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THE UNIVERSITY OF ALBERTA  
ADMINISTRATION-FACULTY CONFLICT OVER THE DISTRIBUTION OF  
CONTROL IN POLICY FORMULATION IN ALBERTA COLLEGES

by



THOMAS CHARLES DAY

A THESIS  
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Administration-Faculty Conflict Over the Distribution of Control in Policy Formulation in Alberta Colleges" submitted by Thomas Charles Day in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

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## ABSTRACT

The main purpose of the study was to ascertain the extent of administration-faculty conflict over the distribution of control in policy formulation in six Alberta colleges. Subproblems related to the main purpose of the study were:

1. to compare the perceptions of the administration and faculty in each college regarding (a) existing and preferred distribution of control, (b) the degree of administration-faculty conflict over control, and (c) distribution of control among individuals and groups in formulating policies.

2. to compare the expressions of the administration and faculty in each college regarding (a) concern over how policies are formulated in various areas of governance, and (b) satisfaction with the present practices of formulating policies.

Data were collected with a questionnaire and through selected interviews. The questionnaire, which was designed for the study--Administration and Faculty Participation in College Governance--was administered to 341 college members in six Alberta colleges.

Control graphs were used to present the distribution of control that was perceived to exist among individuals and groups in the colleges. Area control graphs were used to compare administration and faculty perceptions of the existing and preferred distribution of control, and the degree of conflict in twenty-two areas of governance.

Criteria were established to permit an analysis of conflict conditions in terms of latent, perceived and false conflict.

An analysis of the data indicated that the extent of administration-faculty conflict varied considerably among the colleges. In one college, there was very little evidence of any kind of conflict, while in three colleges, administration-faculty relationships were very noticeably strained. Faculty members generally perceived more areas of conflict than did administrators.

Administrators generally perceived greater faculty control in policy formulation than did the faculty members. In three of the six colleges, faculty perceived deprivation in the overall decision making process was evident.

Administrators and faculty members generally indicated a preference for greater faculty participation in policy formulation than existed. College councils generally appeared to be ineffectual in providing for, and encouraging, faculty participation in governance.

In five of the six colleges, control in policy formulation was perceived to follow an authoritarian control pattern. However, within this general pattern, there were significant differences among the colleges in the degree of the centralization of the control.

Areas in which the administration and faculty expressed the greatest degree of concern over how policies were formulated were more related to the areas in which they perceived conflict, than to those in which they preferred the greatest degree of control.

Administrators generally expressed greater satisfaction than the faculty members with the procedures used in formulating policies. Faculties which perceived very authoritarian control patterns expressed the greatest degree of dissatisfaction.

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## Chapter 1

### THE PROBLEM

#### INTRODUCTION

According to Clark (1964) there are basically three points of view as to who should exercise the greatest degree of influence in the formulation of policies in institutions of higher education. There are those that adhere to the principle of public trust and maintain that the locus of control in policy formulation should reside in a body external to the institution, such as a lay board of governors. There are others who believe that factors, such as the size and complexity of purpose of these institutions, dictate that control be exercised from within; and that there should be a hierarchical distribution of control with clearly drawn lines of jurisdiction. A third point of view, while in accord with the idea of internal control, maintains that control should be based on the principle of collegiality, that is, on the idea that the institution is a self-governing community with policies originating from a process of participatory democracy.

The historical development of higher education in America, as related by Brubacher and Rudy (1968), indicates that deference has been shown, in turn, to the principles of public trust and bureaucratic authority, and that we are now in a period in which the principle of collegiality is attracting considerable attention and experimentation. The significant point is that North American institutions of higher

education have, over the years, experienced a gradual shift in the locus of control in policy formulation from external to internal sources.

A survey of the recent research and literature on colleges and universities indicates that a primary result of this shift of control is increased administration-faculty conflict in many areas of institutional governance. A major finding of a recent nation-wide study of college and university governance in the United States (American Association for Higher Education, 1967) was that the source of current faculty discontent and unrest centered around the faculty's desire to participate in the formulation of policies that affected its status and performance. Another finding, that may have even greater significance for this study, was that the main centers of faculty discontent and administration-faculty conflict were public junior colleges and the newer four-year universities. However, while these and similar findings from state-wide studies, particularly on junior colleges, can be interpreted as having profound implications for institutions of higher education across the United States, there is necessarily some doubt as to whether they are applicable to Canadian institutions. The extent of administration-faculty conflict over policy formation in post-secondary institutions in this country is still very much a matter for speculation.

#### STATEMENT OF THE PROBLEM

The problem of the study was to ascertain the extent of administration-faculty conflict over the distribution of control in policy formulation in six Alberta colleges.

### STATEMENT OF THE SUBPROBLEMS

Subproblems related to the main problem were to:

1. compare the perceptions of the administration and faculty in each college regarding (a) the existing and preferred distribution of control, and (b) the degree of administration-faculty conflict over control in twenty-two areas of governance,
2. compare administration and faculty expressions of concern about how policies are formulated in twenty-two areas of governance,
3. determine the areas of governance in each college in which there exists a condition of perceived, latent or false conflict between the administration and faculty over the distribution of control in policy formulation,
4. compare the perceptions of the administration and faculty in each college regarding the degree of control exercised by various individuals and groups in the overall policy formulation within the college,
5. determine the degree to which the administration and faculty in each college are satisfied with the present practices of formulating policies.

### THE SIGNIFICANCE OF THE STUDY

The issue of distribution of control in policy formation in higher education has existed from the inception of these institutions in North America. Over the years theoretical arguments have been forwarded in justification of board, administration, faculty and student involvement in the formulation of policies in colleges and

universities. However, as noted by Miland (1964), empirical studies of the distribution of control in educational institutions are of rather recent origin with very few studies reported before 1964. The comparatively large number of studies that have been undertaken since 1967 might well be attributed to conclusions reached by Garrison (1964), Giles and Olson (1967) and the Task Force of the American Association for Higher Education (1967). A major finding of each of these studies was that a main source of administration-faculty conflict was the desire of faculty to become involved in the formulation of institutional policies. In spite of the profound implications of such a finding no attempt has been made to systematically gather data to provide an objective appraisal of the problem in Canadian institutions.

This study was undertaken with the intention of filling a small part of the void that exists in this area of educational research in Canada. Since the study is an initial investigation into administration-faculty conflict over policy formulation in Alberta colleges, it is primarily exploratory and descriptive.

#### DELIMITATIONS OF THE STUDY

The study was delimited to include six post-secondary, non-degree granting colleges in Alberta. Five of the institutions were under the jurisdiction of The Colleges Act (1969), the other was privately operated.

While realizing that a study of control and conflict over policy formulation touches on other issues such as the influence that should be exercised by students, parents, trustees, governments and alumni, this investigation was further delimited to the analysis of

the areas of administration-faculty conflict as perceived by academic college personnel.

#### ASSUMPTIONS

The following assumptions were made in conducting the study:

1. Intergroup and interpersonal conflict within a formal organization, such as a college, is in large measure a consequence of the distribution of control over policy formulation within the organization.

2. Although several of the colleges in the study were in the initial stages of development, the procedures generally employed in policy formulation were established to the point that they could be identified by college personnel.

3. Valid perceptions of college personnel regarding the distribution of control and areas and extent of administration-faculty conflict could be obtained with a questionnaire.

4. The areas of policy formulation to which the respondents were asked to react represent the major areas of college governance.

#### DEFINITION OF TERMS

Governance is the process of formulating and carrying out rules, regulations and policies in order that the institution may survive.

An area of governance refers to an area of institutional life that is sufficiently important or complex to justify the formulation of specific policies in order to regulate the happenings within that area.



Control denotes a process in which a person or a group of persons intentionally affects the behavior of another person or group. In this study the person, or group of persons, that exercises the greatest influence in establishing institutional policies in an area of governance is considered to have control of policy formulation in that area.

The distribution of control refers to the manner in which control over the affairs of the organization is distributed among the various persons or groups of persons in an organization. In a control graph (see page 19) the distribution of control is represented by the slope of the curve. This study is concerned primarily with the manner in which control over policy formulation is distributed between the administration and the faculty in the colleges of Alberta.

Policy formulation refers to the process of determining the course or line of action to be adopted by the college in the various areas of governance.

The term college is used synonymously with junior college or community college and refers to post-secondary non-degree granting educational institutions, other than institutes of technology and agricultural colleges.

A condition of latent conflict exists between two parties when at least one of the parties is not aware of the incompatibility or disagreement that exists between them.

A condition of perceived conflict exists between two parties when both the parties perceive a disagreement between them over some situation or event and when an analysis of their perceptions actually does reveal an incompatibility.

A condition of false conflict exists between two parties when both parties perceive a disagreement between them over some situation or event, when in fact, they share essentially the same views on the situation or event.

Faculty refers to a person, or group of persons, employed primarily for the purpose of providing classroom instruction or for providing an instructional supportive service such as counselling.

Administration refers to a person, or group of persons, employed primarily for the purpose of coordinating or supervising in some area or areas of college governance.

#### ORGANIZATION OF THE THESIS

In this chapter the main research problem and subproblems were stated, the assumptions and delimitations of the study were presented, and the more relevant terms were defined.

In Chapter 2 the current literature on control and conflict in formal organisations is reviewed and the theoretical base for the study is developed. In the latter part of the chapter a summary of research studies done on control and conflict in American colleges is presented.

In Chapter 3 the research population, the data collecting procedures, and the research instrument are discussed. The questions that were used as the basis for presenting and analysing the data are presented.

In Chapters 4 through 9 the research findings for the six colleges are presented. Each chapter is devoted to one college.

A summary of the findings from the six colleges is presented

in Chapter 10. The summary is presented in terms of answers to the nine research questions.

In Chapter 11 the study is summarized. Several conclusions and implications are stated and suggestions for further research are presented.

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## Chapter 2

### REVIEW OF THE LITERATURE AND RESEARCH

#### CONTROL IN ORGANIZATIONS

##### The Meaning of Control

Terms such as power, authority and influence are often used synonymously with the concept of control. However, even a limited sampling of the related literature indicates that there exists considerable difference of opinion regarding the meaning and appropriateness of such terms when applied to organizations. Cartwright (1965:3,4) when commenting on the difficulty of coping with ". . . a literature that is scattered, heterogeneous and even chaotic" summed it up this way:

Theorists who have attempted to impose some order upon this literature have found it to be exceedingly intractable . . . . The basic problem is how to keep from getting lost among masses of discrete data and interminable theoretical distinctions . . . .

In light of this circumstance there is a need to clarify the meaning of these terms as they are used in this study.

Essentially, the terms are used in the manner suggested by Katz and Kahn (1966:20):

Influence includes virtually any interpersonal transaction which has psychological or behavioral effects. Control includes those influence attempts which are successful, that is, which have the effect intended by the influencing agent. Power is the potential for influence characteristically backed by the means to coerce compliance. Finally, authority is legitimate power; it is power which accrues to a person by virtue of his role, his position in an organized social structure.

Tannenbaum (1968:5) defines control as ". . . any process in which a

person or group of persons or organization of persons determines, that is, intentionally affects, the behavior of another person, group, or organization." According to Tannenbaum control is a cyclic process (see Figure I) which begins with an intent of one person, person A, followed by an attempt by A to influence another person, person B, who then behaves in some manner to fulfill the intent of A.

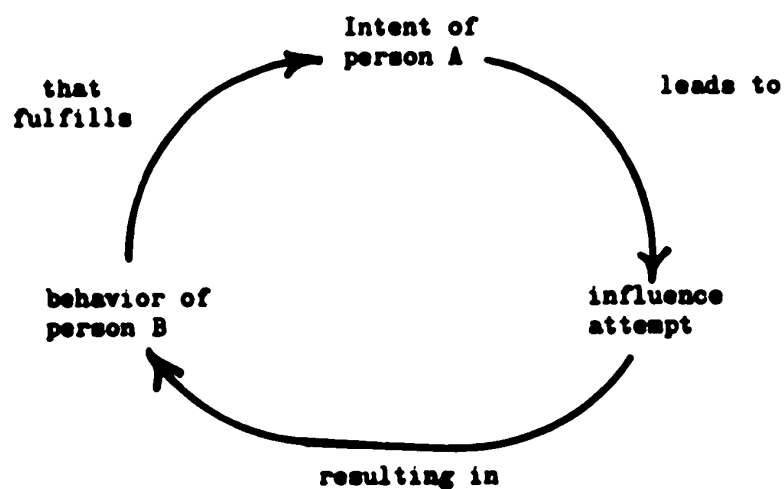


FIGURE I

THE CONTROL PROCESS (from Tannenbaum, 1968, p. 6)

Obviously, many of the variables that would be operative in a real life control process such as the values of persons A and B, the means of influence used by A, and the characteristics of the internal and external organizational environment, are omitted from the figure.

According to Tannenbaum (1968:7):

The control cycle is a basic unit of organisational structure; organizations are composed of large numbers of such cycles in interrelationship. If a cycle breaks down at any point, for

whatever reason, control cannot be said to exist . . . . Chronic breakdowns of such cycles imply a breakdown in the organization.

There is one aspect of control that warrants emphasizing.

That is, it is possible for person A to exercise control over B, or vice versa, regardless of their bases of power, authority or level in the organizational hierarchy. As Etzioni (1961:15) concluded, ". . . it is time . . . to give full status to both legitimate and nonlegitimate sources of control."

#### Evolving Trends in the Concept of Control

An analysis of the literature on control indicates that over the past three decades there have been significant changes in the direction of broadening the concept of control. Three trends are most apparent. First, there has been an acknowledgment of an ever increasing number of bases of control. Second, there has been a gradual acceptance of the mutuality relationship in the control process. And third, there has been growing support for the idea that control within an organization is not a fixed quantity.

Bases of control. The earlier models of Merton, Gouldner and Selznick, summarized by March and Simon (1958), conceptualize control in terms of organizational control strategies. These strategies, rules and regulations in the case of Merton and Gouldner, and delegation of authority in the case of Selznick, are expected to generate a number of functional, dysfunctional, anticipated, and unanticipated consequences. Tracing out these effects leads to the establishment of "vicious circles" and feedback loops which, in turn, tend to reinforce the use of the control strategy. Several writers in

the field, including Likert (1961) and March and Simon (1958), have presented rather systematic critiques of these theories. The main point of criticism is that the theories overemphasize a mechanistic, hierarchical pattern of control in organizations. Rushing (1966) noted that in addition to being too mechanistic they are too narrow in scope. He said they fail to give sufficient attention to different types of control strategies and to the effects that different structural conditions might have on the level of control. Nevertheless, while the models have no doubt lost some of their original appeal, articles such as the one by Anderson (1966) continue to support the Weberian idea that rules and regulations are the principle bearers of organizational control.

There has, however, been a noticeable trend to expand the concept of control beyond these machine-like models to include the more humanistic aspects of the process. On the assumption that the existence of rules and regulations does not necessarily guarantee control, French and Raven (1960) suggested five possible bases of control: (a) reward power, based on B's perception that A has the ability to mediate rewards for him; (b) coercive power, based on B's perception that A has the ability to mediate punishments for him; (c) legitimate power, based on the perception by B that A has the legitimate right to prescribe behavior for him; (d) referent power, based on B's identification with A; and (e) expert power, based on the perception that A has some special knowledge or expertness.

Mechanic (1962) in relating the power of lower participants in organisations proposed the following bases of control: (a) expertise, based on A's expert knowledge or skill; (b) effort and interest,



based on A's willingness to exert effort in areas where B is reluctant to participate; (c) attractiveness, based on A's attractive personal attributes; (d) location and position, based on A's location in physical and social space; and (e) coalitions, based on A's ability to become associated with various formal and informal groupings both within and outside the organization.

In attempting to summarize these and various other classification schemes, Cartwright (1965) concluded that the various bases could be placed into one of four broad categories: (a) A exercises physical control over B; (b) A exercises control over the gains and costs that B will experience; (c) A exercises control over the information available to B; (d) A makes use of B's attitude toward being influenced by A.

Mutuality in the control process. Unlike the traditional analyses which postulate a unilateral control process, usually in the direction of superior to subordinate, the emerging trend is to attempt an analysis of the mutuality of the control relationship in an organization.

Using the concept of compliance in developing a base for comparing organizations, Etzioni (1961:3) presented, rather implicitly, a prime example of this trend. Compliance, he defined as ". . . a relation in which an actor behaves in accordance with a directive supported by another actor's power, and to the orientation of the subordinated actor to the power applied." In developing his analytical base he first differentiated among three kinds of power: (a) coercive, (b) remunerative, and (c) normative; and three kinds of involvement:

(a) alienative, (b) calculative, and (c) moral. Then, by associating the kinds of power with the kinds of involvement he was able to speculate on various compliance relationships which could serve as the bases for a typology of organizations. Etzioni noted that congruent compliance relationships such as coercive-alienative, which is likely to be found in a prison, are more likely to exist than incongruent relationships such as coercive-moral. However, he did not rule out the possibility of the latter types.

Presthus (1960:91), in alluding to the more personal aspects of the control relationship concluded:

. . . [control] seems to grow out of a dynamic, reciprocal relationship between leader and led, in which the values, perceptions, and skills of the followers play a critical role in defining and legitimating the authority of the organizational leaders.

Total amount of control in organizations. A third and perhaps the most significant change in the concept of control is related to the assumption concerning the amount of control in an organization. There appears to be increasing acceptance among social scientists that there is a variable amount of control within a social system and that a loss in the control exercised by one person does not necessarily mean an increase in another's.

Tannenbaum (1968:15), a chief proponent of the concept of a variable amount of total control, theorized that the expansion of control within an organization can occur under either of two classes of conditions:

The first is that of an external expansion of power into the organization's environment. The second concerns a number of internal conditions that subsume (1) structural conditions expediting interaction and influence among members and (2) motivational conditions implying increased interest by members in exercising

control and a greater amenability by members being controlled.

Support for Tannenbaum's claim that total control within an organization can be increased by circumstances in its environment was given by Rourke and Brooks (1966:14) when they expressed their observations of the evolving influence relationship between administration and faculty in higher education:

In the past . . . expansion in the role of administrators always seemed to require a corresponding reduction in the influence of faculty members. Academic staff and administration were in effect playing a zero-sum game. . . . Now, however, the situation is greatly changed. With booming enrollments and the demand for technical skills generated by automation, new opportunities have been opened up for colleges and universities. . . . Faculty and administration are, in effect, now playing a non-zero-sum game.

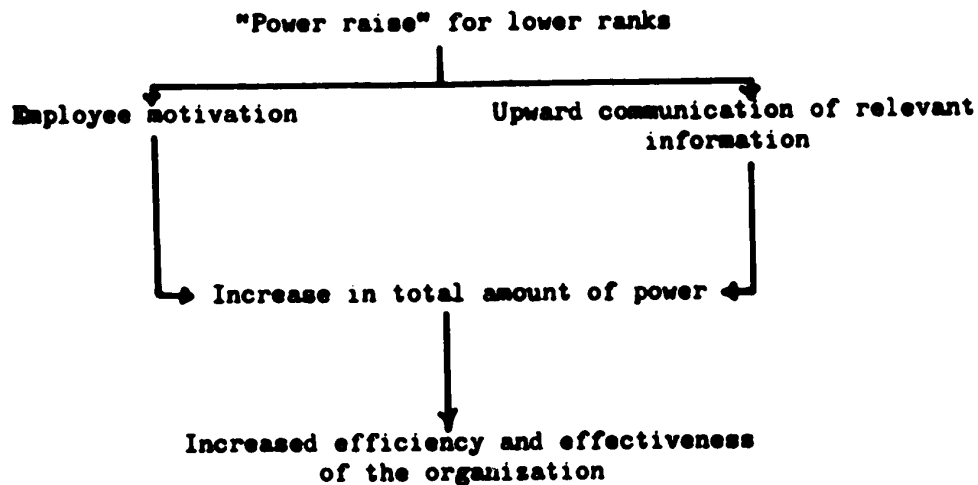
The Task Force of the American Association for Higher Education (1967:24) gave support to Tannenbaum's idea that total control within an organization can also be altered by making internal adjustments. A section in their report reads:

It is important that the governance of an academic institution should not be viewed as a competitive process in which the augmentation of the influence of one party automatically diminishes the influence of other parties. In fact, faculty-administration authority relationships may be complementary in the sense that one party's full participation in campus governance may actually strengthen the effectiveness of the other.

As Lammers (1967:204) put it:

. . . giving them [subordinates] effective opportunities to participate in the preparation and/or making of significant decisions, may boost the joint power of superiors and subordinates alike, in that as a consequence of such procedures subordinates may become more willing and able to carry out decisions in the intended way.

This increase in "power raise" for the lower ranks and the resulting increase in total power, according to Lammers, will yield increased organizational efficiency and effectiveness. He pictured the relationship with the following scheme (Lammers, 1967:210).



The significance of the assumption of a variable amount of control is that it is now possible, at least theoretically, to mitigate superordinate-ordinate conflict, which under the zero-sum concept of control was irreconcilable.

