because everybody had to say something, not nobody can get passed over. So it was very different from what our original plan was so I guess that's good in a way though it might be better than what our original one was. Someways it was really good and some ways it worked against us. Mostly time.

Response 12

Well I think those kinds of arguments that eventually swayed me didn't come out until after we had been doing this for three months. It took a long time and in the end it basically came down to the fact that one person strongly opposed it. In the end he became lack, slack, stopped coming to the meetings and at the meeting we passed it, he wasn't there. In that view that was the real reason we passed it. So not a real glamorous consensus. In that case that individual was so strongly opposed that he was not a real good consensus person. He was not willing to try to work with things. That's always the threat with consensus whenever that happens.

Appendix E

Appendix E: Survey Responses

Describe the role of the President of the Community Senate
during a Senate meeting. To what extent is this consistent
with consensus decision-making?

Response 1

I don't really have a problem with [the role of the
President]. I think that's where we combine our Quaker
life with our public life and since we also vote for
[United States] President and so forth, that's just one
of the roles we have. Within in the Academic
Administrative Support Staff Association we elect
officers by majority each year, but when we make
decisions we can board meetings for ever and have
individual monthly meetings. We try to make things
consensual. So we're kind of a mix.

Response 2

I think [the consistency] varies from year to year
remarkably. I think the perception was at the time, and
has been since, come hell or high water, the Community
Senate President was going to make the keg thing the
issue of the year. We took an entire year for all
practical purposes trying to decide whether to allow
kegs or not to allow kegs. A lot of people felt that

was kind of an idiotic way to spend a year. There were a number of other issues that were equally as important, probably more important. In other words if the issue had been whether to allow alcohol on-campus or not to allow, rather than be dry or not to be dry, it became, "Yes, let's talk about that." But to spend an entire issue on what sort of container, do we want to allow the alcohol in? So, I think, at some point if we're not careful, consensus can become kind of like the sleeper hold in wrestling. Whereas if you stay with the issue long enough the resistance gives in simply because people want to get on with. I've seen that happen. Also it seems to me that it was a non-issue for a good many of kids on this campus. They could care less whether it was in cans, bottles, or kegs. Therefore, it wasn't an issue that the student body by and large felt anything about it one way or the other. I think the President kind of, that became his issue, and he got the consensus and developed the processes to get that through. That's true in any administration, here or outside here, whatever the agenda is.

Response 3

The Senate has a reputation for trying to work with consensus. Most Presidents serve as clerk for the student perspective on issues in Senate.

Response 4

I think it's pretty consistent. I was involved in Senate a lot my first three years, I've only been to a few meetings this year. I've just been very busy with other things and have chosen to do other things on Wednesday afternoons. But, in my experience, it has been quite consistent. I think the President, the various Presidents, that I have observed have attempted to use consensus decision-making and issues have been blocked when people feel strongly about it. I believe the roles of the President of the Community Senate is basically a facilitator, a leader to some extent but consensus basically does operate. I rarely have seen the executive just bypass student opinion and if they do they're challenged and consensus usually prevails.

Response 5

During a Senate meeting, the President does a lot of questions, asking people to speak, does anybody else have any concerns about that, what did your constituents say about that, have you talked about it, reporting on the Administrative Council meetings. Sometimes, at least this year, there's been a few times when the President of Community Senate has, in the course of discussing Administrative Council, minutes let a few things out of the bag that had not been discussed publicly. That happens when you have students sitting down there and not saying you can't say anything about this. I think that the Senate does a pretty good job with consensus decision-making. I know this year and last year too they had the campus minister, who is a Quaker minister, come in and talk about consensus decision making and how they could use it. So they tried to be informed about it and got someone who has done a lot of work in that area.

Response 6

I can just tell you what I did, we'd come in we'd all sit down and, usually, I was the cheesy president. I made people play games. One thing I want to say is I

don't think consensus really works unless you know the people you're reaching consensus with. Before when I was in Senate I used to go to meetings and people would raise their hands and the President would go you, you, you and no one knew each other. It was hard. You can't really express what you want to say.

At the beginning of the year I made everyone go to a retreat in the mountains and borrowed someone's house and played the M&M game. Totally cheesy stuff that college students have no interest in doing but we got to know everyone so well. When we came back, Brian what do you have to say, Joe what do you have to say and they would say someone cares and someone really wants to know what I want to say because I know that person they're my friend.

We would come in hang out, maybe play a game, have a moment of silence, then we'd go over the agenda and see if anybody had any questions about what happened in the last meeting. Then I'd say we always deal with issues, like, I would give them an issue I would tell them we are going talk about the keg policy next week. You need

to go talk to your constituents. We'd put it off for a
week, let them think about it, let them discuss it with
other people, then come back to the Senate meeting and
let them talk about it. That's one of my big things. I
was really into talk to other people I don't want your
opinion, I want who you represent. You're a
representative, you're not you. I would sit there and
call on people and I would never say anything until I
felt like people were starting to come together on it.
I feel you guys are coming together. You want kegs and
someone would automatically say, "No I don't want kegs."
Then more people would talk and I'd say, "Okay I feel
it's moving this way now." I just had to keep shaping
and focusing and keeping it focusing which taught me a
lot.

Response 7

I think from my idea of what exactly consensus is the
President is just supposed to be a mediator and the
President is not really supposed to say his or her views
and try and control the direction of the discussion.
They just keep it in line and mediate between people. I
think that worked pretty well here. Both of our
Presidents seemed to do that. They both had different

views but I think in the end they both did really good jobs.   Sometimes the President could probably put in his or her own view but I don't know if the whole community would respond to just that person so it might not be that bad if they expressed their own views.

Response 8

Well the Senate President, unlike most student body colleges' government, here is not supposed to be the student leader in terms of bringing forth this agenda getting it passed doing all this kinds of leadership, power struggle kinds of thing. Leading that is organizing his side or her side, but here it's supposed to be just leading the group to find the consensus. You're suppose to be neutral. That is a fine line. There's a lot of ways you can sway things just by the way it's presented, what you present, or do that kind of thing. So you can never be completely neutral. But what you're supposed to do is get as many of the facts out there and try to get the people to get the different arguments out or if people feel comfortable about something to get everyone to feel comfortable about that. So it's more a good guide.

I think the role of the President is to guide the Senate, not necessarily to force the Senate or anything. It's more if you see trends beginning, if you see people beginning to become closed-minded, not listen, if you see one person who is not listening to the argument another person is giving you have to kind of slow things down and say, well do you really understand what they're trying to say. I think that that is something that's been lacking a lot of times. That's just textbook kind of thing. If they can't do that then they better be able to sit down and read and be willing to listen a little bit more. So much of the problem with consensus is in running the Senate. It's kind of got a bad name since it doesn't get much stuff done, it's real slow -- that kind of thing. Because people tend to go off on tangents a lot. That's not the same problem with consensus here it's more of how the meetings are run in the Community Senate. I guess part of that is just to guide the Senate in that direction too, to make sure they stay on track. If you have one issue on the floor you decide that issue before you start moving onto something else.

Appendix F

Appendix F: Survey Responses

Describe the election process of the Community Senate.   To
what extent is this consistent with the practice of reaching
decisions by consensus?

Response 1

> I don't really know that much about the election process
> of Senate I don't know how they go about doing things. I
> know they vote for candidates which is not consensual.

Response 2

> It's a little hard question to answer because when you
> have an election people vote.   It's practically hard to
> have 1200 people sit around and talk about who they'd
> like to be their next President.   So you have to ask
> people if they're willing to do it and what issues they
> think are important.   What they would focus on in their
> platform and in that sense an election of that sort has
> to involve secret ballots -- a democratic system.   I
> don't think the democratic system is unconsensual, but
> it functions practically.   People choose a president at
> an institution like this usually with a search committee
> and board of trustees.   So I would say that practical
> details of the decision makes it different from decision
> by consensus.   What it is, is a democratic way of

expressing oneself where everybody has the right to
voice their opinion.

Response 3

It's not consistently consensus building simply because
it's an election process. We just had one. Two
candidates -- one got 60%, one got 40% [of the vote]. I
think there are times I don't know how you would reach
consensus in that climate on that kind of thing. Seems
to me that it is some level of consensus simply because,
if the community didn't want either of them nothing
would happen or the mandate would be such that very
little could happen. I think we have a consensual
process because people feel empowered, and are
empowered, we get kids who want to be student body
President and want to be Senators because they realize
they can have an impact on the place.