### The Control Graph

On the assumption that the amount of control in a social system is not fixed, and in an attempt to clarify their concept of control, Tannenbaum and Kats (1957) developed the now well known control graph (see Figure II). In the control graph the horizontal axis represents the various hierarchical levels in the organisation and the vertical axis represents the amount of control exercised by each level. With this form of representation it is possible to describe two aspects of an organization's control structure (a) the hierarchical distribution of control, represented by the shape of the curves, and (b) the total amount of control exercised within the organisation, represented by the height of the curve or area under the curve.

The control graph makes it possible to describe a variety of control patterns or structures. For example, if a curve has a negative slope, which denotes increasing amounts of control are exercised as one goes up the hierarchy, the organization might be classified as being authoritarian. Other possible control structures, as illustrated in Figure II, include: (a) polyarchical, represented by a high flat line; (b) laissez-faire, represented by a low flat line; and (c) democratic or leaderless, represented by a line with a positive slope. As might be expected, it is unlikely that any organization would conform exactly to any one of the hypothetical structures.

The advantages to be gained in using the control graph as a research device are summarized in the following statements of Tannenbaum and Katz (1957:129):

Control curves give us, by implication, a good deal of information about an organization. It can be seen . . . that the height and shape of the control curves tell us something about how control is distributed in an organization and also something about the total amount of control that is instituted in that organization. This latter dimension, total control, is indicated by the general height of the control curve, or more properly by the area under the curve . . . . Total control may vary while the general shape of the curve remains the same. On the other hand, the general shape of the curve may vary while total control remains constant . . . the relative power of different hierarchical levels might be the same in two organizations that nevertheless differed greatly in the absolute amount of control exercised.

#### Limitations of the Control Graph

While the control graph has apparent practical and theoretical contributions to make to the study of control in organizations, it also has several limitations. Tannenbaum and Katz (1957) noted the following:

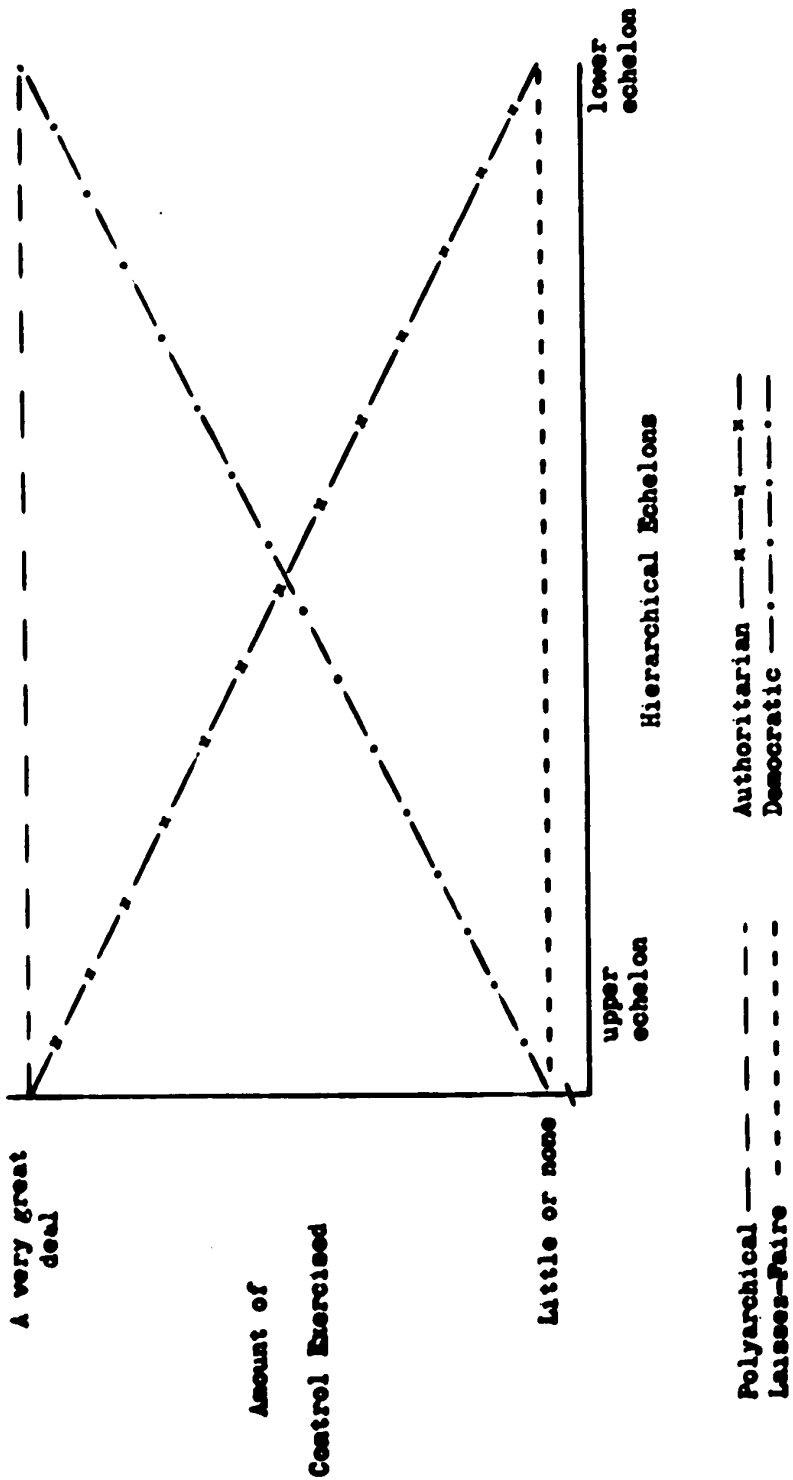


FIGURE II  
**CONTROL GRAPH WITH HYPOTHETICAL DISTRIBUTION OF CONTROL PATTERNS**  
 (from Marcus and Cafagna, 1965, p. 121)

1. The units of measurement along the vertical and horizontal axes, while giving the appearance of being interval, are really only ordinal. The levels of hierarchy within an organization are in reality not amenable to interval scaling; and the Likert-type responses, commonly used in obtaining control data, do not entirely meet interval scale specifications.

2. The control graph presents a description of control distribution at a given instant in time. However, control is a dynamic process in which temporary alignments and coalitions are likely if not inevitable.

3. The control graph does not provide information about the mechanisms or means by which control is exercised by the various hierarchical levels.

4. The graphs give a global picture of the control in an organization whereas it would be more informative to diagram curves for specific areas of organizational governance.

Hickson et al. (1970:3), in commenting on the type of research that is typically undertaken with devices such as the control graph, noted that research focussed on the vertical superior-subordinate relationship ignores the division of labour that exists within sub-units of an organization. In proposing a shift in the focus of control studies they concluded:

. . . to conceive of organizations as interdepartmental systems points to the division of labor as the ultimate source of intraorganizational power . . . . Insofar as this approach differs from previous studies by . . . taking sub-units of work organizations as the subjects of analysis . . . it may avoid some of the previous pitfalls.

## CONFLICT IN ORGANIZATIONS

### The Meaning of Conflict

Pondy (1966:246) noted that the term conflict has many meanings:

It is quite legitimate to think of conflict as interpersonal hostility; but it is equally legitimate to think of it as a disagreement or perception of disagreement between two persons on some choice or preference; or as the inability to resolve such disagreements; or merely as incompatibilities among several formally defined jobs.

In other words, "conflict" can be conceived as a social variable, a cognitive variable, a political variable . . . , or as a structural variable . . . .

A cursory examination of the literature alluding to the concept of conflict is sufficient to find support for his claim.

Litterer (1966) and Miller and Shull (1966) defined conflict in terms of a cognitive variable. Litterer (1966:130) noted that:

. . . conflict is a type of behavior which occurs when two or more parties are in opposition or in battle as a result of perceived relative deprivation. . . .

Miller and Shull (1966:144) claimed that conflict denotes ". . . behavior which is experienced by a person who perceives that he is exposed to incompatible expectations."

Smith (1966:511) defined conflict in terms of a structural variable. He defined conflict as ". . . a situation in which the conditions, practices, or goals for the different participants [of hierarchical groups] are inherently incompatible."

March and Simon (1958) perceived conflict as a political variable and defined conflict as a situation in which there is difficulty in making a decision or an inability to resolve differences.

Pondy (1967:296-299) presented a definitive discourse on



organizational conflict and it is mainly his work that provides the theoretical framework for this aspect of the study. Unlike most theorists that have speculated on this aspect of social systems, Pondy conceives conflict as a series of conflict episodes. He noted that "The problem is not to choose among these alternative conceptual definitions, since each may be a relevant stage in the development of a conflict episode, but to try to clarify their relationships."

Pondy, (1967) in what he referred to as a working definition of conflict, conceptualized conflict as a dynamic process that can be analyzed as a sequence of five stages or conflict episodes:

- (a) latent conflict, (b) perceived conflict, (c) felt conflict,
- (d) manifest conflict, and (e) conflict aftermath.

Latent conflict. Latent conflict or the sources of organizational conflict, can be subsumed under three basic types. First, competition for scarce resources forms the basis for conflict when the demands for resources exceeds the resources available. Second, desiring and seeking autonomy forms the basis of conflict when one individual or group seeks to exercise influence over another individual or group in an area that the latter considers his or their province. The third type, divergence of goals, becomes a basis of conflict when two parties are in a situation in which they must cooperate on some undertaking but are unable to reach an agreement on the plan or procedure to be followed.

Perceived conflict. As noted by Pondy, conflict may be perceived in a relationship when no bases of conflict actually exist, and latent bases of conflict may be present in a relationship with

neither party perceiving conflict. The first case, which might be called false conflict or semantic conflict, results from the faulty perception of each others' actual position or stand. The latter case, in which there is a lack of awareness by the parties of the bases of latent conflict, may be partly explained with the concept of "attention-focus mechanism (p. 301)." That is, in organizations that are faced with a myriad of conflict episodes there is a tendency to focus attention toward a relatively small number of relationships for which there are short-run, routine solutions.

Thus, perceived conflict is an awareness on the part of both parties that a disagreement exists between them. Whether latent conflict conditions are present or not is immaterial in this stage in the overall conflict episode.

Felt conflict. Pondy suggested that there is a significant difference between perceiving conflict and actually feeling conflict. Although two parties may perceive a disagreement between them there is no assurance that feelings of hostility will develop in their relationship. If, however, the feelings of the parties toward each other are changed, or if parties become tense or anxious as a result of the perceived disagreement then a new stage in the conflict episode has been reached.

Manifest conflict. According to Pondy manifest conflict is best defined as ". . . that behavior which, in the mind of the actor, frustrates the goals of at least some of the other participants (p. 304)." The behavior, to be conflictual, must be a conscious effort on the part of one actor to interfere with another actor's

goal achievement. In most organizations manifest conflict rarely takes the form of physical violence. It is more likely that if organizational personnel, particularly those in the lower echelons, wish to perform conflictual acts they will engage in such behavior as strict adherence to minimum job performance, strict adherence to, or neglect of, rules and regulations, or conscious neglect of organizational equipment.

Most of the attempts to resolve conflict in organizations are focused at the interface between perceived or felt conflict and manifest conflict. The objective of these attempts, as noted by Pondy, ". . . is to prevent conflicts which have reached the level of awareness or the level of affect from erupting into noncooperative behavior (p. 304)."

Conflict aftermath. Conflictual behavior may generate a variety of consequences:

1. A conflictual act may be followed by similar acts if a party perceives there is an advantage to be gained by such behavior.
2. If conflict behavior is suppressed, latent conditions of conflict may be aggravated, or feelings of anxiety and hostility may be enhanced.
3. Conflictual behavior may encourage the parties to work toward and reach a political settlement that is mutually satisfactory.
4. If conflictual behavior becomes intolerable to one or both parties the result may be a termination of the relationship.

Figure III, which represents a modification of Pondy's (1967) conceptual model of conflict, illustrates the interrelationship of

the various conflict episodes. The figure emphasizes Pondy's contention that:

. . . conflict refers neither to its antecedent conditions, nor individual awareness of it, nor certain affective states, nor its overt manifestations, nor its residues . . . but to all of these taken together as the history of a conflict episode (p. 319).

### Sources of Intraorganizational Conflict

Since one purpose of the study is to identify areas of governance in which there exists a condition of latent conflict, a more detailed account of the antecedents or sources of conflict is warranted. To minimize the overlap and duplication that exists in the literature, the review is limited to a few works which appear to cover most of the sources that have been identified either by empirical research or by pure speculation.

The consequences of hierarchical frameworks and the trend toward increased specialisation in organisations were discussed by Thompson (1961). He theorized that intraorganizational conflict may have its basis in:

1. a disagreement over the reality of interdependence,
2. the incongruity of possessing specialized knowledge and the inability to participate in the decision process,
3. the violation of hierarchical prerogative in the decision process, and
4. the lack of shared values and goals.

Scott (1966), from an analysis of several studies concerning professionals in bureaucratic organizations concluded that administration-professional staff conflict could be traced to one or more of the following sources:

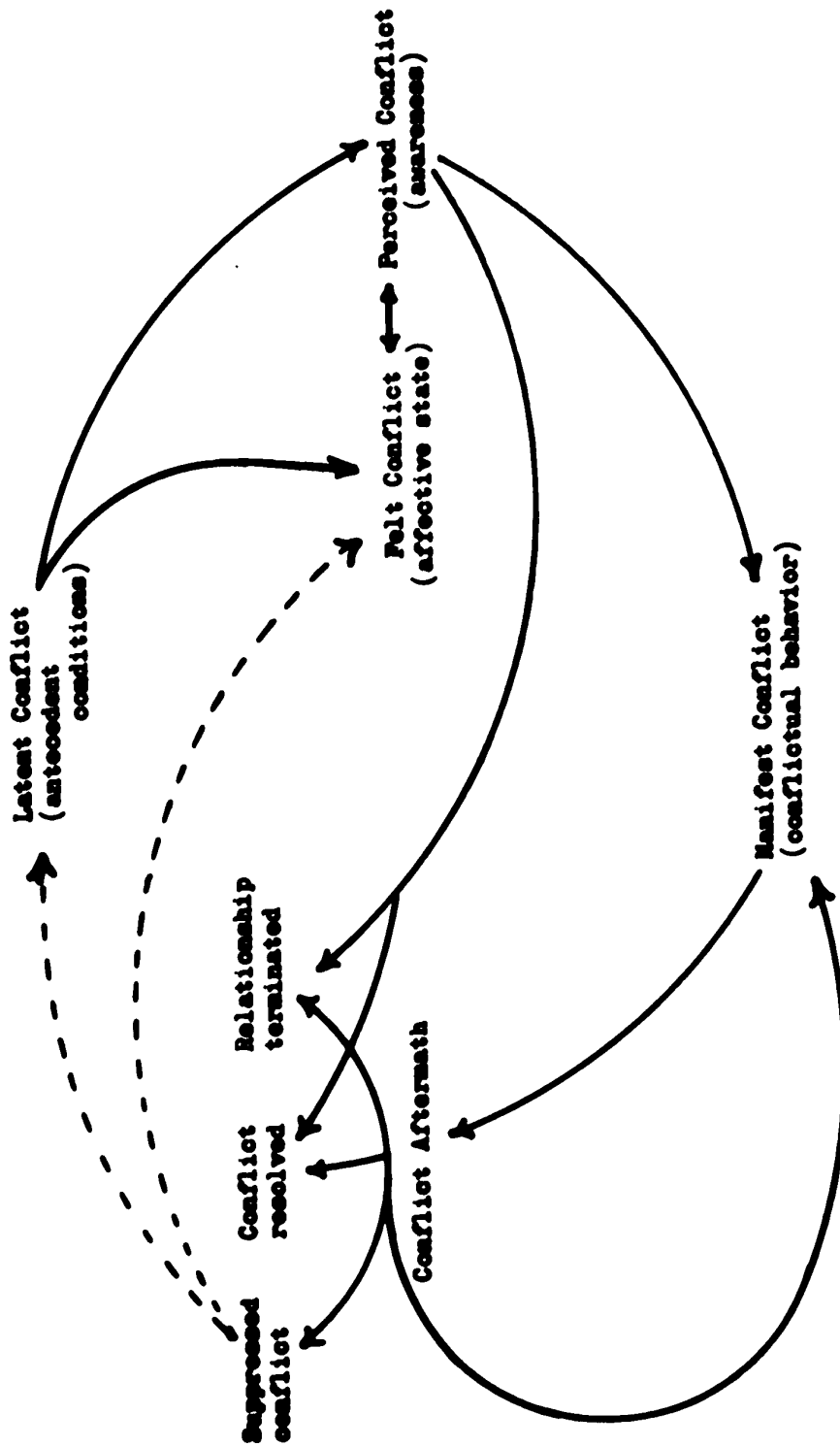


FIGURE III  
A MODIFICATION OF PONDY'S MODEL OF THE DYNAMICS OF CONFLICT

1. The professionals' resistance to bureaucratic rules.
2. The professionals' resistance to bureaucratic supervision.
3. The professionals' rejection of bureaucratic standards.
4. The professionals' conditional loyalty to the organization.

Walton and Dutton (1969) proposed the following nine categories for classifying the antecedents to interdepartmental or inter-unit conflict:

1. Mutual task dependence—dependence of two groups on each other's cooperation in performing their respective functions.
2. Asymmetrical interdependence—unequal dependence between two groups in performing their respective functions.
3. Performance criteria and rewards—rewards for separate performance rather than combined performance.
4. Organizational differentiation—contradictory bureaucratic and human-relations forms of organization and administration to deal with uniform and non-uniform tasks.
5. Role dissatisfaction—due to such factors as blocked status aspirations.
6. Ambiguities—lack of routinisation and uncertainty over criteria for evaluation and performance.
7. Dependence on common resources— competition over physical space, equipment, manpower and funds.
8. Communication obstacles—such as physical structure, differences in training, differences in organisational space.
9. Personal skills and traits—range and degree of certain personal skills and traits.

Litterer (1966:131) claimed that:

. . . particular organisational elements which lead to conflict do not bring this result about directly. Instead they create conditions which affect the perception and motivation of organisational members in such a way that conflict results.

He noted that there are four principle types of organisational situations which produce conflict.

1. Win-lose situations—situations in which two groups have goals that cannot exist simultaneously and a victory for one party implies a setback for the other.

2. Competition over means utilisation—situations in which two groups disagree on the means appropriate for achieving organisational goals.

3. Status incongruity—situations in which there is, or appears to be, a reciprocal relationship between status and decision making authority.

4. Perceptual differences—situations in which two groups, because of their prior experiences and positions in the hierarchical structure, attach different meanings and interpretations to the same acts, events or circumstances.

#### Functions, Dysfunctions and Management of Intraorganisational Conflict

According to Pondy (1967:307) "It has become fashionable to say that conflict may be either functional or dysfunctional and is not necessarily either one." However, he contended that unless the evaluation of the utility of conflict is made against some set of values, such proclamations are vacuous. Thus, when evaluating the consequences of intraorganisational conflict, separate questions must

be asked regarding its effects on the emotional well-being of the individuals, the personal character development of the individuals and the productivity, stability, and adaptability of the organization. Pondy concluded that pursuing such questions will lead to the realization that conflict can be simultaneously functional and dysfunctional for an organization.

Litwak (1961) proposed that different types of organizations vary in their ability to deal with conflict situations. He postulated that the very nature of traditional bureaucratic organizations renders them the least able to tolerate conflict conditions without dysfunctional consequences for both the organization and the employees. On the other hand, he stated that professional organizations where there is greater employee autonomy, are usually capable of coping with numerous conflict situations. The findings of an empirical study of intra-organizational conflict conducted by Smith (1966) gives support to Litwak's contentions. Smith found that conflict in highly bureaucratic organizations was inevitably accompanied by low identification with the organization on the part of the employees; however, in the more member-oriented organizations interlevel conflict had favorable consequences regarding the organization's performance. He concluded that ". . . conflict in these organizations probably reflects discussion, dissent and a conflict over means rather than ends (p. 527)."

Following a review of the literature concerning the functional aspects of conflict in organizations Herscovitch (1968:65) concluded that ". . . to make conflict functional rather than dysfunctional . . . seek to bring it into the open and use it as an adaptive, innovative, or integrative mechanism in the system." The implications of her



statement are that conflict that remains latent or that is ignored is likely to generate dysfunctional consequences; and while conflict conditions have potential for improving an organization the actual consequences are dependent on the manner in which they are handled. Thus the identification and the management of conflict are perhaps the critical factors in determining whether intra-organisational conflict will result in functional or dysfunctional consequences.

#### RELATED RESEARCH ON CONTROL AND CONFLICT

##### Introduction

Educational institutions, particularly those of higher education, appear to be the last to be subject to research on their internal functioning. Rourke and Bond (1966) noted that over the years administrators and faculty members have opposed such studies on the grounds that (a) educational outputs cannot be measured; (b) there is an inherent conflict between administrative efficiency and academic effectiveness; and (c) efforts to improve efficiency are really designed to shift control into the hands of a few. However, in recent years an increased demand for accountability, particularly from governments, has forced institutions of higher education to start shedding their cloaks of secrecy. While the initial developments were confined primarily to fiscal matters, the growing unrest on campuses over participation in governance has opened the way to studies in an area that has hitherto been considered sacrosanct.