Greensboro College, right now in their newspaper, has no
student government for next year, had no applicants for
President, Vice President, simply because the kids feel
that it's a waste of time, that nobody cares about our
decisions. They're going to do what they want to do
anyway. So to that extent is it consistent? I think

that consensus is real important to the extent that
because we empower kids and because they feel they have
an impact on the place they're willing to work for it.
That's kind of encouraging.

Response 4

That's a good question. The way we do it here, one
individual is slated against someone else. It just
wouldn't work to have people sit around and decide who
would be in place so we have to have rules and
regulations to oversee the election process.

Response 5

I'll have to admit, I don't believe it is. It is a
different mechanism. Simply, you declare yourself if
you want to be on a Senate ticket. You have a deadline
and if you make it in you are on the list candidates,
the student body votes and Senate is elected. I don't
see how that is consistent with consensus. That's my
view.

Response 6

That's an interesting one. That's about the only time I
ever see them vote. They do vote though. They are a
little bit out of character for the rest of Guilford
because they do campaigns, and they have information

sessions. I'm thinking in terms of the lingo they use.
[They have] forums where you can meet the candidates and
ask them questions. A lot of politicking that I don't
usually see in public campaigning. Then students vote.

I don't think it is consistent with consensus, but I
don't know how else they could do it. Community Senate
does sponsor a lot, usually three or four a semester, of
community forums about different issues and I believe
that is directly related to consensus decision-making.

About this, we had an issue lately and I had to go to
one [forum], can't remember what else, some other thing
they had in earlier in the year. They had one on sexual
assault also. That's an opportunity for people who
worked more closely with the issue to talk with a wide
range of students. They're usually held at night and
attendance varies, it depends. Sexual assault -- they
had over 100 people.

Response 7

We've had a lot of discussion about that because
election is like anywhere else -- it's just a voting
process. In Senate we never use votes, we always use

consensus no matter how frustrating it is. That's kind
of tough, but how are you going to get a whole campus to
agree on who should be President? It's not going to
work. There's really no other alternative than an
election. Election time, I think, is really tough on
this campus because a lot of people here, they're really
not apathetic, but they're just into other things.
Everyone does something, but it's not political. Not
everyone is political so it's like election time
whatever. It's tough. It almost, sometimes, turns into
a popularity contest which is really not a good
situation. But, then again, if that person is popular
they're probably a good leader. They probably know what
to do with people. If they can interact with people
that's a main part of the job. But it's not really
consistent with consensus.

Response 8

I don't think that it's very consistent because it's an
election not an agreement. Here the student signs
petitions, nobody needs to sign their petition, so
anybody could run. I guess they're trying to change the
rules right now for the election process. Then they are
allowed to run and have forums and all the students can

come. Here each President, they talk about what their
plans are, listen to the rest of the people on their
ticket, and then we vote. I think that's kind of
outside the consensus process.

Many times what I think should have been done was to
take the tickets and split them up and put the
appropriate people so we would have our best ticket but
that doesn't happen. That's what was going to happen
this year with [Student] Union. Union is chosen the
same way that Senate is. Except there's usually only
one ticket running, very often there is. With Union
this year there's two of us running. We both wanted to
be President but he was going to be a Junior and we had
this discussion last year. I said "I'll run against you
if you'd like." I didn't want to do that but it was my
Senior year and I wanted this position and he was, like,
"No, let's don't do that let's put our energies together
because we'll be the best ticket we'd just be scraping
for people." So that's what we ended up doing and I
think that maybe that's what the Senate should somehow
work towards. It's kind of like with Union -- it's just
passed down to the next year's Senior that's had the

most involvement in it.

Response 9

Obviously the President is elected by consensus.
Consensus has its reaches -- it's not meant to be a wide
spread form of organization or government. Quaker
meetings, if you like that, it works better in the
smaller groups, generally. The more people you have,
the harder it is to get everybody to agree on anything --
that's just a fact of life. As part of the constitution
of every club here. [I] believe it's included in
Senate, I'm not sure, they have as a back-up, if
consensus absolutely is not able to reach, you can vote
on it. Basically that's just a fact of life that people
realize. Most Quaker meetings it's the same thing. So
it's not really consensus that part. That's just a
practical matter that you can't take the time to get the
whole student body together. Because first of all, we
had the highest turnout this year in the Guilford
history, at least recent Guilford history which is only
54% of the student body. That's kind of sad in a way.
If you can only get 54% of the people come out vote,
trying to get the whole school to come to a consensus is
even harder.

Appendix G

Appendix G: Survey Responses

Describe the role of individuals, who are not members of
Community Senate, who participated in the process of creating
the current pony keg policy. To what extent is this
consistent with reaching decisions by consensus?

Response 1

> There are a lot of people, besides Community Senate,
> folks who were involved. There were students who
> weren't on the Community Senate. They participated in
> more of a solution. There were faculty who could be
> represented by faculty, representatives on either side
> of Administrative Council. There were staff members,
> particularly office staff, who had ideas about this and
> they participated partly through Administrative Council,
> and partly through informal conversation with the
> officers. There were Trustees who had a chance to talk
> about it at their meetings. There were a lot of other
> people involved in these discussions.
>
> To what extent was that consistent with reaching the
> decision by consensus -- I think it is consistent with
> consensus because they had a say and they were heard.
> Somebody could argue that it wasn't really consensus if

they weren't at all conversations where decisions were
being made. In the institution where consensus decision-
making is, the vote there has to be representing
committees of some sort. Everybody can't get together
and talk about everything. There has to be some
allocations responsibilities -- talk about budgets, talk
about dorm issues, design for a new science building.
All of those things need to be allocated with groups.
Now with a school like Guilford, in order to have it be
a genuine community, we take those issues to committee
and may have some ideas brought out through forums but
everybody can say something about it.

Response 2

The people who are not members of the Community
Senate -- those students who are not members of the
Community Senate, in other words not representatives to
it, had ample opportunity to pick up a campus newspaper
through residence halls meetings, through their
representation on Hall Council. They have the
opportunity to speak to people and share their views. I
don't think that any constituency is denied an
opportunity to speak. Certainly those that are more
vocal, get heard more, but there were discussions about

keg policies and drinking on-campus and all that through
the campus ministry, through lots of open forum type
things. So I think everyone had the opportunity to
make themselves heard even if they weren't Senate
members. And meetings are open. I think that the
decision about the pony keg policy was probably
representative of about 60% or 70% of the students. I
know a number of students who you think drink, drink
moderately. And really do not want to be around people
that drink all the time. And they sometimes feel that
their rights have been infringed upon by people acting
stupid because they have been drinking too much.

Response 3

For the most part I think that it's consistent in that
constituent that the Senators are meant to go out and do
for the most part, particularly in the important issues,
and kind of go door to door, and kind of try to get some
sense of where people are on that [issue]. I think the
downside risk to that is if I'm really for kegs, what
I'm going to hear probably is that everyone on my hall
just thinks keg is a great idea. So the challenge is
how students, that representative, accurately reflects

the views and opinions of their constituents.
Therefore, sometimes their statements are kind of broad,
well, generally everyone on the hall I talked to said
and what isn't known by that is how many people the kids
really talked to. Not unlike CNN polls.

We talked to 300 people in Senate. So I think it works.
If the representatives are real good it seems to me it
works to the extent that, it seems to me they take into
consideration, they get the opinion of the people on the
halls but to the extent that those kids were selected by
their hallmates and to the extent that it's a consensual
process. It seems to me that the right decisions were
probably made regardless of how many people they talked
with. Simply because people select people who are like
them and will represent their view. The kids who will
often get elected are the ones who are fairly moderate,
who aren't in onedirection. Seems to me what consensus
does, ultimately, it takes care of both extremes. In
most all cases. When a judicial decision, we got one
kid that says, "Geez, I don't know, he seems like such a
neat kid I think we ought to counsel him." You got kids
at the other end who thinks he should be dismissed.

Response 4

I'm not sure how it works with students. Obviously there's a hole in Administrative Council because not everyone can be on the Council. But your question is about students and that process and whether or not it's consistent with consensus. The practical reality of the situation means that only a few individuals can represent the many. But it's interesting to consider whether or not it's really consistent with consensus. I feel it really does works. It represents everyone at the school. But it's, again, it's a little intriguing that the whole foundation here is built upon a few individuals and each decision is handled with those few individuals. So it's probably some small problem that happens with Quakers themselves.

Response 5

No I'm afraid I don't [know the role of students who are not members of Community Senate]. My plate is more than full on a lot of other things. I didn't spend a lot of time with that. I know that a lot of students are very unhappy about some of the behavioral situations I described. There are people who would like to leave on weekends simply because some of the behavior that goes

on in some of the residence halls they don't approve of.
On the other hand there are obviously a lot of other
students who feel that is the way to go on the weekends.