##### Control and Conflict in American Colleges

Since Tannenbaum (1968) and Clarke (1970) have provided

extensive reviews of the control studies done on non-educational and pre-college institutions respectively, the research cited in this section is confined primarily to that done on colleges. The review is further delimited to those studies that have been done in the United States since this study represents the first of its kind to be done on Canadian colleges.

Niland (1964) was one of the first to conduct a study of administration-faculty conflict in colleges. From his study of California colleges he concluded that while administration-faculty conflict existed, the cause could not be traced to any single factor. However, results from his study revealed that forty-seven percent of the participating teachers expressed dissatisfaction with the decision-making process at the institutional level. A mere five percent considered that they were sufficiently consulted when policy that affected them was formulated. Niland reported that there was little indication of general faculty involvement in policy formulation, and further, there was little evidence to suggest that machinery existed for facilitating faculty involvement.

In a study of faculty participation in decision-making in six California colleges Mathews (1967) found (a) that colleges which according to his findings were the most "participative," were also the colleges in which the faculty expressed the greatest satisfaction with the extent of its participation; (b) the greater the perceived level of participation by faculty members the higher they rated the effectiveness of administration decision-making; and (c) the greater the perceived participation by faculty members the higher they rated faculty-administration rapport.

Somewhat conflicting conclusions regarding the role and importance of faculty senates in the governance of California colleges are found in comparing the research of Case (1968) and Blakemore (1968). Blakemore reported that trustees, administrators and faculty members agreed that faculty senates had not functioned for a sufficient period of time to judge their effectiveness. He reported that there was considerable differences of perception among respondents as to the spheres of influence of the senate. Case, on a more optimistic note, concluded that senates are widely approved by faculties and are judged to be effective vehicles for faculty participation in college governance.

The findings of a recent study by Riess (1970) on institutional attitudes toward faculty participation in governance of 81 California colleges appears to support Case's contention. Riess found that over 80% of all faculty and administrators who took part in his study selected the academic senate over the negotiating council and collective bargaining as the most effective method of faculty participation in college governance.

A study by Burnette (1966) of nine colleges in Florida indicated that the faculties were not cognizant of their specific roles in policy determination and implementation. He found that while admissions and academic policies were often recommended to the administration by faculty, the job descriptions for faculty members were more specific with regard to duties than areas of authority or responsibility. From his data he concluded that even the division chairmen were very limited in decision-making authority and responsibility.

Derrett (1968) studied faculty perceptions of actual and ideal decision-making relationships in six Texas public colleges. Using an adaptation of Tannenbaum's control graph as a tool he found that five staffs perceived a diffuse decision-making pattern and one perceived a centralized pattern of decision-making. He found that there were significant differences among the staffs in perceptions of the total amount of control in the colleges, that is, in the influence in decision making exercised by all the levels of college hierarchy. Derrett's hypothesis that a high degree of professional orientation would be positively related to diffusion of decision-making was supported by data from four of the six colleges.

The extent to which faculty organizations in five Texas colleges were involved in areas of concern to faculty members was studied by Duperre (1968). He found that the chief areas of concern were salary, academic freedom, small class size, chance for further study, sabbatical leave, a voice in curriculum policy, and tenure. The investigation revealed that faculty organizations were most active in the areas of salary, academic freedom and curriculum. Little emphasis had been placed on obtaining provisions for further study, sabbatical leave or tenure. On the matter of teacher load the faculty indicated that they preferred to work through their department chairman.

Taylor (1967) in his study of fourteen colleges in Texas found that the single most important factor in predicting faculty job satisfaction was faculty perception of the administrative policies and practices.

Using a sample of Michigan college faculty members, Murphy

(1968) found that attitudes toward college morale varied directly with perceived existing involvement in decision-making and inversely with the level of involvement desired. Other findings of his study were that (a) male faculty members who had tenure and who were earning above the average salary perceived greater faculty involvement; (b) male faculty members earning above the average salary and who were teaching in the larger institutions desired the greatest faculty involvement; and (c) faculties from larger institutions perceived current levels of faculty involvement as moderately to highly inappropriate.

Malik (1968) in a study of colleges in Oregon used basically the same subgroupings as Murphy and reported essentially identical findings.

Olson (1968) investigated the attitudes of various subgroupings of personnel in four Washington colleges toward faculty participation in college governance. He found that administrators desired significantly less participation in decision-making by faculty than did the faculty, and the academic faculty desired the greatest participation of the various subgroupings. The attitudes of the vocational-technical faculty members were found to closely approximate those of the administrative staff.

Riess (1970) reported similar findings from his study of institutional attitudes in 81 California colleges. Further, he found that faculty perceived significantly less faculty participation in 22 of 23 current decision areas than did the administrators.

Traylor (1967) studied the delegation of authority as practiced by a sample of college administrators from across the United States.

Results of his study indicated that the tasks most frequently delegated to faculty were in the area of student personnel work such as providing occupational and educational information. The second most commonly delegated tasks were in the area of instruction and curriculum development. The least delegated tasks were in the area of college organization and structure which involves such tasks as establishing working relationships with local, state and federal agencies to provide services needed by the college, or working with the governing board in the formulation of junior college policy and plans.

A study of faculty participation in academic governance in 34 institutions of higher education, including 12 junior colleges, was undertaken by a Task Force of the American Association for Higher Education (1967). While acknowledging a biased sample due to the fact that institutions were selected because of some "prior indication that major developments in faculty-administration relations were taking place (p. 6)," the Task Force presented the following findings:

1. The faculty's desire to participate (a) in the determination of policies that affect its professional status and performance; (b) in the establishment of statewide systems of higher education, were the main sources of discontent.

2. Public junior colleges and new four year colleges and universities were the main centers of faculty discontent.

3. In approximately 50 percent of the institutions in the sample authority in decision-making resided primarily with the administration; in 25 percent of the institutions authority was shared about equally between the administration and faculty; in the remaining 25 percent, the largest number of institutions were characterized by

administration dominance, that is, the administration made decisions essentially on a unilateral basis with faculty exercising little or no influence.

4. In the junior colleges authority resided primarily if not exclusively with the administration, although there was a trend toward increasing consultation with faculty.

5. With regard to faculty senates the report stated:

In several of the institutions examined, the senate was moribund and rarely convened. In other cases, particularly those involving junior colleges, a senate had been established only recently and its functions and authority were not clearly delineated or understood . . . we encountered several situations in which it was a vigorous unit for decision-making in many basic areas . . . (p. 35).

6. There was no apparent trend toward involvement of professional associations in the internal administration of the institutions. Professional unions had been established on several campuses, particularly junior colleges, but there was no apparent trend in that direction. The use of bargaining agencies by faculty was limited to the junior colleges in California.

Garrison (1967) conducted a nationwide study in which he sampled faculty opinions regarding faculty participation in college governance. He concluded that the main concern of faculty members was over their desire to have an active part to play in formulating policies which affect them as professionals. However, he did note that the opinions were by no means unanimous and the pattern of faculty involvement was in no way well established. He stated:

There is a wide variance, not only from one geographical area to another, but from institution to institution, in faculty opinion concerning their just or appropriate share in the governing of the college. The range is all the way from indifference . . . to active participation . . . .

The basic fact seems to be that the junior college faculty member can refer to few, if any, precedents in the academic tradition as guides for defining his role in college governance. Most faculty, as a result, are feeling their way toward a viable stance in this area (pp. 56-57).

#### SUMMARY

In this chapter the recent literature on control and conflict in organizations was presented and the findings of several studies that have been done on college governance were stated.

The first part of the chapter developed Tannenbaum's (1968) cyclic concept of the control process and presented some evolving trends that are broadening the concept of control. This latter section included a discussion of the bases of control, mutuality in the control process and control as an expandable quantity. The control graph was introduced as a device that can be used to conceptualize control patterns within an organization. Some limitations to its use were presented.

Pondy's (1967) concept of the dynamics of conflict was developed with emphasis placed on the stages within a single conflict episode. Pondy's model was modified to present a conceptualization that more clearly describes the interrelationships of the various episodes. This section also included a discussion of the sources, functions, dysfunctions, and management of intra-organizational conflict.

The last section of the chapter presented the findings of several studies that have been done on college governance during the past six years. The majority of the studies reported were doctoral dissertations that were conducted on a regional or state-wide basis in the United States.



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## Chapter 3

### METHODOLOGY

#### DEFINITION OF THE POPULATION

All academic personnel in six Alberta colleges were asked to participate in the study. Based on the lists of personnel supplied by the participating colleges this represented a data source of 341. Of this total, twenty-six held positions in a private college and the remainder comprised the academic personnel in the five Alberta public colleges. To retain some degree of anonymity the names of the participating colleges were replaced with the numbers one to six. A brief description of the formal control pattern in the colleges is presented in Appendix C.

#### COLLECTION OF THE DATA

Data for the study were collected with a questionnaire and through selected interviews. On December 1, 1970, a packet containing a questionnaire, an accompanying letter, and a pre-addressed and stamped envelope, (see Appendix A) was mailed to each of the 341 college members. A follow-up letter (see Appendix A) was sent on January 6, 1971. Questionnaire responses were coded and transferred to computer cards for analysis.

At least two persons from each college, usually the college president and the staff president, were interviewed. The major

purposes of the interviews were (a) to clarify certain points concerning the functioning of the existing policy formulation bodies in a college, (b) to obtain information concerning the practices used in formulating policies in areas not mentioned in such documents as constitutions of Academic Councils or college handbooks, and (c) to obtain information regarding a college's working relationship with its governing board and with the Alberta Colleges Commission. To facilitate continuous discussion and for ease of recording each interview was tape recorded.

#### DESCRIPTION OF THE INSTRUMENT

The questionnaire that was designed for the study, Administration and Faculty Participation In College Governance, has four parts (see Appendix B).

Part I Personal Information. This section elicits data about the respondent. The information obtained in this part was used as the basis for classifying the respondents as administrators or faculty members, and for making various subgroupings of the faculty members. Information was obtained concerning the respondent's college, sex, age, years of training, country of training, years of employment at the college, years of employment in present position, primary function in the college, membership on an academic council, and membership on a faculty negotiating committee.

Part II Participation in Policy Formation. In this section the respondent is asked what he perceives to be the existing and preferred distribution of control between the administration and

faculty in each of twenty-two areas of policy formulation. The twenty-two areas are listed in Table I. For each stimulus the respondent selects one of the following statements:

1. The ADMINISTRATION formulates policies essentially on a unilateral basis with faculty exercising little or no influence.
2. The ADMINISTRATION formulates policies after considering the opinions and suggestions of the faculty.
3. Formulation of policies is a joint ADMINISTRATION-FACULTY undertaking.
4. The FACULTY formulates policies after considering the opinions and suggestions of the administration.
5. The FACULTY formulates policies essentially on a unilateral basis with the administration exercising little or no influence.

Part III Extent of Administration-Faculty Disagreement Over Policy Formulation. In this section the respondent is again asked to make two responses to each area of governance. First, he is asked to indicate what he perceives to be the degree of administration-faculty conflict or disagreement over the present practices of formulating policies in the same twenty-two governance areas listed in Part II. Then he is asked to indicate the degree of concern he has about how policies are formulated in each area. For each stimulus the respondent selects a number corresponding to one of the following degrees of conflict or concern:

1. None
2. Some
3. Quite a bit
4. A great deal
5. A very great deal

Table I

**AREAS OF GOVERNANCE**

- 
- 
1. The introduction of new programs of study to be offered by the college.
  2. The number and kinds of courses to be offered within the various programs of study.
  3. Examinations (including frequency of, and weight given to, etc.).
  4. Student promotion and graduation.
  5. Allocation of students to classes and class size.
  6. Teaching assignments and teaching loads.
  7. The selection of the college's administrative staff.
  8. The selection of instructional staff.
  9. The establishment of the college's administrative structure.
  10. The tenure, promotion and dismissal of academic college personnel.
  11. The establishment of the college's budgetary requests.
  12. The designing and planning for additional building space.
  13. The establishment of rules, regulations and disciplinary procedures for the student body.
  14. The establishment of the college's class schedule or timetable.
  15. The use of college facilities by various publics for activities not directly related to the college's program.
  16. The selection and assignment of non-professional staff such as custodians and secretaries.
  17. The operation and functioning of supportive services such as the library services and counselling services.
  18. Classroom instructional practices.
  19. The promotion and advertising of the college's programs of study and course offerings.
  20. The college's relationships (affiliation, articulation) with other institutions or organizations.
  21. Student admission requirements.
  22. The allocation of grants and other monies received by the college.
- 
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Because of the large number of governance areas being considered in Parts II and III of the questionnaire the areas are often referred to by number in the remaining sections of the thesis. Quick reference to a governance area can be made by referring to Table I or the questionnaire in Appendix B.

Part IV Distribution of Influence in Policy Formulation. In the first part of this section the respondent indicates what he perceives to be the degree of influence exercised by various individuals and groups in formulating policies in his college. The list of individuals and groups includes the college president, the administrative staff (excluding president), the academic council (if applicable), individual faculty members, the students, the governing board, and the Alberta Colleges Commission. The respondent indicates his perception by checking a degree of influence ranging from none to a very great deal.

In the second part of this section the respondent is asked to indicate his feeling of satisfaction or dissatisfaction with respect to the procedures that are presently used in formulating policies in his college. The respondent is presented with a six point scale ranging from "completely satisfied" to "completely dissatisfied."

At the end of the questionnaire the respondent is provided with the opportunity of commenting on any of his responses.

#### Validity of the Instrument

"Content validation consists essentially of judgement (Kerlinger, 1964:447)." Judgements to include the areas of policy formulation that appear in the questionnaire were made on the

following bases:

1. A review of the related literature and of previous studies done on college governance.
2. An analysis of the 1970-71 calendars of the colleges included in the study.
3. The use of a "panel of experts".

From a review of the literature, related research and college calendars a preliminary list of major policy or governance areas was established (see Appendix A). This tentative list was then mailed to a member of the Alberta Colleges Commission and to two persons who have recently held senior administrative positions in two-year colleges. The panel members were asked to study the areas listed and then respond to the following three questions:

1. Does each area represent what you would consider an important area of college governance?
2. Are there areas that should be combined or further broken down?
3. Are there areas that you think should be added to the list?

Responses from the panel members were used in arriving at the areas of governance shown in Table 1.

#### Reliability of the Instrument

The usual procedures for estimating the reliability of data obtained from a research instrument are not suitable in the study. For example, Guilford (1965) noted that internal-consistency procedures are not applicable to heterogeneous type tests; the test-retest procedures, according to Festinger and Katz (1953), are not suitable

to attitudinal type responses since such responses are subject to actual change over very short periods of time.

According to Kerlinger (1964) one of the most proven procedures for obtaining reliable responses to a questionnaire is to remove ambiguous items and to provide clear instructions. To minimize ambiguity the format of the instrument was developed in consultation with a recognized authority on experimental design from the psychology department on the University of Alberta campus. In Parts II and III the instructions include an example response and an interpretation.

A further check on the clarity of the items and instructions was made by asking for critiques on the instrument from a class of first year doctoral students in the department of educational administration at the University of Alberta.

#### PRESENTATION OF THE DATA

##### Existing and Preferred Distribution of Control in Policy Formulation

An acknowledged weakness of the control graph is that it does not describe the distribution of control that exists in the various areas of organisational governance. To overcome this shortcoming the area control graph (see Figure IV) is used for presenting the data from Part II of the questionnaire. By plotting areas of governance along the horizontal axis and the control gradient along the vertical axis, there emerges a picture of the control relationship between administration and faculty within any single governance area and also within the organisation as a whole. Control within a single area of governance can be theoretically described with any one of the first

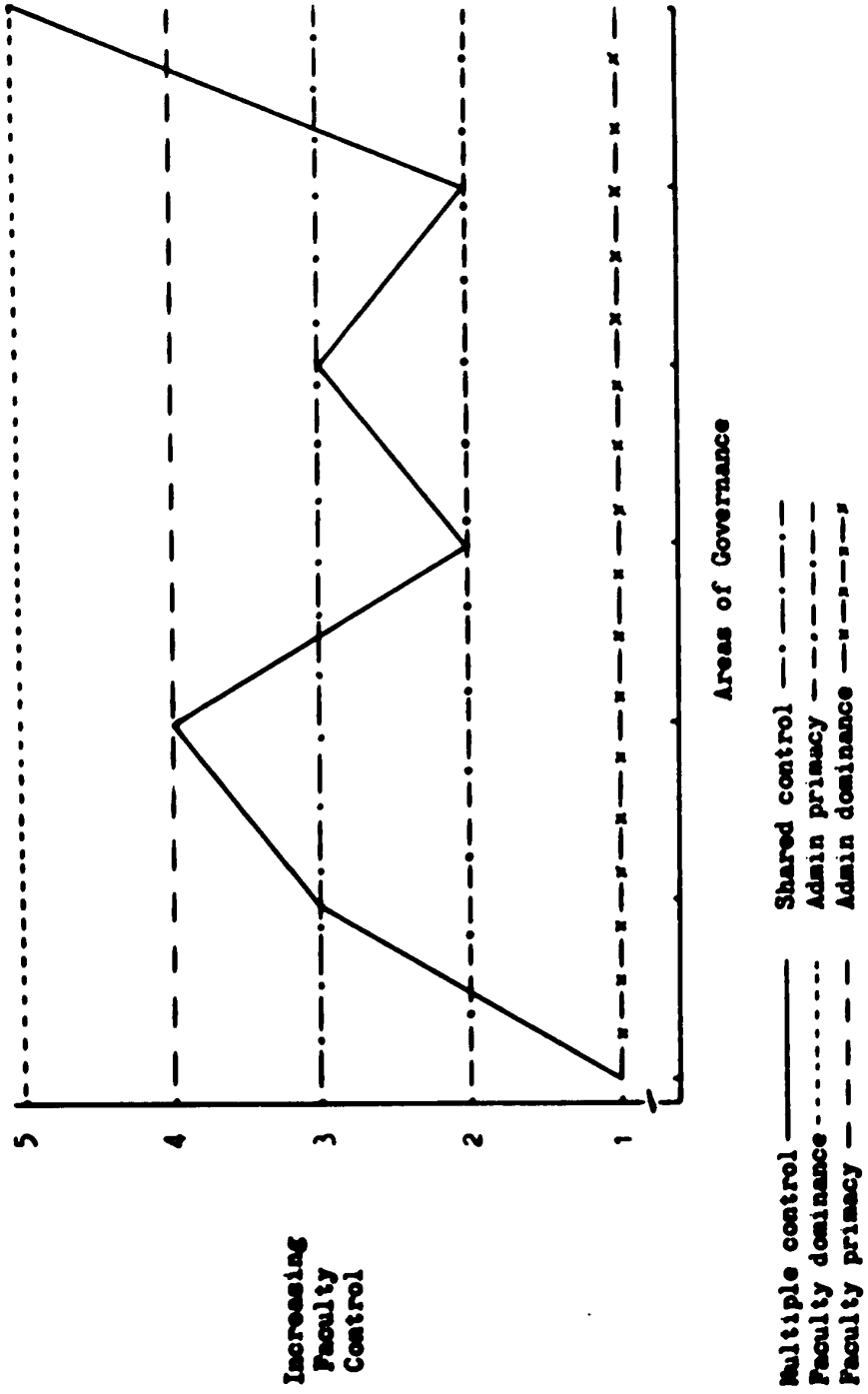


FIGURE IV  
AREA CONTROL GRAPH WITH THEORETICAL CONTROL PATTERNS

five control relationships that are listed below; with the addition of another category, Multiple Control, it is possible to conceptualize a variety of control patterns within the organization.

1. Administration Dominance

The administration formulates policies essentially on a unilateral basis with faculty exercising little or no influence.

2. Administration Primacy

The administration formulates policies after considering the opinions and suggestions of the faculty.

3. Shared Control

Formulation of policies is a joint administration-faculty undertaking.

4. Faculty Primacy

The faculty formulates policies after considering the opinions and suggestions of the administration.

5. Faculty Dominance

The faculty formulates policies essentially on a unilateral basis with administration exercising little or no influence.

6. Multiple Control

Control in the formulation of policies varies with the areas of governance.

Conflict and Concern Over Distribution of Control

Data from Part III of the questionnaire concerning the perceived degree of administration-faculty conflict over the manner in which policies are formulated in various areas of governance is presented in figures similar to those used in presenting the data from

## Part II.

Data regarding the degree of concern about how policies are formulated in the various areas is presented in table form. Figures similar to those which are used to describe control and conflict using mean scores have not been used because of the generally great variance found in the responses for each governance area.

### Distribution of Control Among Individuals and Groups

Tannenbaum's control graph is used in presenting the data from Part IV of the questionnaire. As noted previously the control graph provides a picture of the perceived total amount of control (average height of curve) and the distribution of control among various individuals or groups associated with the organization (shape of curve). While the study was primarily concerned with the distribution of control within the organizations, perceptions of the degree of control exercised by the College Board and Colleges Commission were obtained and were presented in the control graphs. Since these perceptions were not vital to the study they were placed at the extreme right of each graph.

## ANALYSIS OF THE DATA

### Classification and Description of Questionnaire Responses

Frequency distributions and percentage frequency distributions were used to classify the responses to the questionnaire items. Means and standard deviations were calculated for the measures of central tendency and variance. The use of the frequency and percentage

frequency distributions permitted a more detailed analysis of the response pattern for any item. The descriptive statistics were appropriate since all academic members of each college were requested to participate and the responses from each college were analyzed separately.

#### Existing and Preferred Distribution of Control in Policy Formulation

Tannenbaum (1968:307) in alluding to the general desire of organizational members to increase their span of control stated:

Research consistently shows that the average organization member . . . is more likely to feel that he has too little authority in his work than too much.

In an earlier study Tannenbaum (1966) reported that there are definite differences in the perceived and preferred degrees of participation among members of different hierarchical levels in an organization. He noted that members at lower levels tended to indicate a preference for considerably increased participation, while for members at the upper echelons the discrepancy was much less.

A host of studies concerning faculty participation in decision making, including those of Archambault (1967), Sinks (1967), Simpkins (1968), Hawley (1969), Massé (1969) and Clarke (1970) at the pre-college level and those of Garrison (1967), Derrett (1968), Luperre (1968) and Riess (1970) at the college level, support the claim that members of an organization, in general, desire greater participation than they perceive they are accorded. However, these same studies provide evidence that not all areas of decision making are of equal concern to instructional personnel. There appears ample support for Bridge's (1967) contention that organizational personnel have "zones

of indifference" and that a member's desire to participate will depend on the decision area.

While the preceding studies indicate that the faculty can be expected to prefer a general increase in participation in decision making, the extent to which faculty perceives that it now participates, and the extent to which faculty prefers to participate, in formulating policies in various areas of governance remain open questions. Similarly, while the discrepancy between the administration's existing and preferred participation in decision making can be expected to be generally less than that of the faculty's, the extent to which the administration perceives that it now participates, and the extent to which the administration prefers to participate, in formulating policies in various areas of governance remain open questions. Thus the following questions acted as the bases for the preliminary analysis of the data concerning existing and preferred distribution of control.

Question 1: In which of the twenty-two areas of governance, if any, is there a significant difference between administration and faculty perceptions of the existing distribution of control in policy formulation?

Question 2: In which of the twenty-two areas of governance, if any, is there a significant difference between administration and faculty perceptions of the preferred distribution of control in policy formulation?

Significant difference, in the above questions, does not imply statistical significance in the usual sense. On the basis that each college represents an entire population, any difference in the perceptions between two parties within a college is a real difference. However, whether any particular real difference has been, or is, sufficient to provide an antecedent condition for a conflict episode, is of course, a matter of speculation.



In the analysis of the data both the response patterns and mean scores were used in arriving at a significant difference between the perceptions of two parties. In several cases the mean scores were considered invalid due to the large variance in the responses. In general, a difference of approximately three-quarters of a unit or more between representative mean scores was assumed to constitute a significant difference in the perceptions of two parties.

#### Administration-Faculty Conflict Over Distribution of Control

Most of the studies that have been done on conflict within organizations can be placed in one of the following categories:

1. The study dealt with numerous sources of organizational conflict.
2. The study, if concerned with conflict over decision making authority, dealt with the topic on a general basis or within broad areas of organisational governance.

This study is significantly different in two ways. First, the concern is with the extent of conflict in one area of organizational decision making, namely distribution of control between faculty and administration in policy formulation; and secondly, the study deals with conflict in a relatively large number of specific and relatively independent governance areas. Therefore, without the benefit of prior research findings, the following questions guided the preliminary analysis of the data on perceived conflict.

Question 1: In which of the twenty-two areas of governance, if any, is there a significant difference in administration and faculty perceptions of the degree of administration-faculty conflict?

**Question 4:** In which of the twenty-two areas of governance, if any, do both the administration and faculty perceive a significant degree of administration-faculty conflict?

#### Concern About Practices of Formulating Policies

As noted previously the research conducted by Garrison (1967), Derrett (1968), Duperre (1968) and Riess (1970) suggests that college faculty have, as Bridges (1967) put it, "zones of indifference." However, the precise areas of this indifference have not been clearly defined. The research conducted by Garrison (1967) suggests that the major difficulty encountered in identifying these areas is that faculty members themselves have widely different areas of concern. Data regarding the areas of governance that are of the greatest concern to college administrative personnel are virtually non-existent.

Because of the inconclusive findings regarding the areas of faculty concern and the dearth of information regarding the major area areas of concern of the administration, the following questions guided the analysis of the data in this section.

**Question 5:** Do administrators (faculty members) generally express a similar degree of concern about how policies are formulated in each of the twenty-two areas of governance?

**Question 6:** Are the areas of governance in which the administration (faculty) express the greatest degree of concern the same areas in which they (a) perceive the greatest degree of conflict (b) prefer the greatest degree of control?

#### Latent, Perceived and False Conflict

The findings from the preliminary data analysis were used in answering the following question:

**Question 7:** In which areas of governance does there exist a condition of latent, perceived or false conflict?

A condition of latent conflict was assumed to exist in a

particular area when both of the following conditions were found:

1. There was a significant difference in the perceptions of the two groups concerning the existing, or preferred, distribution of control in the policy area (data from Part II of the questionnaire).

2. One or both groups perceived essentially no disagreement between the two groups over the distribution of control in the same policy area (data from Part III of the questionnaire).

A condition of perceived conflict was assumed to exist in a particular governance area when both of the following conditions were found:

1. The mean conflict scores for the parties exceeded 2.5.

2. There was a significant difference in the two groups mean scores regarding the existing or preferred distribution of control.

The level of 2.5 was selected to allow for what Epler (1966) called "natural" conflict between administration and faculty. The level of 2.5 corresponds to a mean response between "some" and "quite a bit" of conflict.

A condition of false conflict was assumed when both groups perceived a significant level of disagreement, when in fact, there was no significant difference in their perceptions of the existing or preferred distribution of control.

#### Distribution of Control Among Individuals and Groups

Studies designed to ascertain the overall pattern of control in an organisation, such as most of the studies reviewed by Tannenbaum (1968), provide rather convincing evidence that persons in the upper hierarchical levels tend to perceive a more diffuse pattern of control

than do organizational personnel from lower levels. Accordingly, the following question was asked:

Question 8: Do faculty members perceive a significantly more centralized pattern of control over policy formulation than do administrators?

### Degree of Satisfaction

Several studies at the high school level, including those reported by Bridges (1964), McKague (1968) and Oliva (1968) indicate that a faculty member's satisfaction with his job is determined in large measure by his perceived participation in the decision making process. Thus, the last section of the questionnaire elicited an expression of satisfaction or dissatisfaction with the overall procedures used in formulating policies in a college. This measure, the written comments, and the information obtained by interviews were used in judging the popularity of a college's existing practices of formulating policies and as an indirect measure of the respondent's perceived participation in formulating policies.

With respect to the questionnaire item regarding an expression of satisfaction the following question was asked:

Question 9: Is there a significant difference in administration and faculty expressions of satisfaction concerning the procedures used in formulating policies?

### SUMMARY

In this chapter the methodology of the study was outlined. Topics discussed were the data source, data collection, the instrument, data presentation and data analysis.

The data source consisted of 341 academic members in six

Alberta colleges. Of this total, 315 held positions in the five Alberta public colleges. The other twenty-six held positions in a private college.

Data were collected with a questionnaire, that was developed for the study, and through selected interviews. The questionnaire (Administration and Faculty Participation in College Governance) elicited the following information (a) personal information, (b) perceptions of the existing and preferred distribution of control, and the extent of administration-faculty conflict, (c) an expression of concern over procedures used in formulating policies, (d) perceptions of the distribution of control among individuals and groups, and (e) an expression of satisfaction or dissatisfaction with the present procedures used for formulating policies. Responses regarding existing and preferred control, conflict and concern were elicited in twenty-two areas of governance.

The area control graph was proposed as a device for presenting the data concerning existing and preferred distribution control in each of the governance areas. Tannenbaum's (1968) control graph was proposed for presenting the data concerning the distribution of control among individuals and groups.

From an analysis of recent research findings and current literature on control and conflict nine questions were developed to act as guidelines in analysing the data. In addition, criteria were established for identifying conditions of latent, perceived and false conflict.

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## Chapter 4

### THE FINDINGS: COLLEGE 1

In this chapter the research findings from College 1 are reported. The findings from the other colleges are presented in the next five chapters and then a summary is given in Chapter 10.

The number and percentage of questionnaires returned and the characteristics of the respondents are presented in Appendixes B and D respectively. Summaries of the questionnaire responses from each college are presented in Appendix E.

Due to the large number of governance areas being considered the different areas are sometimes referred to by number only. Identification of an area, for which only a number is given, can be made by referring to the questionnaire in Appendix B or Table I in Chapter 3.

#### Existing Distribution of Control

The area control graph in Figure V describes the administration and faculty mean perceptions of the distribution of control in the twenty-two areas of governance. A summary of the actual responses to this section of the questionnaire is presented in Table XXI of Appendix E.

On the basis of the criteria outlined in Chapter 3, significant differences appear to exist between the perceptions of the administration and faculty in areas 3, 5, 7, 14, 17, and 21.



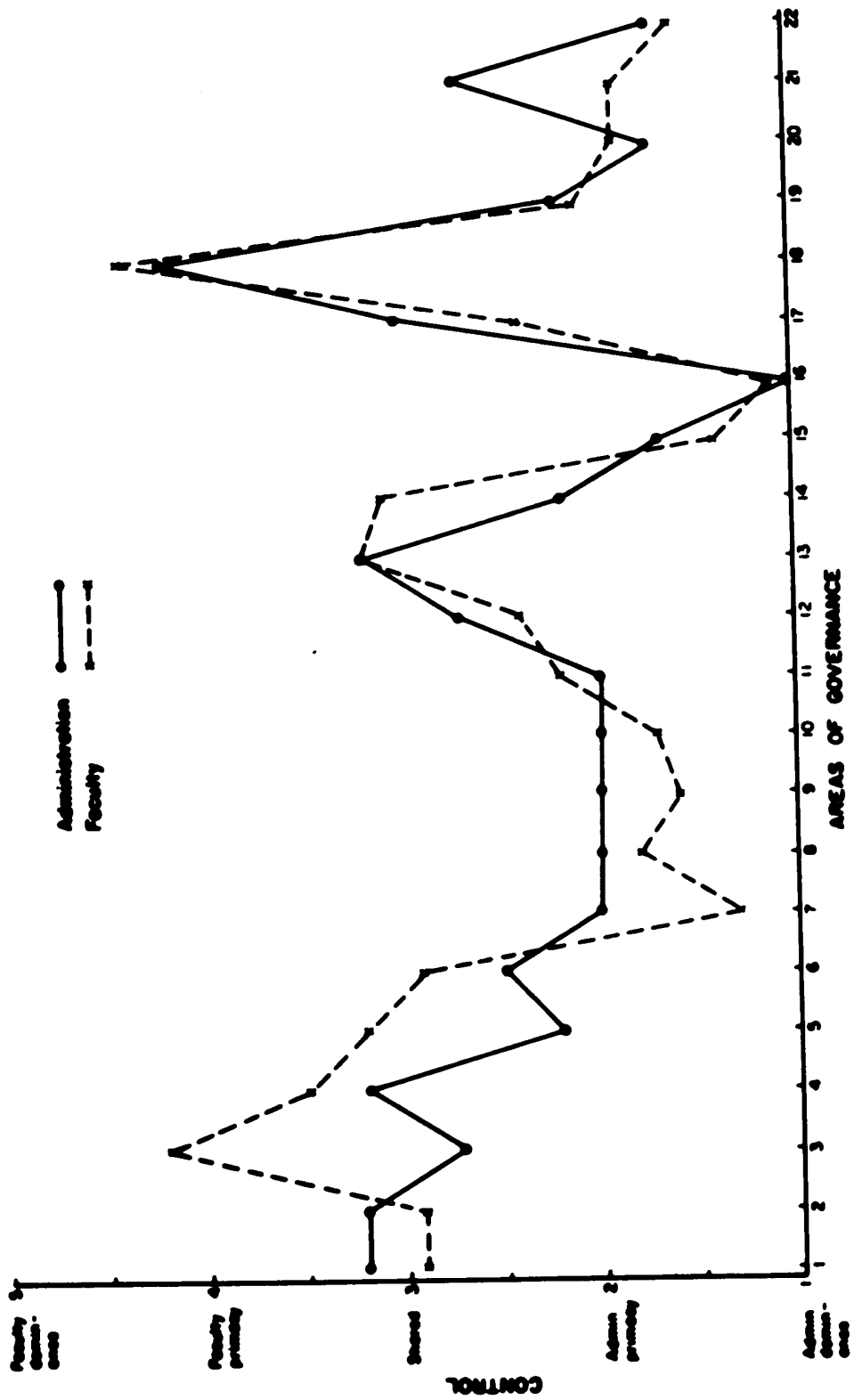


FIGURE V  
 MEAN SCORES OF COLLEGE I ADMINISTRATION AND FACULTY PERCEPTIONS OF THE EXISTING DISTRIBUTION  
 OF CONTROL IN FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

In area 3 (examinations), three of the four administrators perceive a condition of shared control while nearly two-thirds of the faculty perceive a condition of faculty dominance.

In area 7 (selection of administrative staff), approximately eighty percent of the faculty members perceive a condition of administration dominance. The administrators' perceptions for this area are more varied but the median and mean score correspond to a condition of administration primacy.

In areas 5 (student allocation, class size), and 14 (timetable), three of the four administrators perceive a condition of administration primacy while the faculty mean perception is tending toward a condition of shared control. As in area 3 the perceptions of the faculty members are more varied, particularly in area 5 where at least two faculty members responded to each control category.

In area 17 (supportive services), the administration is unanimous in perceiving a condition of shared control while the perceptions of the faculty are about equally split between the conditions of shared control and administration primacy.

In area 21 (admission requirements), three of the four administrators perceive a condition of shared control while the faculty mean score corresponds to a condition of administration primacy. The faculty mean score is not entirely representative since nine, or nearly fifty percent, of the faculty members perceive a condition of administration dominance.

An analysis of the tabulated responses reveals that there is considerable variance in the perceptions of the faculty members regarding the distribution of control in area 6 (teaching assignments,

teaching loads). The largest number to respond to any one category was seven, or just about thirty-seven percent of faculty, and they perceive a condition of faculty primacy. This may indicate a significant difference in the perceptions of the two groups since the four administrators' perceptions were divided between the conditions of administration primacy and shared control.

#### Preferred Distribution of Control

The area control graph presented in Figure VI describes the administration and faculty mean preferred distributions of control in the twenty-two areas of governance. A tabulation of the actual questionnaire responses is presented in Table XXII of Appendix E.

Significant differences in administration and faculty perception appear to exist in areas 3, 5, 6, and 21.

In area 3 (examinations), three of the four administrators prefer a condition of shared control while ten, or just over fifty percent, of the faculty members prefer a condition of faculty dominance. Due to the variance in the responses the mean of 4.11 is a poor indication of the actual preferences of the faculty members. In fact, only three faculty members selected the category of faculty primacy.

In both areas 5 (student allocation, class size), and 6 (teaching assignments, teaching loads), the faculty indicate a preference for a condition of shared control while the administration is split between preferring a condition of shared control and administration primacy.

In area 21 (admission requirements), the administration is

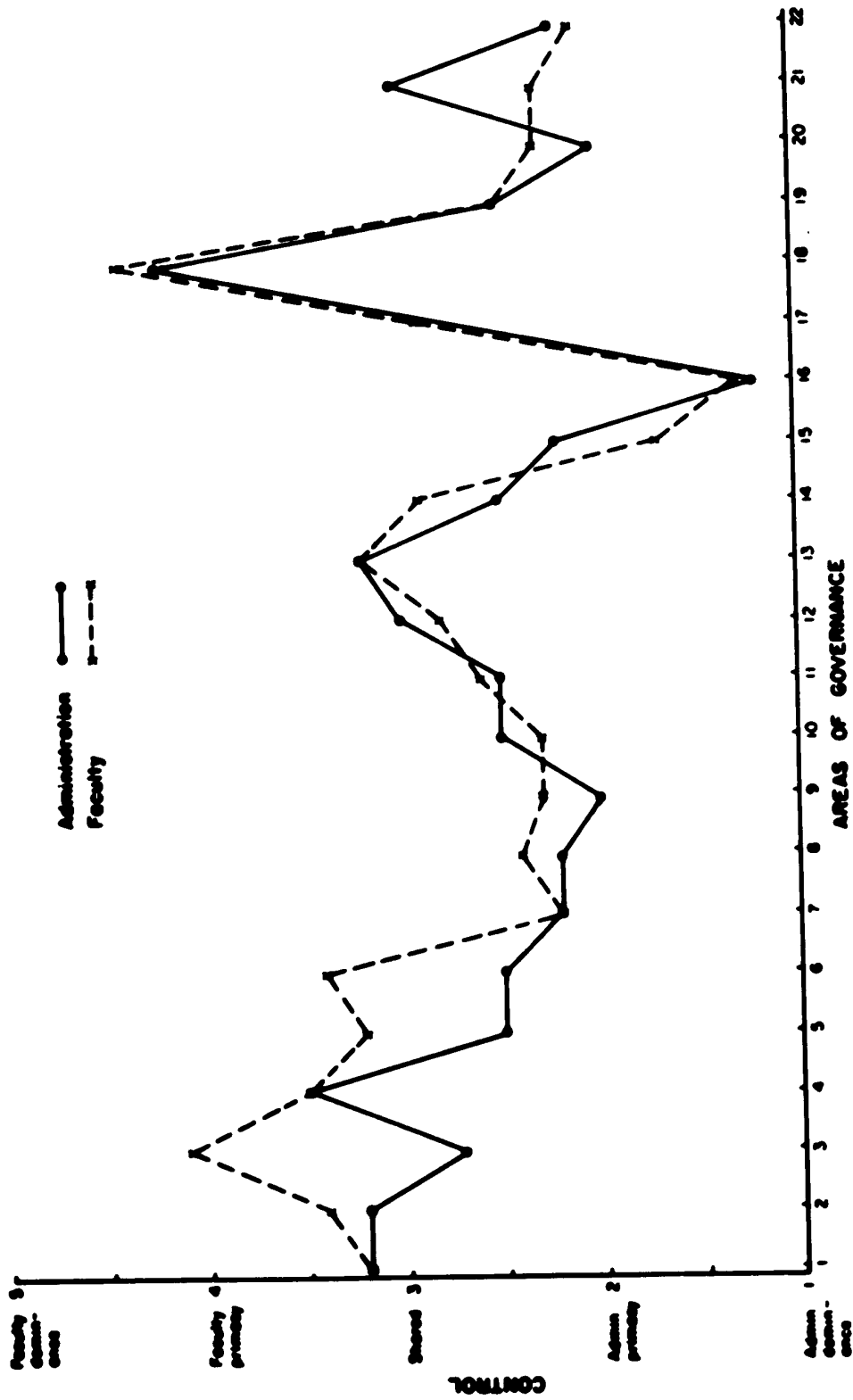


FIGURE VI  
 MEAN SCORES OF COLLEGE 1 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE PREFERRED DISTRIBUTION OF CONTROL IN FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

unanimous in its preference for a condition of shared control. However, the faculty responses show considerable variance with the majority, about fifty percent, preferring a condition of administration primacy.

The apparent similarity between the preferences of the administration and faculty in area 20 (college relationships), is somewhat misleading. Although the administration mean score corresponds to a condition of administration primacy the administrators are actually divided between the conditions of shared control and administration dominance.

#### Areas of Conflict

Administration and faculty mean perceptions of conflict in each of the twenty-two areas of governance are presented in Figure VII. A detailed tabulation of the questionnaire responses appears in Table XXIII of Appendix E.

As noted in Chapter 3 a mean of about 2.5 might be considered as the minimum level which is indicative of above normal administration-faculty conflict in an area of governance. On this basis neither the administration nor the faculty perceive an area of conflict, in fact, only in areas 10 (tenure, promotion, dismissal), and 19 (college promotion), do the mean scores of the faculty exceed a value of two.

#### Areas of Concern

The data pertaining to the degree of concern the administration and faculty expressed about how policies are formulated in the twenty-two areas are presented in Table II.