Response 6

All they have to do is let someone know that they want
to be a part of it. They find out when the meetings are
being held and they present themselves at the meeting
and they are heard.

Response 7

In the process of creating the pony keg policy, I would
be one of those individuals [who was not actually a
member of Community Senate]. Let's take a look at it.
Community Senate, even those members are all elected,
although they have had problems I guess getting a very
few contested elections in recent years. I think the
original idea of Community Senate was to have it to be a
community broader term Senate. It's really a student
Community Senate. That's what it is in fact. Because
faculty members rarely attend, or maybe a few, the dean
is often there, the advisor to Senate, the Director of
Student Activities is there, sometimes the judicial
officer is there, Residential Life are there. I think
it really is a student Senate. Faculty meetings are

even at the same time. Even if a faculty member wanted
to be there, it would be difficult to be there.
I don't think there is a whole lot of reward for faculty
members to spend time on something like Senate whereas
they would prefer or choose to be part of maybe academic
committees which will determine what sort of courses
will be taught or what sort of departments will persist
or be consolidated or will someone be offered tenure or
things that are more directly related to the academics
side rather than the student affairs side.

Trying to get back to your question here. I think
basically our role was that of providing information in
terms of X% of students are of legal drinking age. We
all know that underage students drink on college
campuses but in terms of having a policy and giving that
there's a law and having a policy that's consistent with
that law we provided information that 8% of the students
are of legal drinking age in the Fall then it rises 15%-
20% or whatever the exact numbers may be who are of
legal drinking age and live on-campus. We also go
beyond information and take an advocates role in saying
this is what we want as administrators of Residential

Life. If you do vote in a policy, they said, well, what
if we had a policy? What would be the restrictions?
For example, right now, the year the keg policy came in
or the pony keg was on our agenda -- we had some keg
policies the year before when the previous President was
in office. He happened to live in an alternative house
which was a house that had only seven people in it where
everyone was 21. It is very unusual for an entire
living unit to have everyone be 21. Therefore they were
eligible to have kegs. They were also very responsible --
it was a house comprised student leaders. They by the
way were the ones who were called wimps by not being
able to kill the keg. It was not a pony keg it was a
full keg, by the way. Let the record state. But they
had two keg parties, one of which I attended and one
which the Dean of Students and faculty members attended.
That was the model of how keg parties can work on
college campuses.

But this year, for example, groups petitioned for a pony
keg they had three people in the suite out of eight who
were 21. We told them they couldn't do it because the
policy requires all the residents of the housing living

unit be 21. Which I don't know if there is any place on campus that meets that right now. Other than an apartment or two. In some cases the keg policy at this point is moot. Because there are very few, and of those, there is probably an apartment or two where everyone is 21 but they haven't asked to have a keg. We have not in fact approved a keg this year I don't believe.

We provided the guidelines by which they did it. We attended, as I would say everything. If all keg parties were like that with a faculty member or two then I would have no objection. It's just that, realistically speaking, they aren't like that.

Response 8

Students, are you talking about? The Senators are supposed to go back and talk to their constituents. Community Senate meetings are open to anyone, are always held on Wednesdays at 3:45 or 3:30, and people know that. There aren't supposed to be any classes then. It used to be a sacred time with no classes, no anything. I believe, I've heard of one or two classes that meet during that time, or labs or something like that. For

the most part it's a pretty much free time.

Everybody sits everywhere. They don't have an inner circle of chairs or anything like that or a board table or anything else. Whoever wants to speak can. We went in a number of times to Community Senate when that was happening and we were asked to speak about that and with the Dean of Students. We were often called on. RAs came and talked to the students about how difficult it would be. A number of Senators spoke too.

I think it is what, ideally, they're checking with the constituents all the time on the issues. At least in terms of the keg policy. What I'd hear at Senate meetings, well, I talked to my constituents and they want to have keg beer. And we talked about it in our student residents' council. There was one hall who was against it. For the most part other halls were in favor of it. Well, you live on a hall that's 80% freshmen. They know that they wouldn't be affected by it anyway. "Well it's just the principal of the thing for when they turn 21 in three years." Oh, okay.