The mean scores must be used judiciously in making comparisons

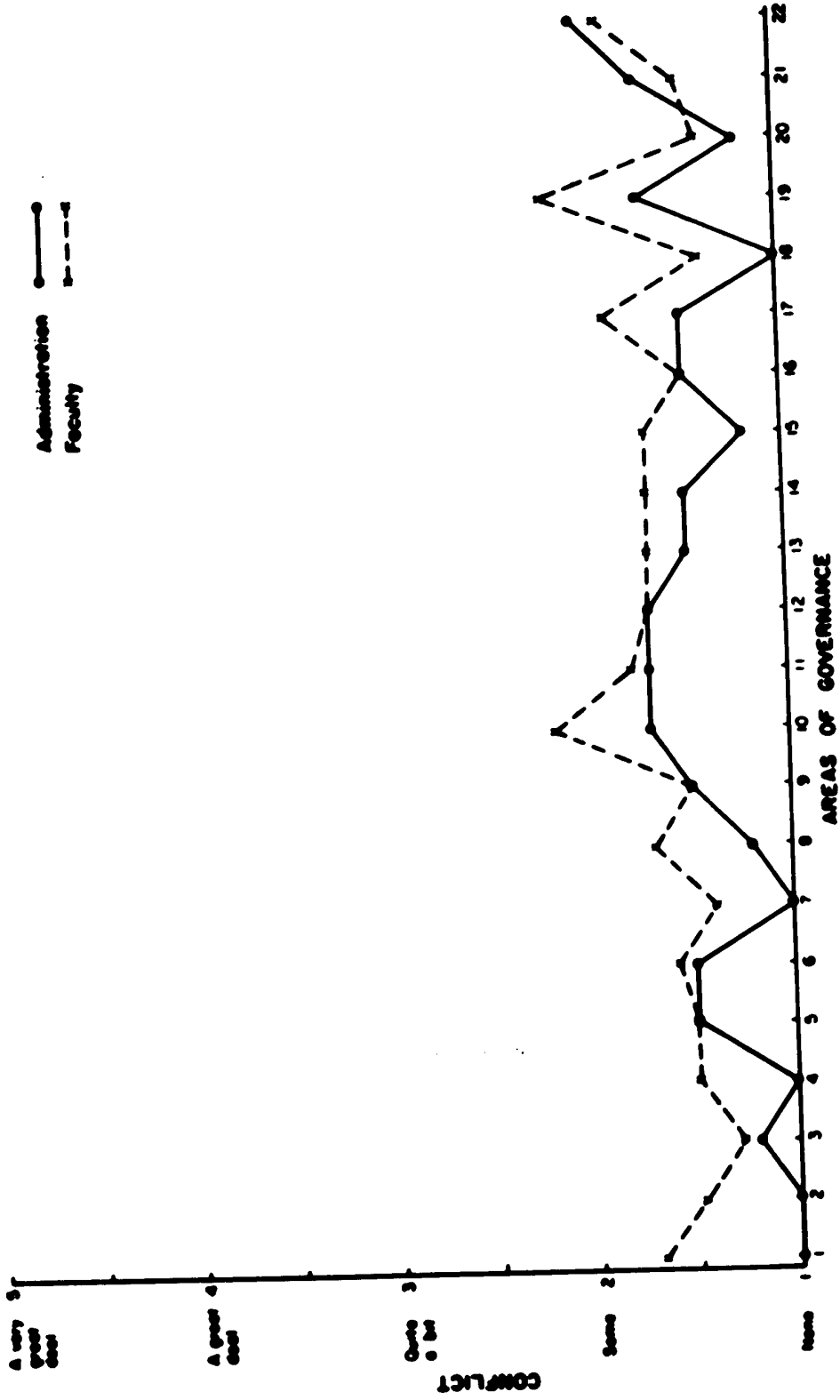


FIGURE VII

MEAN SCORES OF COLLEGE I ADMINISTRATION AND FACULTY PERCEPTIONS OF THE DEGREE OF ADMINISTRATION-FACULTY CONFLICT OVER PRACTICES OF FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

because of the large variance in the responses from both the administration and the faculty in each governance area.

On the basis of mean scores and the distribution of responses the faculty appear to be most concerned about procedures for policy formulation in areas 10 (tenure, promotion, dismissal), 6 (teaching assignments, teaching loads), 8 (selecting instructional staff), 17 (supportive services), 1 (programs), and 18 (instructional practices).

The areas of major concern to the administrators are 7 (selection of administrative staff), 9 (administrative structure), 11 (budget requests), 12 (physical expansion), and 22 (allocation of grants).

#### Latent, Perceived and False Conflict

The preliminary analysis of the data suggests that only conditions of latent conflict exist in College 1. In areas 3 (examinations), 5 (student allocation, class size), and 21 (admission requirements) there appears to be significant differences between administration and faculty perceptions in both the existing and preferred distribution of control. Significant differences also appear to exist in their perceptions of the existing distribution of control in areas 7 (selection of administrative staff), 14 (timetable), 17 (supportive services) and in their perceptions of preferred distribution of control in area 6 (teaching assignments, teaching loads). As noted previously neither group perceived a level of conflict in any area that might be considered significant.

#### Distribution of Control Among Individuals and Groups

The administration and faculty mean perceptions of the

TABLE 11

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE 1 ADMINISTRATION AND FACULTY EXPRESSIONS OF CONCERN ABOUT HOW POLICIES ARE FORMULATED IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 none		2 some		3 quite a bit		4 a great deal		5 a very great deal		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
		1	A <sup>b</sup>	2	50.0	0	0.0	0	0.0	0	0.0		
	F <sup>c</sup>	3	15.8	5	26.3	5	26.3	3	15.8	3	15.8	2.90	1.33
2	A	2	50.0	0	0.0	0	0.0	0	0.0	2	50.0	3.00	2.31
	F	4	21.1	3	15.8	6	31.6	4	21.1	2	10.5	2.84	1.30
3	A	2	50.0	1	25.0	0	0.0	1	25.0	0	0.0	2.00	1.41
	F	7	36.8	5	26.3	3	15.8	2	10.5	2	10.5	2.32	1.38
4	A	2	50.0	0	0.0	0	0.0	1	25.0	1	25.0	2.75	2.06
	F	9	47.4	3	15.8	4	21.1	0	0.0	3	15.8	2.21	1.48
5	A	2	50.0	0	0.0	0	0.0	2	50.0	0	0.0	2.50	1.73
	F	4	21.1	4	21.1	4	21.1	3	15.8	4	21.1	2.95	1.47
6	A	2	50.0	0	0.0	2	50.0	0	0.0	0	0.0	2.00	1.16
	F	4	21.1	1	5.3	6	31.6	6	31.6	2	10.5	3.05	1.31
7	A	1	25.0	0	0.0	0	0.0	1	25.0	2	50.0	3.75	1.89
	F	5	26.3	5	26.3	2	10.5	4	21.1	3	15.8	2.74	1.49
8	A	2	50.0	0	0.0	0	0.0	0	0.0	2	50.0	3.00	2.31
	F	3	15.8	5	26.3	3	15.8	5	26.3	3	15.8	3.00	1.37
9	A	1	25.0	0	0.0	0	0.0	3	75.0	0	0.0	3.25	1.50
	F	5	26.3	4	21.1	5	26.3	3	15.8	2	10.5	2.63	1.34
10	A	2	50.0	0	0.0	0	0.0	0	0.0	2	50.0	3.00	2.31
	F	3	15.8	2	10.5	5	26.3	3	15.8	6	31.6	3.37	1.46
11	A	1	25.0	0	0.0	0	0.0	2	50.0	1	25.0	3.50	1.73
	F	5	26.3	3	15.8	6	31.6	3	15.8	2	10.5	2.68	1.34
12	A	1	25.0	0	0.0	0	0.0	1	25.0	2	50.0	3.75	1.89
	F	5	26.3	1	5.3	7	36.8	5	26.3	1	5.3	2.79	1.27
13	A	1	25.0	0	0.0	1	25.0	2	50.0	0	0.0	3.00	1.41
	F	4	21.1	8	42.1	2	10.5	3	15.8	2	10.5	2.53	1.31
14	A	2	50.0	0	0.0	2	50.0	0	0.0	0	0.0	2.00	1.16
	F	6	31.6	4	21.1	4	21.1	1	5.3	4	21.1	2.63	1.54
15	A	1	25.0	2	50.0	0	0.0	1	25.0	0	0.0	2.25	1.26
	F	10	52.6	2	10.5	5	26.3	1	5.3	1	5.3	2.00	1.25
16	A	1	25.0	2	50.0	0	0.0	1	25.0	0	0.0	2.25	1.26
	F	8	42.1	7	36.8	3	15.8	1	5.3	0	0.0	1.84	0.90
17	A	1	25.0	0	0.0	2	50.0	1	25.0	0	0.0	2.75	1.26
	F	2	10.5	5	26.3	6	31.6	3	15.8	3	15.8	3.00	1.25
18	A	2	50.0	0	0.0	0	0.0	2	50.0	0	0.0	2.50	1.73
	F	6	31.6	4	21.1	2	10.5	0	0.0	7	36.8	2.90	1.76
19	A	0	0.0	2	50.0	0	0.0	2	50.0	0	0.0	3.00	1.16
	F	5	26.3	4	21.1	6	31.6	2	10.5	2	10.5	2.58	1.31
20	A	1	25.0	0	0.0	1	25.0	1	25.0	1	25.0	3.25	1.71
	F	7	36.8	5	26.3	3	15.8	3	15.8	1	5.3	2.26	1.28
21	A	1	25.0	1	25.0	0	0.0	1	25.0	1	25.0	3.00	1.83
	F	5	26.3	2	10.5	7	36.8	2	10.5	3	15.8	2.79	1.40
22	A	0	0.0	1	25.0	0	0.0	2	50.0	1	25.0	3.75	1.26
	F	6	31.6	4	21.1	3	26.3	3	15.8	1	5.3	2.42	1.26

<sup>a</sup>as listed in questionnaire  
<sup>b</sup>administration perceptions  
<sup>c</sup>faculty perceptions



distribution of control are presented in the control graph in Figure VIII. A tabulation of the actual questionnaire responses appears in Table XXIV of Appendix E.

Both the administration and faculty perceive that the president exercises a relatively great degree of control in formulating policies in the college. The administration perceive that the administration, excluding the president, and individual faculty members are about equally influential. However, the faculty perceive that the administrative staff is significantly more influential than individual faculty members. Student influence in policy formulation is minimal according to both the administration and faculty.

Although the general shapes of the control curves for individuals and groups within the college describe authoritarian-like control patterns the slopes are not particularly steep. Each individual and group, other than the students, is perceived to exercise at least "quite a bit" of influence.

The faculty perceive the college board to be significantly more influential than does the administration, in fact, the faculty perceive the board to be as influential as the president. The administration, on the other hand, perceive the board to be about as influential as the students.

The administration perceive that the Alberta Colleges Commission has essentially no influence in formulating the college's policies while the faculty perceive that the Commission does have "some" influence.

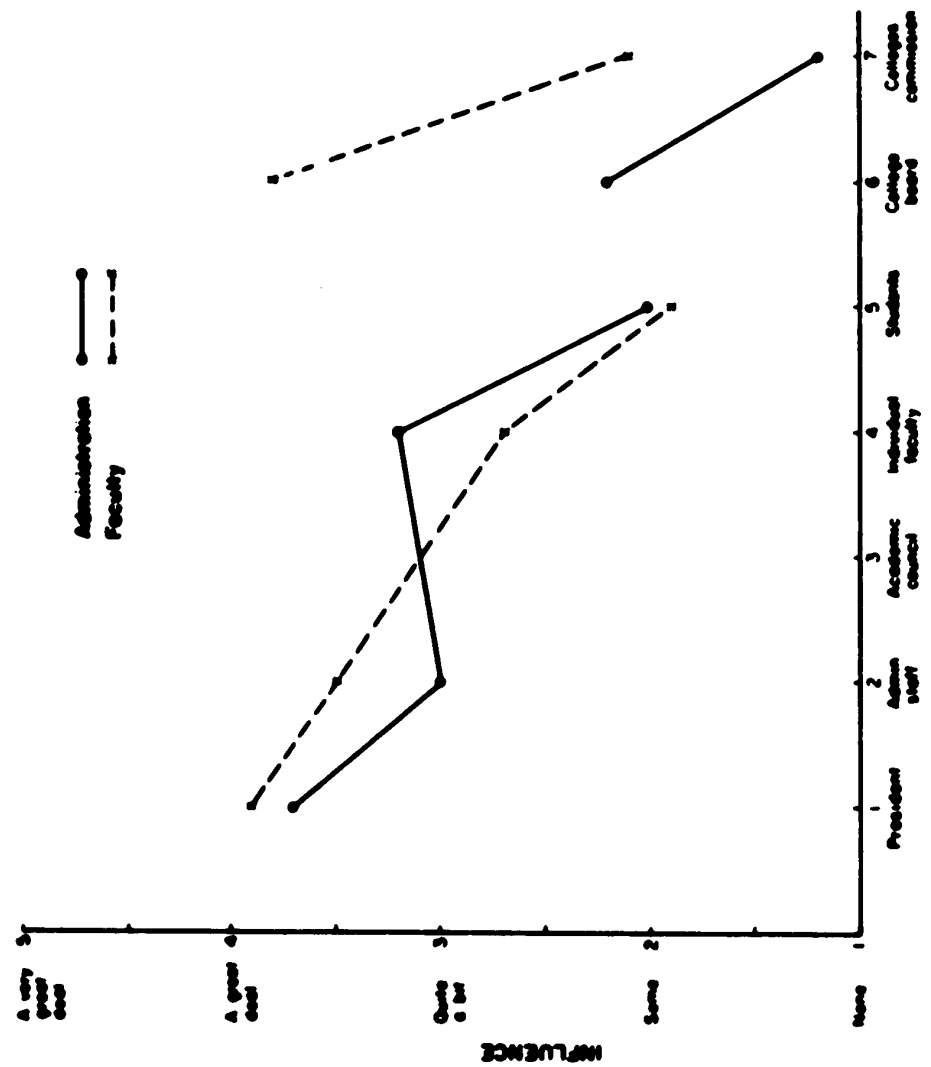


FIGURE VIII  
 MEAN SCORES OF COLLEGE I ADMINISTRATION AND FACULTY PERCEPTIONS  
 OF THE DEGREE OF INFLUENCE EXERCISED BY VARIOUS  
 INDIVIDUALS AND GROUPS IN FORMULATING POLICIES

### Degree of Satisfaction

Both the administration and faculty appear to be generally satisfied with the procedures used in formulating policies in the College. Three of the four administrators indicated they were "very satisfied" while about eight-four percent of the faculty were divided in their responses between "very satisfied" and "moderately satisfied." Only two faculty members expressed moderate dissatisfaction and no faculty member indicated he was "very dissatisfied" or "completely dissatisfied."

A summary of the actual responses to this section of the questionnaire is presented in Table XIII in Chapter 10.

### SUMMARY

This chapter reported the research findings for College 1. The findings are summarized as follows:

1. Significant differences in administration and faculty perceptions of the existing distribution of control exist in areas 3 (examinations), 5 (student allocation, class size), 7 (selection of administrative staff), 14 (timetable), 17 (supportive services), and 21 (admission requirements).
2. Significant differences in administration and faculty perceptions of the preferred distribution of control exist in areas 3 (examinations), 5 (student allocation, class size), 6 (teaching assignment, teaching loads), and 21 (admission requirements).
3. Neither the administration nor faculty perceive what might be considered an area of administration-faculty conflict over procedures used in formulating policies.

4. A condition of latent conflict exists in areas 3 (examinations), 5 (student allocation, class size), 6 (teaching assignments, teaching loads), 7 (selection of administrative staff), 14 (timetable), 17 (supportive services) and 21 (admission requirements). There does not appear to be a condition of perceived conflict or false conflict.

5. The areas in which the administrators are most concerned over procedures of policy formulation are 7 (selection of administrative staff), 9 (administrative structure), 11 (budget requests), 12 (physical expansion), and 22 (allocation of grants).

6. The areas in which the faculty members are most concerned over procedures of policy formulation are 1 (programs), 6 (teaching assignments, teaching loads), 8 (selecting instructional staff), 10 (tenure, promotion, dismissal) and 17 (supportive services).

7. A hierarchical control pattern is perceived by both the administration and faculty, however, the control curve is not very steep.

8. Both the administration and faculty are generally satisfied with the procedures used in formulating policies.

## Chapter 5

### THE FINDINGS: COLLEGE 2

#### Existing Distribution of Control

Administration and faculty mean perceptions of the existing distribution of control in each of the twenty-two areas of governance are presented in the area control graph in Figure IX. The actual responses to this section in the questionnaire are presented in Table XXV of Appendix E.

Significant differences in administration and faculty perceptions appear to exist in areas 5, 7, 8, 9, 10, and 21.

In area 5 (student allocation, class size) there is considerable variance in the faculty responses with six, or just about thirty-five percent, perceiving a condition of administration dominance, and three, or just over seventeen percent, in each of the next three categories. The administration responses are somewhat more consistent with all the responses occurring in categories three, four and five.

In area 7 (selection of administrative staff) about sixty-five percent of the faculty perceive a condition of administration dominance while four of the five administrators are split between perceiving the conditions of administration primacy and shared control. The other administrator perceives that a condition of faculty dominance exists in this area.

In area 8 (selection of instructional staff), four of the five administrators perceive a condition of shared control while nearly

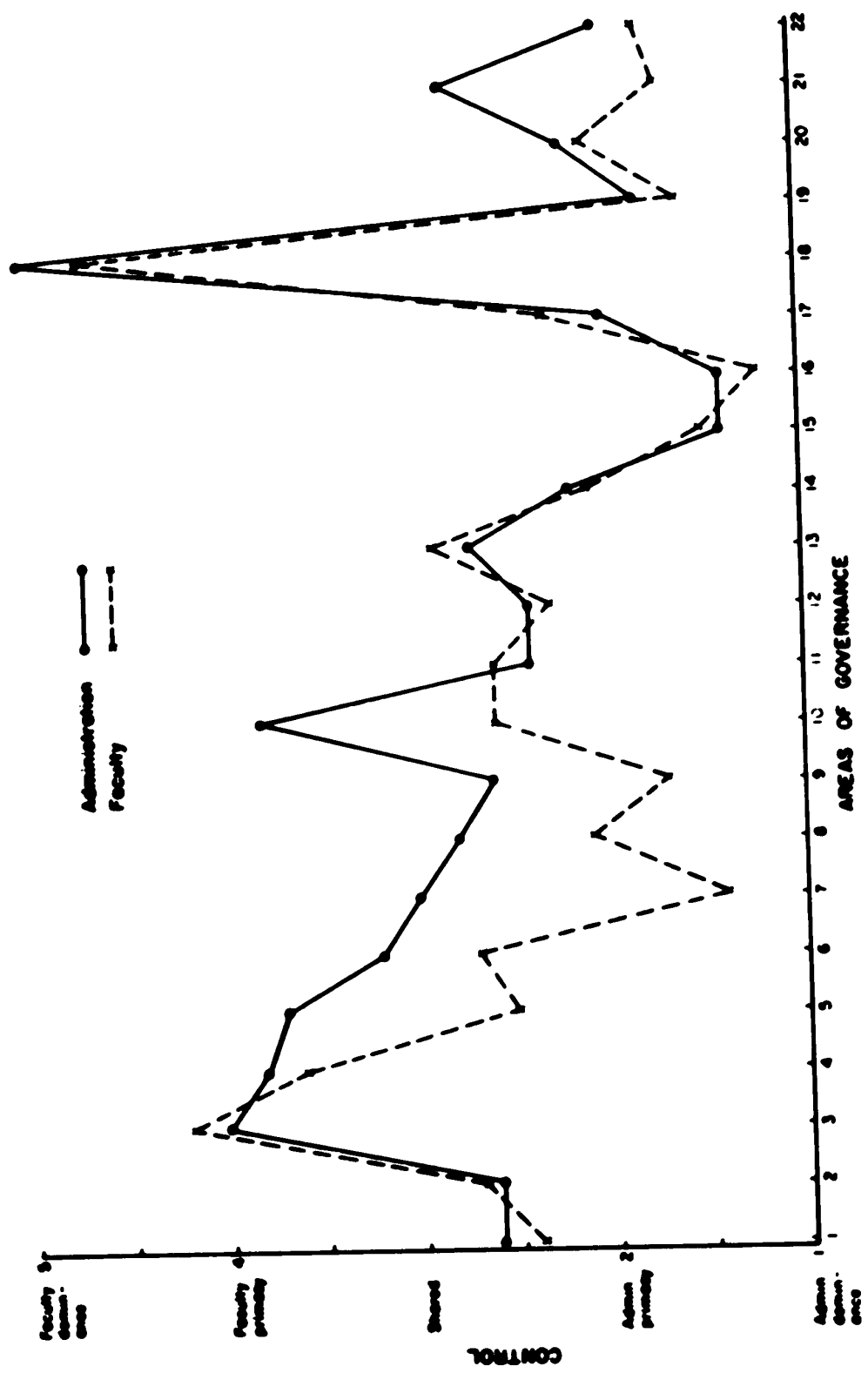


FIGURE 1A  
 MEAN SCORES OF COLLEGE 2 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE EXISTING DISTRIBUTION OF CONTROL IN FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

three-quarters of the faculty are divided in their perceptions between administration dominance and administration primacy.

The administration mean perception of 2.60 for area 9 (administrative structure), is misleading since the responses vary considerably. Two administrators perceive a condition of administration dominance, two perceive a condition of shared control, and one perceives a condition of faculty dominance. The faculty mean perception of 1.71, denoting a condition of administration primacy, contains considerably less variance.

In area 10 (tenure, promotion, dismissal), four of the five administrators are split between perceiving a condition of faculty primacy and shared control. While nearly forty-five percent of the faculty perceive a condition of shared control, one-third perceive a condition of administration primacy.

In area 21 (admission requirements), four of the five administrators perceive a condition of shared control while fifty percent of the faculty perceive a condition of administration dominance. Another thirty-nine percent of the faculty perceive a condition of administration primacy.

An analysis of the tabulation of responses indicates that considerable difference exists among faculty perceptions of the existing distribution of control in areas 2 (course offerings), 11 (budget requests), and 17 (supportive services).

#### Preferred Distribution of Control

Administration and faculty mean perceptions of the preferred distribution of control in the twenty-two areas of governance are

presented in Figure X. The actual responses to this section of the questionnaire are presented in Table XXVI of Appendix E.

Significant differences in administration and faculty perceptions appear to exist in areas 3, 15, 17, 18 and 22.

In area 3 (examinations), three of the five administrators prefer a condition of shared control while ten, or about fifty-five percent of the faculty, indicate a preference for a condition of faculty dominance.

In area 15 (public use of facilities), two administrators prefer a condition of administration dominance and the other three prefer a condition of administration primacy. While seven, or approximately forty-four percent of the faculty, also prefer a condition of administration primacy another five, or about thirty percent, prefer a condition of shared control.

In area 17 (supportive services), three of the five administrators prefer a condition of administration primacy while fifty percent of the faculty desire a condition of shared control.

Nearly eighty percent of the faculty prefer a condition of faculty dominance in area 18 (instructional practices). The administration mean score of 4.00, which corresponds to a condition of faculty primacy, is preferred by two of four administrators. Of the other two, one indicated a preference for shared control while the other prefers a condition of faculty dominance.

In area 22 (allocation of grants), about sixty-three percent of the faculty indicated a preference for a condition of shared control, while three of the five administrators indicated a preference for administration primacy.



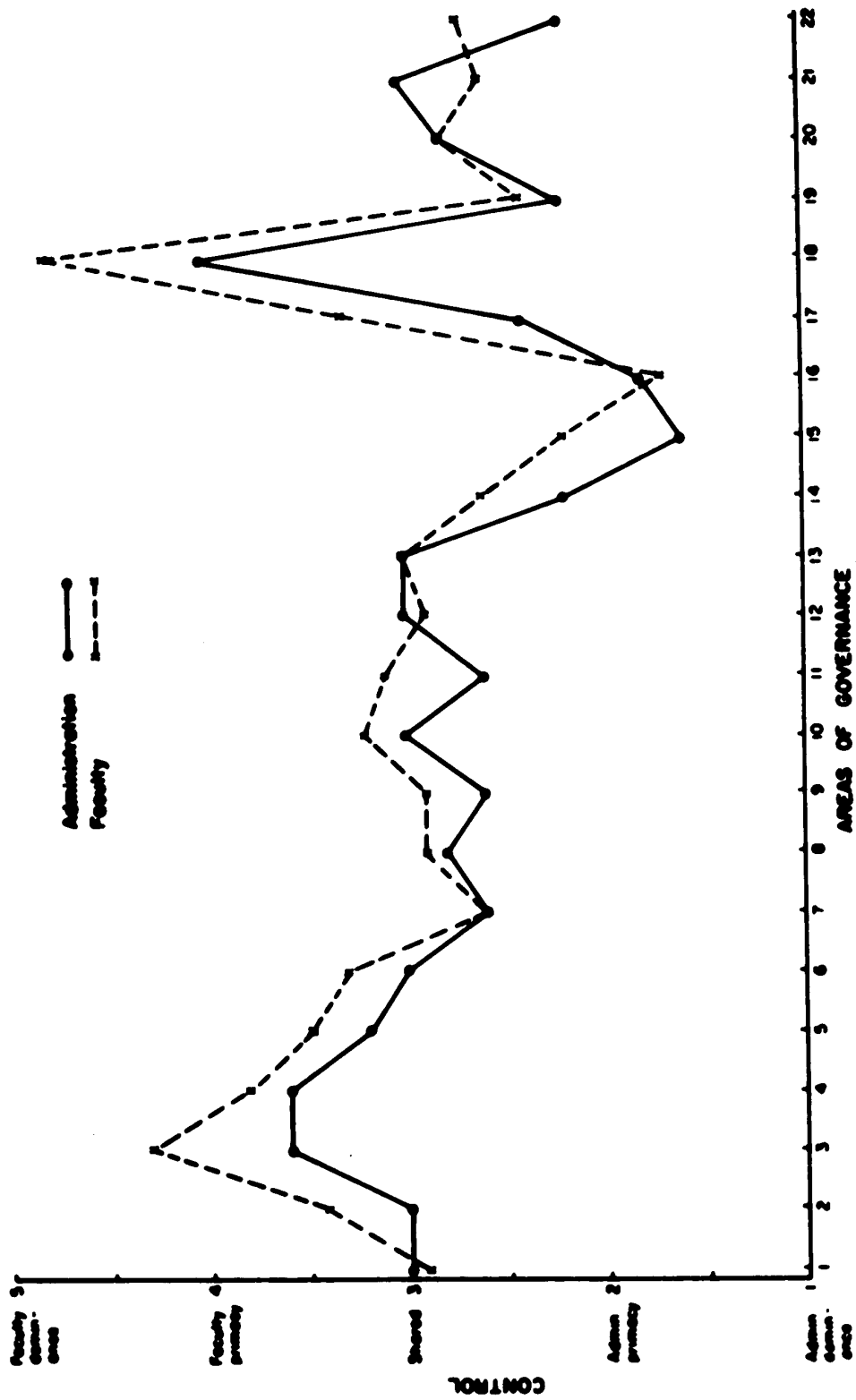


FIGURE X  
 MEAN SCORES OF COLLEGE 2 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE PREFERRED DISTRIBUTION OF CONTROL IN FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

### Areas of Conflict

Administration and faculty mean perceptions regarding the degree of conflict in each of the twenty-two areas of governance are presented in Figure XI. Tabulations of the actual responses to this section of the questionnaire are presented in Table XXVII of Appendix E.

Both the administration and faculty perceive a significant degree of conflict in areas 6, 9, 11, and 12.

In area 6 (teaching assignments, teaching loads), the administration perceives significantly more conflict than the faculty. An analysis of the actual responses indicates that about sixty percent of the faculty perceive only "some" conflict in this area.

In area 9 (administrative structure), three of the five administrators agree that there is "quite a bit" of conflict while about fifty percent of the faculty perceived "a great deal."

In areas 11 (budget requests), and 12 (physical expansion), both the administration and faculty responses contain great variances of opinion regarding the degree of conflict. For example, in both cases at least two faculty members responded to each of the five levels of conflict, while the administrators responded to four.

### Areas of Concern

Administration and faculty expressions of concern about how policies are formulated in the twenty-two areas of governance are presented in Table III. As with College 1, there is considerable variance in the responses to most areas from both the administration and faculty.

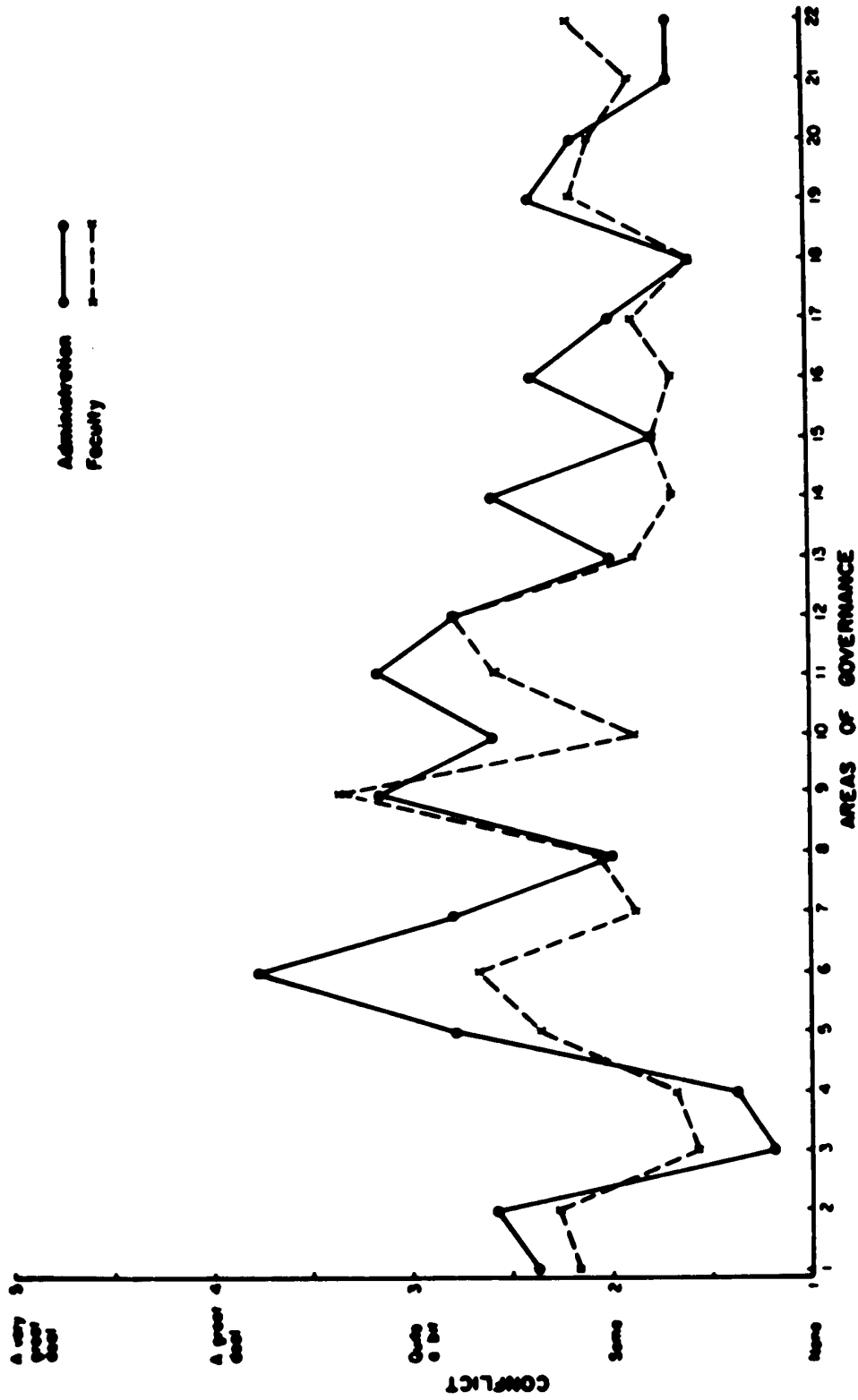


FIGURE XI  
 MEAN SCORES OF COLLEGE 2 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE DEGREE OF ADMINISTRATION-FACULTY CONFLICT OVER PRACTICES OF FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

TABLE III

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE 2 ADMINISTRATION AND FACULTY EXPRESSIONS OF CONCERN ABOUT HOW POLICIES ARE FORMULATED IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 none		2 some		3 quite a bit		4 a great deal		5 a very great deal		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
		1	A <sup>b</sup>	1	20.0	1	20.0	1	20.0	1	20.0		
	F <sup>c</sup>	3	15.0	5	26.3	2	10.5	5	26.3	4	21.1	3.11	1.45
2	A	0	0.0	2	40.0	0	0.0	2	40.0	1	20.0	3.40	1.34
	F	3	15.0	5	26.3	3	15.0	5	26.3	3	15.0	3.00	1.37
3	A	3	60.0	1	20.0	0	0.0	1	20.0	0	0.0	1.80	1.30
	F	6	33.3	5	27.8	4	22.2	0	0.0	3	16.7	2.39	1.42
4	A	3	60.0	1	20.0	0	0.0	0	0.0	1	20.0	2.00	1.73
	F	6	33.3	6	33.3	1	5.6	1	5.6	4	22.2	2.50	1.50
5	A	0	0.0	2	40.0	0	0.0	2	40.0	1	20.0	3.40	1.34
	F	3	16.7	5	27.8	4	22.2	4	22.2	2	11.1	2.83	1.30
6	A	0	0.0	0	0.0	1	20.0	3	60.0	1	20.0	4.00	0.71
	F	4	21.1	3	15.0	5	26.3	1	5.3	6	31.6	3.11	1.56
7	A	0	0.0	2	40.0	1	20.0	1	20.0	1	20.0	3.20	1.30
	F	6	35.3	3	17.6	5	29.4	2	11.8	1	5.9	2.35	1.27
8	A	2	40.0	1	20.0	0	0.0	1	20.0	1	20.0	2.60	1.82
	F	7	38.9	1	5.6	4	22.2	5	27.8	1	5.6	2.56	1.42
9	A	0	0.0	1	20.0	2	40.0	0	0.0	2	40.0	3.60	1.34
	F	4	23.5	3	17.6	4	23.5	2	11.8	4	23.5	2.94	1.52
10	A	1	20.0	1	20.0	1	20.0	1	20.0	1	20.0	3.00	1.58
	F	1	5.9	7	41.2	3	17.6	2	11.8	4	23.5	3.06	1.35
11	A	0	0.0	0	0.0	2	40.0	2	40.0	1	20.0	3.80	0.84
	F	5	26.3	4	21.1	2	10.5	4	21.1	4	21.1	2.90	1.56
12	A	1	20.0	0	0.0	2	40.0	1	20.0	1	20.0	3.20	1.48
	F	4	21.1	4	21.1	4	21.1	3	15.8	4	21.1	2.95	1.47
13	A	1	20.0	3	60.0	1	20.0	0	0.0	0	0.0	2.00	0.71
	F	4	20.6	6	42.9	2	14.3	0	0.0	2	14.3	2.29	1.33
14	A	0	0.0	3	60.0	1	20.0	1	20.0	0	0.0	2.60	0.89
	F	6	33.3	5	27.8	6	33.3	0	0.0	1	5.6	2.17	1.10
15	A	1	20.0	2	40.0	1	20.0	0	0.0	1	20.0	2.60	1.52
	F	12	63.2	2	10.5	2	10.5	0	0.0	3	15.8	1.95	1.51
16	A	0	0.0	2	40.0	2	40.0	1	20.0	0	0.0	2.80	0.84
	F	10	52.6	5	26.3	2	10.5	0	0.0	2	10.5	1.90	1.29
17	A	1	20.0	2	40.0	0	0.0	1	20.0	1	20.0	2.80	1.64
	F	6	31.6	1	5.3	9	47.4	2	10.5	1	5.3	2.53	1.22
18	A	1	20.0	3	60.0	0	0.0	0	0.0	1	20.0	2.40	1.52
	F	4	21.1	6	31.6	5	26.3	0	0.0	4	21.1	2.68	1.42
19	A	1	20.0	2	40.0	0	0.0	1	20.0	1	20.0	2.80	1.64
	F	4	21.1	6	31.6	4	21.1	2	10.5	3	15.8	2.68	1.38
20	A	0	0.0	3	60.0	0	0.0	0	0.0	2	40.0	3.20	1.64
	F	4	21.1	6	31.6	4	21.1	2	10.5	3	15.8	2.68	1.38
21	A	2	40.0	1	20.0	0	0.0	1	20.0	1	20.0	2.60	1.82
	F	5	26.3	6	31.6	4	21.1	0	0.0	4	21.1	2.58	1.47
22	A	1	25.0	2	50.0	0	0.0	0	0.0	1	25.0	2.50	1.73
	F	7	38.8	6	31.6	2	10.5	0	0.0	4	21.1	2.37	1.55

<sup>a</sup>As listed in questionnaire  
<sup>b</sup>Administration perceptions  
<sup>c</sup>Faculty perceptions

Areas which appear to be of main concern to the administration are 6 (teaching assignments, teaching loads), 11 (budget requests), 9 (administrative structure), 2 (course offerings) and 5 (student allocation, class size).

Areas in which the faculty is most concerned about how policies are formulated are 1 (programs), 6 (teaching assignments, teaching loads), 10 (tenure, promotion, dismissal), 12 (physical expansion) and 9 (administrative structure).

#### Latent, Perceived and False Conflict

A condition of latent conflict appears to exist in areas 5 (student allocation, class size), 7 (selection of administrative staff), 8 (selection of instructional staff) and 10 (tenure, promotion, dismissal). These areas are selected on the basis of the differences in the perceptions of the administration and faculty concerning the existing distribution of control. On the basis of the differences in the perceptions of the two groups concerning the preferred distribution of control a condition of latent conflict also appears to exist in areas 3 (examinations), 17 (supportive services), 18 (instructional practices) and 22 (allocation of grants).

A condition of perceived conflict appears to exist in area 9 (administrative structure), since both groups perceive a significant level of conflict, and since there is a difference in their perceptions of the existing distribution of control.

In areas 6 (teaching assignments, teaching loads), 11 (budget requests), and 12 (physical expansion), there appears to be a condition of false conflict. Both groups perceive a significant level of

disagreement in each area, however, there is essentially no difference in their perceptions of existing and preferred distribution of control in each.

#### Distribution of Control Among Individuals and Groups

Administration and faculty perceptions of the distribution of control among individuals and groups are presented in Figure XII. The actual responses to this section of the questionnaire appear in Table XXVIII of Appendix E.

Both the administration and faculty perceive the president to be considerably more influential in formulating policies than any other individual or group within the college. The administration perceives individual faculty members to be more influential than does the faculty, while the faculty perceives the Council of Instruction to have more control than does the administration. The administration perceives both the college board and the Colleges Commission to be more influential than does the faculty. However, both the administration and faculty perceive these two groups to be the most influential, next to the president.

#### Degree of Satisfaction

Three of the five administrators indicated they were "moderately satisfied" with the procedures used in formulating policies in the college. The other two indicated they were "moderately dissatisfied." Faculty responses were more varied, however, the faculty mean satisfaction score of 3.79 is similar to the administration mean score of 3.40.

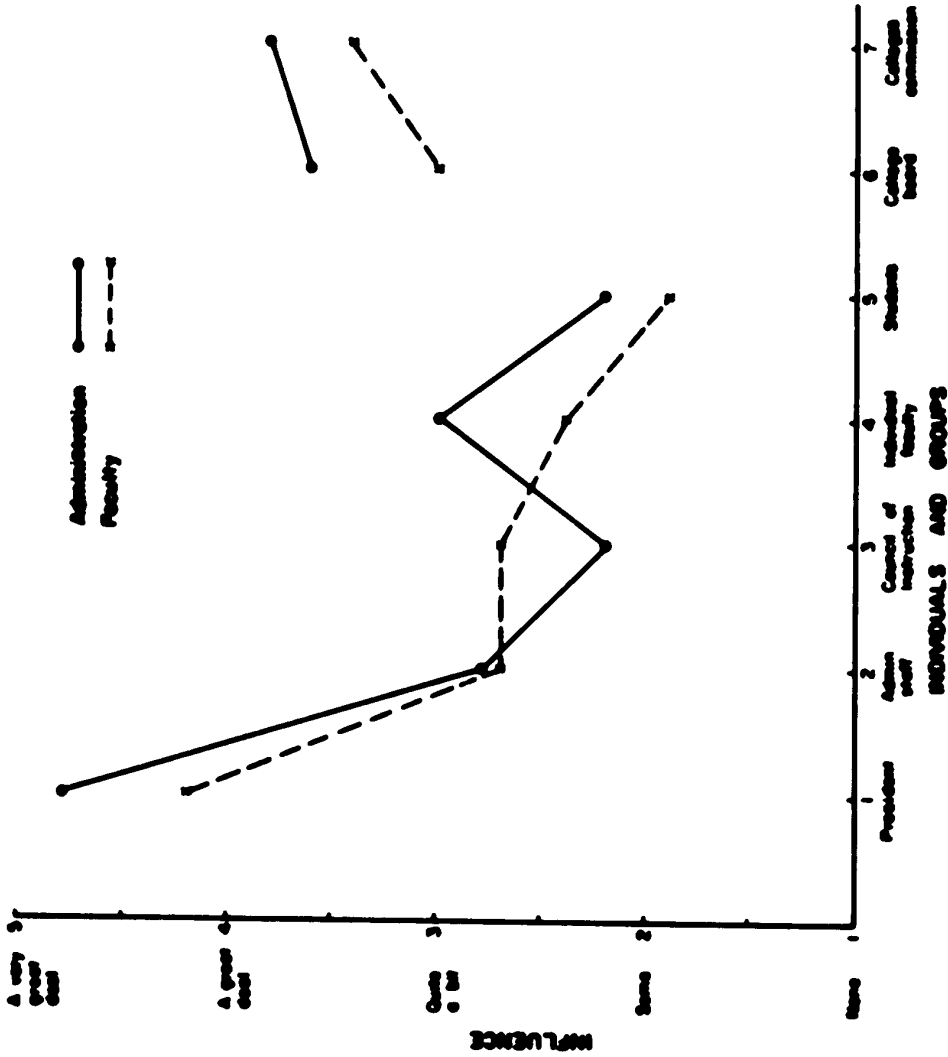


FIGURE XII  
 MEAN SCORES OF COLLEGE 2 ADMINISTRATION AND FACULTY PERCEPTIONS  
 OF THE DEGREE OF INFLUENCE EXERCISED BY VARIOUS  
 INDIVIDUALS AND GROUPS IN FORMULATING POLICIES

Seven faculty members, the largest number to respond to any one category, indicated they were "moderately satisfied" and four indicated they were "moderately dissatisfied." Five, or about twenty-five percent of the faculty, indicated they were "very dissatisfied" and one indicated he was "completely dissatisfied."

A summary of the actual responses to this section of the questionnaire is presented in Table XIII in Chapter 10.