Response 9

> If students are not in Community Senate, they do not
> play much of a roll. There must be 40 or so Senators.
> How effectively they get out and gather interest from
> their constituents I am unsure. Students do write
> letters, and perform petition drives. But, by and
> large, a lot of the responsibility for the students'
> point of views is carried by the President of the
> Community Senate to try to reflect the central views of
> the community.

Response 10

> RAs are the main thing. Hall directors, they were
> really against it because they didn't want to deal with
> the whole situation of having kegs. That was tough
> because it created a really big gap between the student
> body and RAs. At least that's how I felt. It was tough
> for me because I had RAs coming up to me, "what are you
> doing?" I'd say ,"It's not me it's our student body and
> I have no say in this I just do what they tell me." I
> think that was one of the hardest parts because people
> started to resent the situation.

> It's hard to have that balance of being a counselor and

a disciplinarian in the first place. When it came to
issues like this they had to be more on the disciplinary
side therefore people always rebel against discipline,
not always but most of the time. There was always
people who came who were big partiers like, "Yeah, we
want kegs on campus."

RAs and residence life staff would come to Senate
meetings because Senate meetings are open -- anyone can
come. Sometimes they are packed and people just keep
talking and talking till you say, "Okay, times up."
That's a good thing. Anyone can come so when people
start complaining about, oh senate did this; I'm, like,
"Come to the meeting next week and tell us about it.
Complain all you want; we'll give you an hour and a half
to complain." I think that's important.

Response 11

That's something that I've thought a lot about in the
last few years because it's been very differently
interpreted. My freshmen year, almost nobody came [to
Senate] from outside. It would be the Senators in here
unless someone had a third favorite issue or whatever.
Basically we just sit around the couch -- it's not that

formal. So people would come only for very special events. Like for keg policy you might get a bunch of hard drinking people show up and say, we really want this, other than that they wouldn't care.

There was no problem trying to deal with consensus with people from outside of the group. The last two years there has been kind of more shift, well last year and this year, more people who aren't Senators that aren't elected are coming in. And, last year especially, it became kind of a problem. In my view, at least, because people were coming in and Senators weren't getting a chance to speak because the President chose to recognize everybody just to keep order of people, and would recognize these people instead of the Senators and so you had at one point you'd have representational government which the whole purpose was to have Senators. Senate and everything is supposed to be representational government. But at the same time you had people coming directly. Which is fine and that's the way it's supposed to be but they can come and voice their opinion and help out. But that was kind of, "Why are they not going through the representatives. What's the purpose

of having us here as representatives?"

Technically consensus is the only thing that really matters. Because it's still the government and the Senators. It's still the Community Senate -- anyone is welcome to attend. But you still got to get something done. A lot of people just come once or twice and aren't familiar with how things are supposed to be run. So you try to get them to learn the whole system again; every single time someone new shows up is really difficult and very trying. So I would think that next year if a lot of people start doing that, I think the President should say, "All right, you are welcome to attend and share your opinions and everything but the ultimate decision is by consensus and is going to be made with all the Senators here." That may influence some of the Senators because they are supposed to be representing these people and they go against them right in front of them that might be kind of hard. But I think that something has to be done to that effect. In the past it hasn't been a problem because once people raised the concerns Senators shared those concerns. So you weren't going to get consensus anyway by excluding that. So it hasn't really been there. But when you go

into committees that's a different thing.

I'm on the budget committee and have been ever since I've been here and if you have people to just walk in, like, they are technically allowed to do that but in budget committee, well, they might say, I don't think that we should cut this budget or whatever. Then all of the sudden that could be a real problem -- committees are supposed to get things done. Just to bring it to Senate because that can really hold up the process and that could really mess it up because they're not experienced. It takes a lot of experience to be able to do budget and stuff by consensus. It's real difficult.

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EDUCATION
- <u>Master of Arts in Education</u>,
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  Virginia Polytechnic Institute and State University
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  Thesis topic: "Consensus Decision Making at Guilford
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PROFESSIONAL EXPERIENCE
<u>Graduate Assistant</u>, Office of the Vice President for Student
Affairs, Virginia Tech, Blacksburg, Virginia,
August 1992 - present
- Chair the Division-Wide Public Affairs Committee including
  Editorship of the *Reflections, The Division of Student
  Affairs Newsletter* and providing oversight for publicity
  for Division of Student Affairs functions
- Plan, implement, oversee, and assess Division-wide staff
  development programming initiatives with the Staff
  Development Committee including monthly in-service programs
  and day-long professional growth opportunities
- Assist in providing Divisional policy in the areas of
  multicultural issues as a member of the Division-wide
  Multicultural Coordinating Council
- Research and publicize grant sources and funding
  opportunities related to student affairs
- Hire, train, evaluate, and supervise 4 - 6 student staff
- Assist with grant production, correspondence, and budget
  monitoring
- Review, research, and provide executive summaries on issues
  related to student affairs and Virginia Tech