#### SUMMARY

In this chapter the research findings for College 2 were reported. The findings are summarized as follows:

1. Significant differences in administration and faculty perceptions of the existing distribution of control exist in areas 5 (student allocation, class size), 7 (selection of administrative staff), 8 (selection of instructional staff), 9 (administrative structure), 10 (tenure, promotion, dismissal), and 21 (admission requirements).

2. Significant differences in administration and faculty perceptions of the preferred distribution of control exist in areas 3 (examinations), 15 (public use of facilities), 17 (supportive services), 18 (instructional practices) and 22 (allocation of grants).

3. Both the administration and faculty perceive a significant degree of conflict in areas 6 (teaching assignments, teaching loads), 9 (administrative structure), 11 (budget requests), and 12 (physical expansion).

4. A condition of latent conflict appears to exist in areas 3 (examinations), 5 (student allocation, class size), 7 (selection of



administrative staff), 8 (selection of instructional staff), 10 (tenure, promotion, dismissal), 17 (supportive services), 18 (instructional practices) and 22 (allocation of grants).

5. A condition of perceived conflict appears to exist in area 9 (administrative structure).

6. A condition of false conflict appears to exist in areas 6 (teaching assignments, teaching loads), 11 (budget requests), and 12 (physical expansion).

7. The areas in which the administrators are most concerned over procedures of policy formulation are 6 (teaching assignments, teaching loads), 11 (budget requests), 9 (administrative structure), 2 (course offerings) and 5 (student allocation, class size).

8. The areas in which the faculty members are most concerned over procedures of policy formulation are 1 (programs), 6 (teaching assignments, teaching loads), 10 (tenure, promotion, dismissal), 12 (physical expansion) and 9 (administrative structure).

9. A hierarchical control pattern is perceived by both the administration and faculty. The control curves drop sharply from the president down to the administrative staff, and then drop off much less sharply down to the students.

10. The administration appears to be just slightly more satisfied than the faculty with the existing procedures for policy formulation. The faculty mean score of 3.79 is approaching the "moderately dissatisfied" category (4.00).

## Chapter 6

### THE FINDINGS: COLLEGE 3

#### Existing Distribution of Control

Administration and faculty mean perceptions of the existing distribution of control in the twenty-two areas of governance are presented in Figure XIII. A tabulation of the actual responses to this part of the questionnaire is presented in Table XXIX of Appendix E.

A significant difference in the perceptions of the two groups appears to exist in areas 3, 10, 14, 17 and 18.

In area 3 (examinations), three of the six administrators perceive a condition of shared control while nineteen, or about fifty-three percent, of the faculty perceive a condition of administration dominance.

In area 10 (tenure, promotion, dismissal), about sixty percent of the faculty perceive a condition of administration dominance, while three of the six administrators perceive a condition of administration primacy, and two others perceive a condition of shared control.

In area 14 (timetable), four of the six administrators perceive a condition of administration primacy. While approximately forty percent of the faculty also perceive the same condition, another forty percent perceive a condition of administration dominance.

In area 17 (supportive services), three of the six administrators perceive a condition of administration primacy, and two others

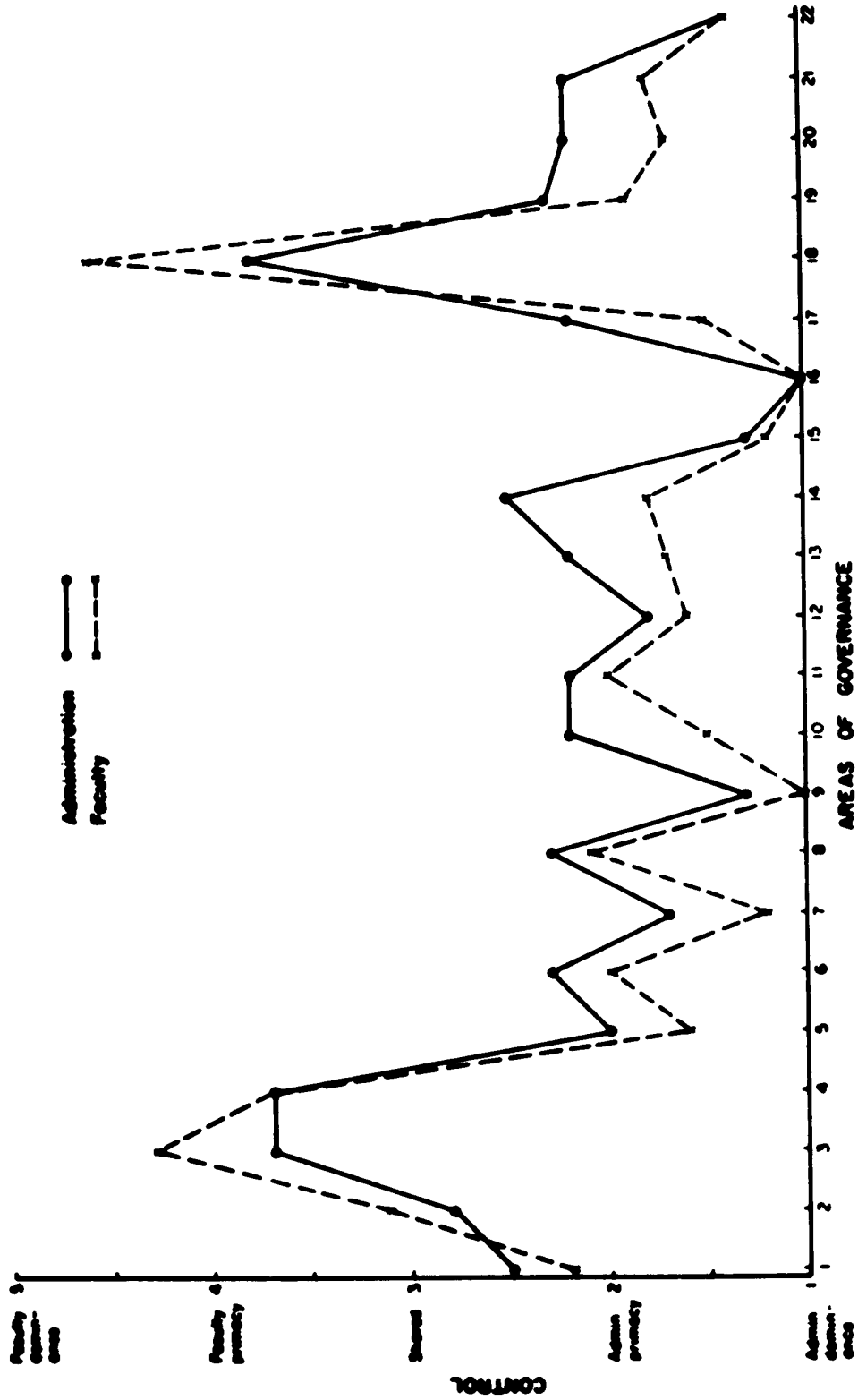


FIGURE XIII  
 MEAN SCORES OF COLLEGE J ADMINISTRATION AND FACULTY PERCEPTIONS OF THE EXISTING DISTRIBUTION OF CONTROL IN FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

perceive a condition of shared control. However, twenty, or about sixty percent of the faculty, perceive a condition of administration dominance.

Nearly seventy-five percent of the faculty perceive a condition of faculty dominance in area 18 (instructional practices). The administration response is more varied with two of the six also perceiving a condition of faculty dominance, two others perceiving a condition of faculty primacy, another perceiving a condition of shared control, and the sixth perceiving a condition of administration primacy.

A comparison of the mean scores in area 2 (course offerings), indicates the administration and faculty perceive essentially the same distribution of control. However, an analysis of the actual responses reveals that there is considerable variance in the faculty responses to this area and that the faculty mean of 3.08 is somewhat misleading since fifteen, or about forty percent, of the faculty perceive a condition of faculty primacy.

#### Preferred Distribution of Control

Administration and faculty mean perceptions of the preferred distribution of control in each of the areas of governance are presented in Figure XIV. The actual responses to this section of the questionnaire are presented in Table XXX of Appendix E.

Significant differences in the perceptions of the two groups appear to exist in areas 3, 4, 5, 18 and 22.

In area 3 (examinations), four of the six administrators prefer a condition of shared control while about fifty-three percent of the faculty prefer a condition of faculty dominance. Another third

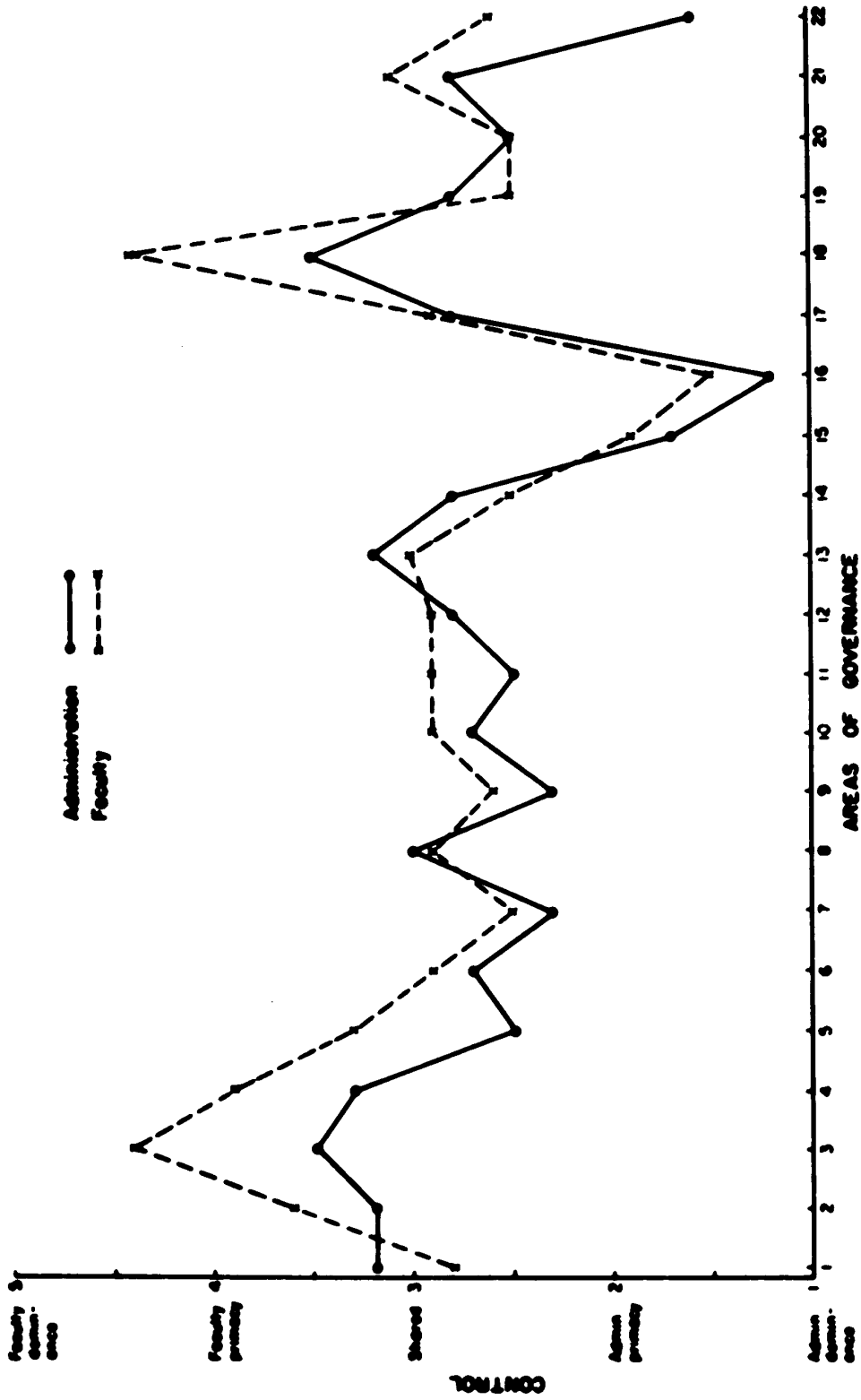


FIGURE XIV  
 MEAN SCORES OF COLLEGE 3 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE PREFERRED DISTRIBUTION  
 OF CONTROL IN FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

of the faculty prefer a condition of faculty primacy.

In area 4 (student promotion), five of the six administrators prefer a condition of shared control while sixteen, or forty-four percent of the faculty, prefer a condition of faculty primacy, and another nine, or twenty-five percent, prefer a condition of faculty dominance.

In area 5 (student allocation, class size), the six administrators are split between a preferred condition of administration primacy and shared control. On the other hand, about eighty-six percent of the faculty are split between a condition of shared control and faculty primacy.

In area 18 (instructional practices), four of the six administrators prefer a condition of shared control while about fifteen, or forty percent of the faculty, prefer a condition of faculty primacy and another eighteen, or about forty-nine percent, prefer a condition of faculty dominance.

In area 22 (allocation of grants), three of the five administrators indicated a preference for a condition of administration primacy and the other two indicated a preference for administration dominance. However, twenty-three, or about sixty-six percent, of the faculty indicated a preference for shared control.

### Areas of Conflict

Administration and faculty mean perceptions of the degree of conflict in each of the twenty-two areas of governance are presented in Figure XV. A summary of the actual responses to this section of the questionnaire is presented in Table XXXI of Appendix E.

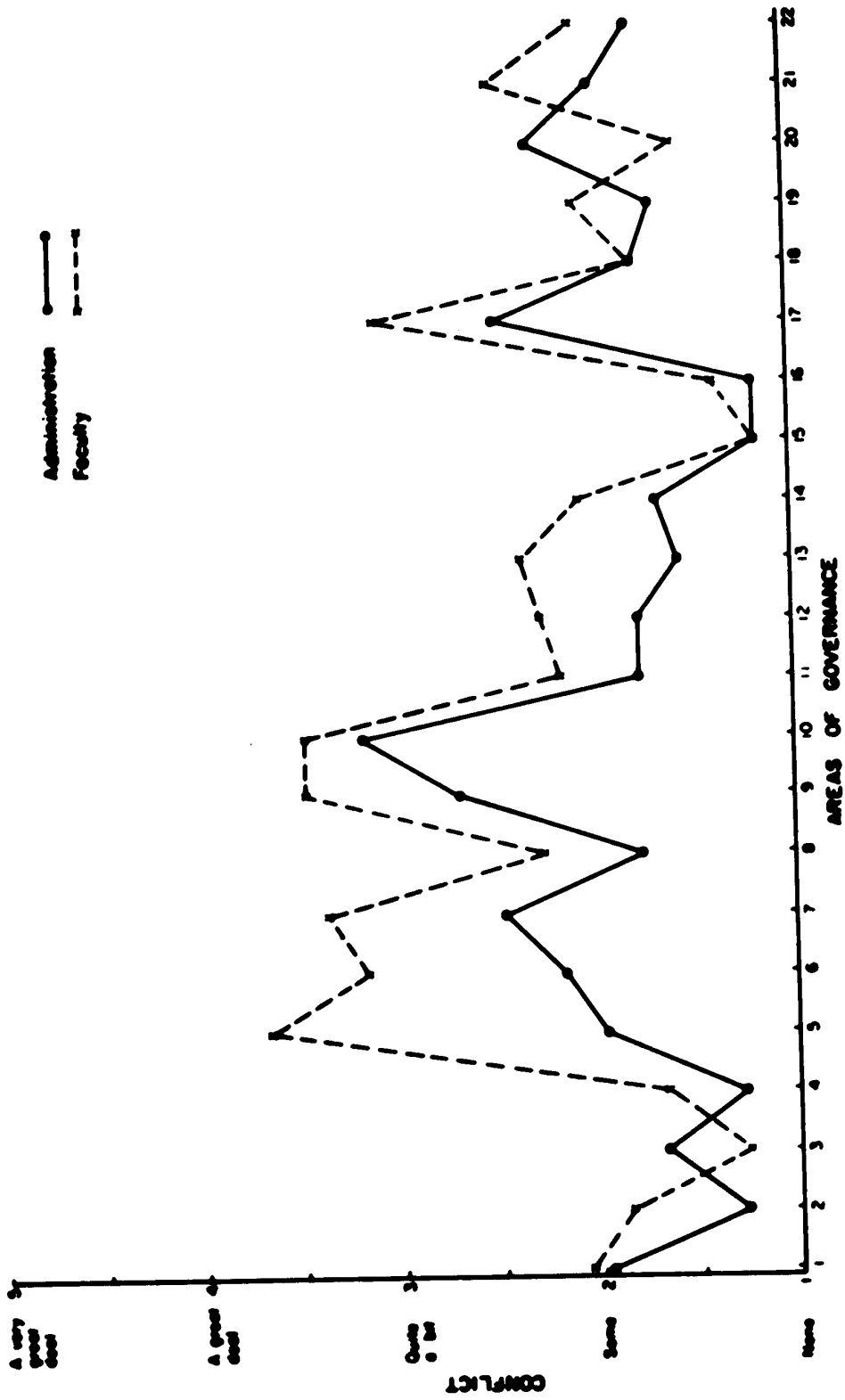


FIGURE XV  
 MEAN SCORES OF COLLEGE J ADMINISTRATION AND FACULTY PERCEPTIONS OF THE DEGREE OF ADMINISTRATION-  
 FACULTY CONFLICT OVER PRACTICES OF FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

A significant degree of conflict over procedures used in formulating policies is perceived by both groups in areas 7 (selection of administrative staff), 9 (administrative structure), 10 (tenure, promotion, dismissal), and 17 (supportive services). In addition, the faculty perceive a significant degree of conflict in areas 5 (student allocation, class size), and 6 (teaching assignments, teaching loads). In all these areas the faculty perceive a higher degree of conflict than the administration. The greatest difference occurs in area 5 where the administration mean score corresponds to "some conflict" and the faculty mean score approaches the "great deal" level.

While both groups perceive a significant degree of conflict in areas 7, 9, 10, and 17 an analysis of the actual responses indicates considerable variance in the responses from each group in each area. For example, in area 7 (selection of administrative staff) three of the administrators perceive no conflict while two others indicated they perceive "a very great deal."

#### Areas of Concern

Administration and faculty expressions of concern about how policies are formulated in each area of governance are presented in Table IV.

The findings for College 3 are similar to those of Colleges 1 and 2 in that there is considerable variance in both administration and faculty responses to each area. Of the forty-four mean scores listed in Table IV only four are accompanied with standard deviations of 1.00 or less.

Areas 5 (student allocation, class size), 6 (teaching



TABLE IV  
 FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE J ADMINISTRATION  
 AND FACULTY EXPRESSIONS OF CONCERN ABOUT HOW POLICIES ARE  
 FORMULATED IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 none		2 some		3 quite a bit		4 a great deal		5 a very great deal		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
		1	A	1	16.7	2	33.3	1	16.7	1	16.7		
	F	4	11.1	12	33.3	15	41.7	2	5.6	3	8.3	2.67	1.04
2	A	2	33.3	2	33.3	0	0.0	1	16.7	1	16.7	2.50	1.64
	F	9	26.5	7	20.6	9	26.5	7	20.6	2	5.9	2.59	1.26
3	A	3	50.0	0	0.0	0	0.0	1	16.7	2	33.3	2.83	2.04
	F	19	52.8	4	11.1	3	8.3	3	8.3	7	19.4	2.31	1.64
4	A	3	50.0	0	0.0	1	16.7	1	16.7	1	16.7	2.50	1.76
	F	11	30.6	6	16.7	8	22.2	8	22.2	3	8.3	2.61	1.36
5	A	1	16.7	2	33.0	1	16.7	1	16.7	1	16.7	2.83	1.47
	F	4	11.1	0	0.0	5	13.9	13	36.1	14	38.9	3.92	1.25
6	A	2	33.3	0	0.0	2	33.3	1	16.7	1	16.7	2.83	1.60
	F	7	19.4	1	2.8	5	13.9	11	30.6	12	33.3	3.56	1.48
7	A	0	0.0	2	33.3	2	33.3	0	0.0	2	33.3	3.33	1.37
	F	7	19.4	3	8.3	3	8.3	14	38.9	9	25.0	3.42	1.46
8	A	1	16.7	3	50.0	0	0.0	1	16.7	1	16.7	2.67	1.51
	F	3	8.3	5	13.9	10	27.8	10	27.8	8	22.2	3.42	1.23
9	A	1	16.7	1	16.7	2	33.3	0	0.0	2	33.3	3.17	1.60
	F	6	16.7	2	5.6	4	11.1	11	30.6	13	36.1	3.64	1.46
10	A	0	0.0	0	0.0	2	33.3	1	16.7	3	50.0	4.17	0.98
	F	4	11.1	3	8.3	7	19.4	8	22.2	14	38.9	3.69	1.37
11	A	0	0.0	4	66.7	0	0.0	1	16.7	1	16.7	2.83	1.33
	F	9	25.0	6	16.7	13	36.1	4	11.1	4	11.1	2.67	1.29
12	A	1	16.7	2	33.0	1	16.7	1	16.7	1	16.7	2.83	1.47
	F	7	20.0	7	20.0	8	22.9	12	36.3	1	2.9	2.80	1.21
13	A	1	20.0	1	20.0	2	40.0	0	0.0	1	20.0	2.80	1.48
	F	5	13.9	8	22.2	15	41.7	4	11.1	4	11.1	2.83	1.16
14	A	1	16.7	2	33.3	2	33.3	0	0.0	1	16.7	2.67	1.37
	F	11	30.6	10	27.8	5	13.9	5	13.9	5	13.9	2.53	1.42
15	A	3	50.0	2	33.3	1	16.7	0	0.0	0	0.0	1.67	0.82
	F	28	80.0	4	11.4	3	8.6	0	0.0	0	0.0	1.29	0.62
16	A	4	66.7	0	0.0	1	16.7	0	0.0	1	16.7	2.00	1.67
	F	22	61.1	8	22.2	5	13.9	0	0.0	1	2.8	1.61	0.93
17	A	1	16.7	1	16.7	1	16.7	2	33.3	1	16.7	3.17	1.47
	F	4	11.1	2	5.6	5	13.9	11	30.6	14	38.9	3.81	1.33
18	A	0	0.0	3	50.0	1	16.7	1	16.7	1	16.7	3.00	1.27
	F	8	22.2	13	36.1	4	11.1	4	11.1	7	19.4	2.69	1.45
19	A	2	33.3	0	0.0	3	50.0	0	0.0	1	16.7	2.67	1.51
	F	5	13.9	13	36.1	10	27.8	4	11.1	4	11.1	2.69	1.19
20	A	3	50.0	1	16.7	1	16.7	0	0.0	1	16.7	2.17	1.60
	F	13	36.1	10	27.8	9	25.0	4	11.1	0	0.0	2.11	1.04
21	A	2	33.3	2	33.3	1	16.7	0	0.0	1	16.7	2.33	1.51
	F	1	2.8	11	30.6	5	13.9	13	36.1	4	16.7	3.33	1.17
22	A	0	0.0	1	60.0	1	20.0	0	0.0	1	20.0	2.80	1.30
	F	7	19.4	8	22.2	15	41.7	4	11.1	2	5.6	2.61	1.16

<sup>a</sup>See listed in questionnaire  
<sup>b</sup>Administration perceptions  
<sup>c</sup>Faculty perceptions

assignments, teaching loads), 7 (selection of administrative staff), 8 (selection of instructional staff), 9 (administrative structure), 10 (tenure, promotion, dismissal) and 17 (supportive services) appear to be the areas of major concern to the faculty. The administration appears to be mainly concerned with the practices of formulating policies in areas 7 (selection of administrative staff), 9 (administrative structure), 10 (tenure, promotion dismissal), and 17 (supportive services).