<u>Residence Hall Director</u>, Bridgewater College,
Bridgewater,Virginia, August 1990 - July 1992
- Counseled, advised, managed, and provided programming for
  200 person residence hall
- Advised residence hall and campus-wide organizations
- Planned and conducted programs with emphases on personal
  growth, leadership, wellness, and peer education
- Developed and implemented a campus-wide multicultural
  programming series

<u>Residential Coordinator</u>, Elderhostel, Bridgewater College, Bridgewater, Virginia, Summers 1991 - 1992
- Coordinated room assignments for over 250 participants
- Provided social programming for participants emphasizing wellness and group interaction
- Advised participants and implemented responsive interventions

RELATED EXPERIENCE
<u>Practicum</u>, Department of Student Development, New River Community College, Dublin, Virginia, Fall 1993
- Provided academic advising for new students
- Assisted the Director of Student Development with the implementation of the new student orientation course
- Chaired a task force to study the admissions process for new students at the College
- Participated in sign language courses in an effort to reach the deaf and hard of hearing culture at the College

<u>Practicum</u>, Orientation Programs, Dean of Students Office at Virginia Tech, Blacksburg, Virginia, Spring - Summer 1993
- Assisted in the production of campus community videotape emphasizing the needs of Asian American students and physically and learning disabled students
- Participated in the coordination of the 1993 National Orientation Directors Association Regional Conference
- Coordinated student staff training and assisted with faculty facilitator training for campus community/multicultural issues portion of new student orientation

<u>Academic Assistance Tutor</u>, Virginia Tech Athletic Department, September 1988 - August 1989
- Served as individual and group tutor to student athletes
- Assisted in academic advising for student athletes

PROFESSIONAL INVOLVEMENT/AFFILIATIONS
- Presenter, "Understanding Your Leadership Abilities," Upward Bound/Talent Search Tutorial, Virginia Tech, Blacksburg, Virginia, November 1993
- Presenter, "Stress Busters," Displaced Homemakers and Single Parent Program, New River Community College, Dublin Virginia, November 1993
- Presenter, "You Can Be A Leader: A leadership training experience," Talent Search Summer Retreat, Virginia Tech, August 1993

- Co-Presenter, "Exploring Diversity With Student Leaders," Virginia College Personnel Association Annual Retreat, Graves Mountain Lodge, Virginia, February 1993
- Chair and Editor, Division of Student Affairs Public Affairs Committee, 1992 - present
- Chair, Division of Student Affairs Management Enrichment Subcommittee, 1992 - 1993
- Chair, Evaluation Committee, National Orientation Directors Association Region VIII Annual Conference, Virginia Tech, Blacksburg, Virginia, April 1993
- Member, Division of Student Affairs Staff Development Committee, 1992 - present
- Charter Member, Virginia Association of Newsletter Editors, 1993 - present
- Member, Division of Student Affairs Multicultural Coordinating Council, 1993 - present
- Member, American College Personnel Association, 1991 - present
- Member, Virginia College Personnel Association, 1991 - present
- Member, Association for Student Development at Virginia Tech, 1992 - present

HONORS AND COMMUNITY SERVICE
- Essay Contest Winner, Ethnic Minority Campus Ministry at Virginia Tech, Spring 1992
- Member, Gamma Beta Phi National Honor Society and Service Fraternity, 1992 - present
- Advisory Board Member, Ethnic Minority Campus Ministry Advisory Committee, 1989 - 1990, Fall 1992 - present
- Conflict Resolution Mediator, Harrisonburg, Virginia, 1990 - 1992
- Undergraduate Representative, Governor's Task Force for Education in Virginia, 1988-1989
- Student Representative, Task Force on Family Life Education in Montgomery County, Virginia, 1984-1985

COMPUTER SKILLS
- Proficient with Macintosh and IBM word processing (WordPerfect and MicroSoft Word)
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