#### Latent Perceived and False Conflict

On the basis of the differences between the administration and faculty perceptions of both the existing and preferred distribution of control a condition of latent conflict appears to exist in areas 3 (examinations), and 18 (instructional practices). On the basis of the differences in perception between the two groups on the existing distribution of control a condition of latent conflict appears to exist in area 14 (timetable). Areas 5 (student allocation, class size), and 22 (allocation of grants), can also be suggested as areas of latent conflict due to the differences in perception of the preferred distribution of control.

Areas 10 (tenure, promotion, dismissal) and 17 (supportive services) appear to be the only areas in which conditions of perceived conflict exist. In these areas there is a significant difference in the perceptions of the two groups regarding the existing distribution of control.

A condition of false conflict appears to exist in areas 7 (selection of administrative staff), and 9 (administrative structure).

Although both groups perceive a significant level of conflict in these areas their perceptions of the existing and preferred distribution of control in each area are essentially the same.

#### Distribution of Control Among Individuals and Groups

Administration and faculty mean perceptions of the existing distribution of control among individuals and groups are presented in Figure XVI. The actual questionnaire responses are summarized in Table XXXII of Appendix E.

The perceptions of the two groups are very similar for all the individuals and groups except in the case of the Colleges Commission where the administration perceive the Commission to be significantly more influential.

Both groups perceive a particularly authoritarian type of distribution of control within the college with the president exercising "a very great deal" of influence in formulating policies. The academic council, individual faculty and students are perceived to exercise only "some" influence.

Of the two bodies that are external to the college, the board is perceived by the administration and faculty to be more influential. Next to the president, the board is perceived to be the most influential in formulating policies in the College.

#### Degree of Satisfaction

Both the administration and faculty responses to this item contain considerable variance. While three administrators indicated they were "very satisfied" three others expressed satisfactions ranging

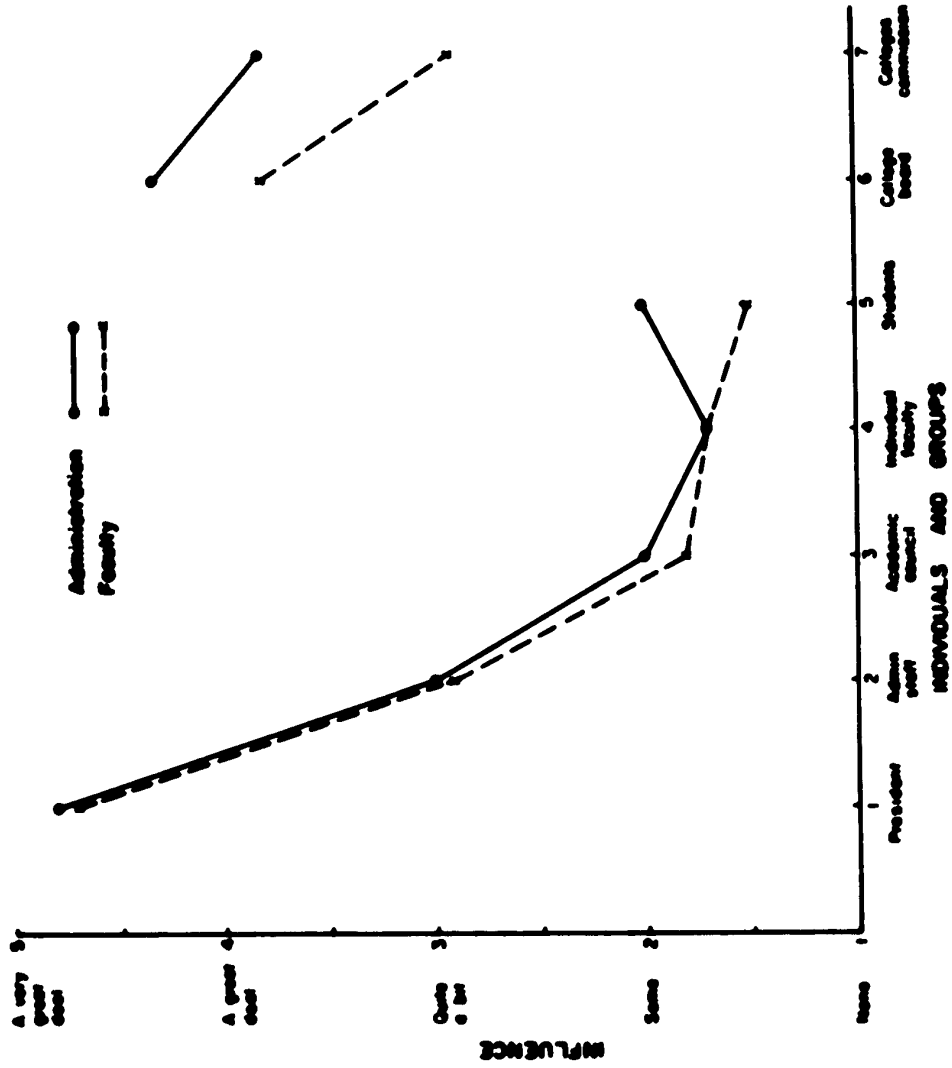


FIGURE XVI  
 MEAN SCORES OF COLLEGE 3 ADMINISTRATION AND FACULTY PERCEPTIONS  
 OF THE DEGREE OF INFLUENCE EXERCISED BY VARIOUS  
 INDIVIDUALS AND GROUPS IN FORMULATING POLICIES

from "moderately satisfied" to "very dissatisfied." Faculty responses ranged from "very satisfied" (three people) to "completely dissatisfied" (six people). Fourteen faculty members, the largest number to respond to any one category, indicated they were "very dissatisfied."

From an analysis of the response distributions the administration appears to be significantly more satisfied than the faculty with the procedures used in formulating policies in the College.

A summary of the responses to this section of the questionnaire is presented in Table XIII in Chapter 10.

#### SUMMARY

In this chapter the research findings for College 3 were reported. The findings are summarized as follows:

1. Significant differences in administration and faculty perceptions of the existing distribution of control exist in areas 3 (examinations), 10 (tenure, promotion, dismissal), 14 (timetable), 17 (supportive services), and 18 (instructional practices).
2. Significant differences in administration and faculty perceptions of the preferred distribution of control exist in areas 3 (examinations), 4 (student promotion), 5 (student allocation, class size), 18 (instructional practices) and 22 (allocation of grants).
3. Both the administration and faculty perceive a significant degree of conflict in areas 7 (selection of administrative staff), 9 (administrative structure), 10 (tenure, promotion, dismissal), and 17 (supportive services).
4. A condition of latent conflict appears to exist in areas 3 (examinations), 5 (student allocation, class size, 14 (timetable),

18 (instructional practices), and 22 (allocation of grants).

5. A condition of perceived conflict appears to exist in areas 10 (tenure, promotion, dismissal) and 17 (supportive services).

6. A condition of false conflict appears to exist in areas 7 (selection of administrative staff) and 9 (administrative structure).

7. The areas in which the administrators are most concerned over procedures of policy formulation are 7 (selection of administrative staff), 9 (administrative structure), 10 (tenure, promotion, dismissal) and 17 (supportive services).

8. The areas in which the faculty members are most concerned over procedures of policy formulation are 5 (student allocation, class size), 6 (teaching assignments, teaching loads), 7 (selection of administrative staff), 8 (selection of instructional staff), 9 (administrative structure), 10 (tenure, promotion, dismissal), and 17 (supportive services).

9. Both administrators and faculty members perceive a hierarchical control pattern in which the degree of influence exercised drops very sharply from the president down through the administrative staff to the academic council, individual faculty and students.

10. The administrators are generally much more satisfied with the procedures used in formulating policies than are the faculty members. The faculty satisfaction mean score of 4.31 is between the categories of "moderately dissatisfied" (4.00) and "very dissatisfied" (5.00). The administration satisfaction mean score of 3.00 corresponds to "moderately satisfied."

## Chapter 7

### THE FINDINGS: COLLEGE 4

#### Existing Distribution of Control

Administration and faculty mean perceptions of the existing distribution of control in the twenty-two areas of governance are presented in Figure XVII. The actual questionnaire responses are summarized in Table XXXIII of Appendix E.

Significant differences in the perceptions of the two groups appear to exist in areas 1, 5, 6, 8, 9, 10, 11, 20 and 21. In each area the administration attributes greater control to the faculty than the faculty perceives.

In areas 1 (programs), 5 (student allocation, class size), 20 (college relationships), and 21 (admission requirements), the majority of the faculty perceive a condition of administration dominance while the majority of the administrators perceive a condition of administration primacy.

In area 6 (teaching assignments, teaching loads), eighty-seven percent of the faculty are split between a condition of administration dominance and administration primacy. Of the four administrators that responded to the item, two perceive a condition of shared control, while the other two are divided between the same conditions perceived by the majority of the faculty.

In area 8 (selection of instructional staff) four of the six administrators perceive a condition of administration primacy while

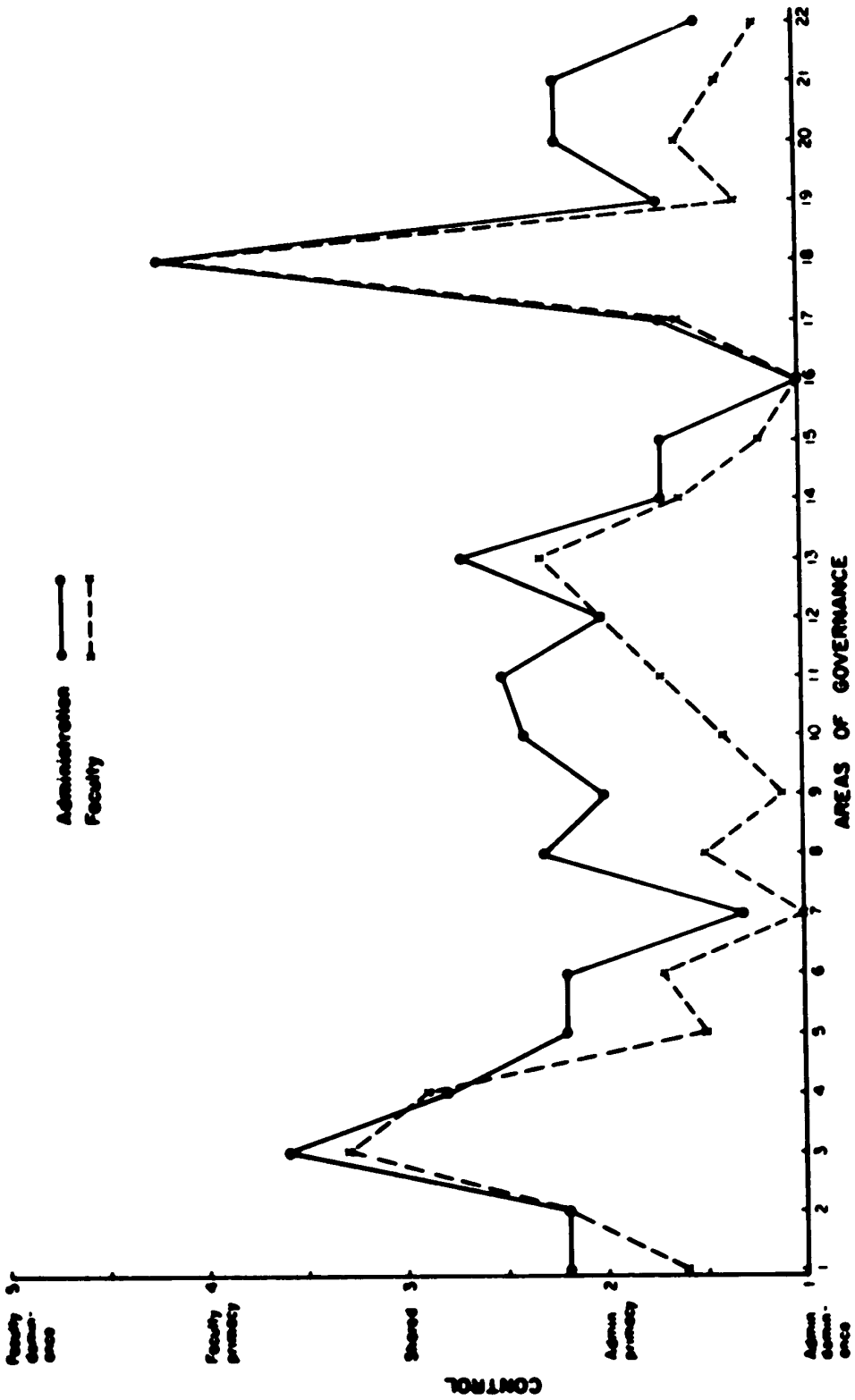


FIGURE XVII

MEAN SCORES OF COLLEGE 4 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE EXISTING DISTRIBUTION OF CONTROL IN FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE



the faculty perceptions are nearly equally divided between the conditions of administration dominance and administration primacy.

Just over ninety percent of the faculty perceive a condition of administration dominance in area 9 (administrative structure). Three of the five administrators that responded to the area perceive a condition of administration primacy.

In area 10 (tenure, promotion, dismissal) about seventy percent of the faculty perceive a condition of administration dominance while three of the five administrators perceive a condition of shared control.

In area 11 (budget requests), the six administrators are equally divided in their perceptions between the conditions of administration dominance and administration primacy. Although thirteen, or nearly fifty-seven percent of the faculty, perceive a condition of administration primacy, another thirty-five percent perceive a condition of administration dominance.

Although the mean scores in area 3 (examinations), indicate that the two groups perceive a very similar distribution of control, an analysis of the actual questionnaire responses reveals that there is considerable variance in the responses from both groups. Thus, the two means are not truly representative of the perceptions of the groups in this area.

#### Preferred Distribution of Control

Administration and faculty mean perceptions of the preferred distribution of control in the twenty-two governance areas are presented in Figure XVIII. Responses to this section of the questionnaire

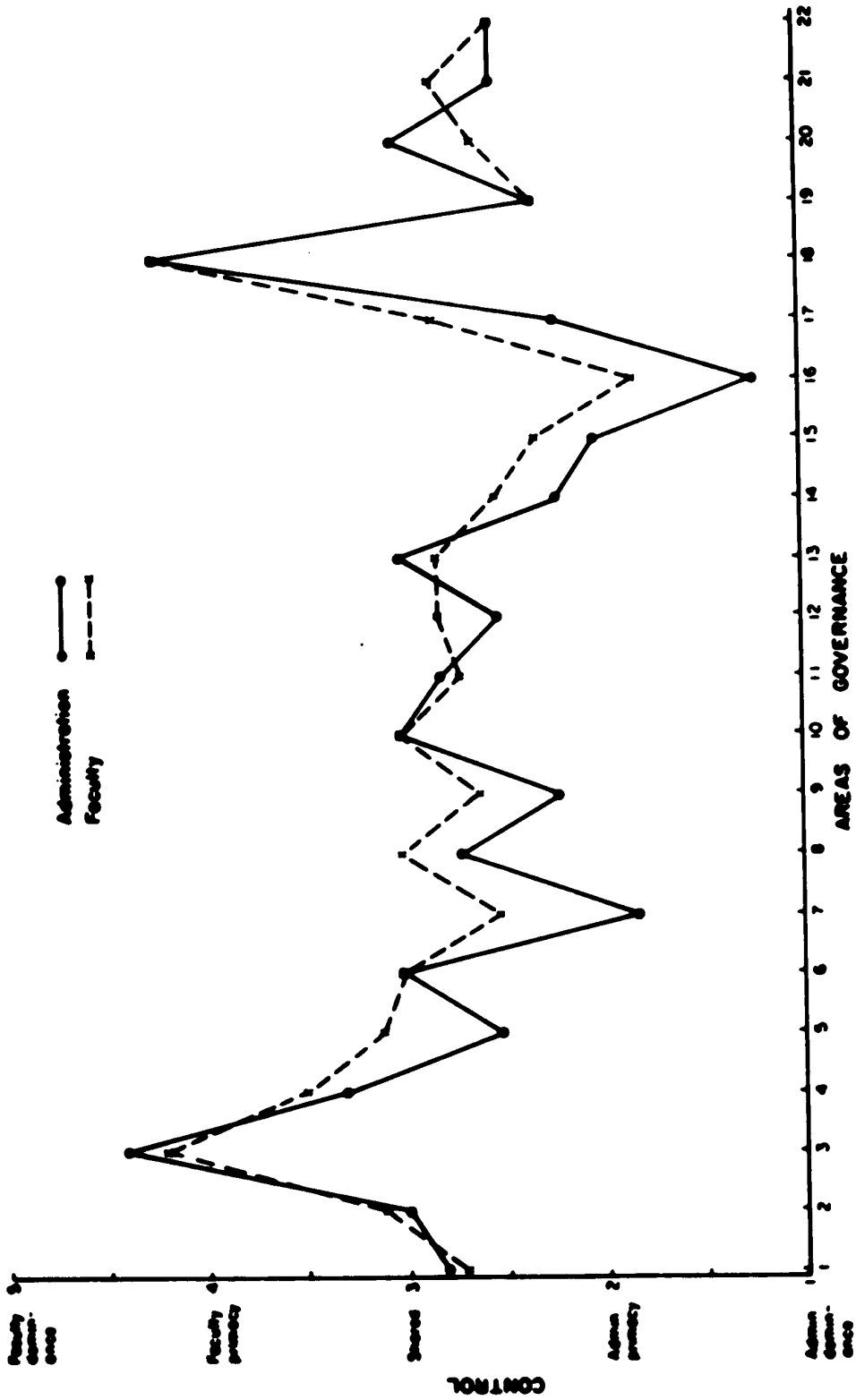


FIGURE XVIII

MEAN SCORES OF COLLEGE 4 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE PREFERRED DISTRIBUTION OF CONTROL IN FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

are summarized in Table XXXIV of Appendix E.

Significant differences in the perceptions of the administration and faculty appear to exist in areas 5, 7, 16, and 17. In all four areas the faculty is indicating a preference for greater faculty control than is the administration.

In area 5 (student allocation, class size), the six administrators are divided in their preferences between the conditions of administration primacy and shared control. Fifteen, or just over sixty-eight percent of the faculty members, prefer a condition of shared control and another three, about fourteen percent, prefer a condition of faculty primacy.

Just over fifty-six percent of the faculty prefer a condition of shared control in area 7 (selection of administrative staff). However, three of the five administrators prefer a condition of administration primacy, and another two prefer a condition of administration dominance.

#### Areas of Conflict

Administration and faculty perceptions of the degree of conflict in each of the areas of governance are presented in Figure XIX. A summary of the actual questionnaire responses is presented in Table XXXV of Appendix E.

In only two areas, 6 (teaching assignments, teaching loads), and 8 (selection of instructional staff), do both parties perceive a significant degree of administration-faculty conflict over formulating policies. However, the faculty perceive relatively high levels of conflict in three other areas—7 (selection of administrative

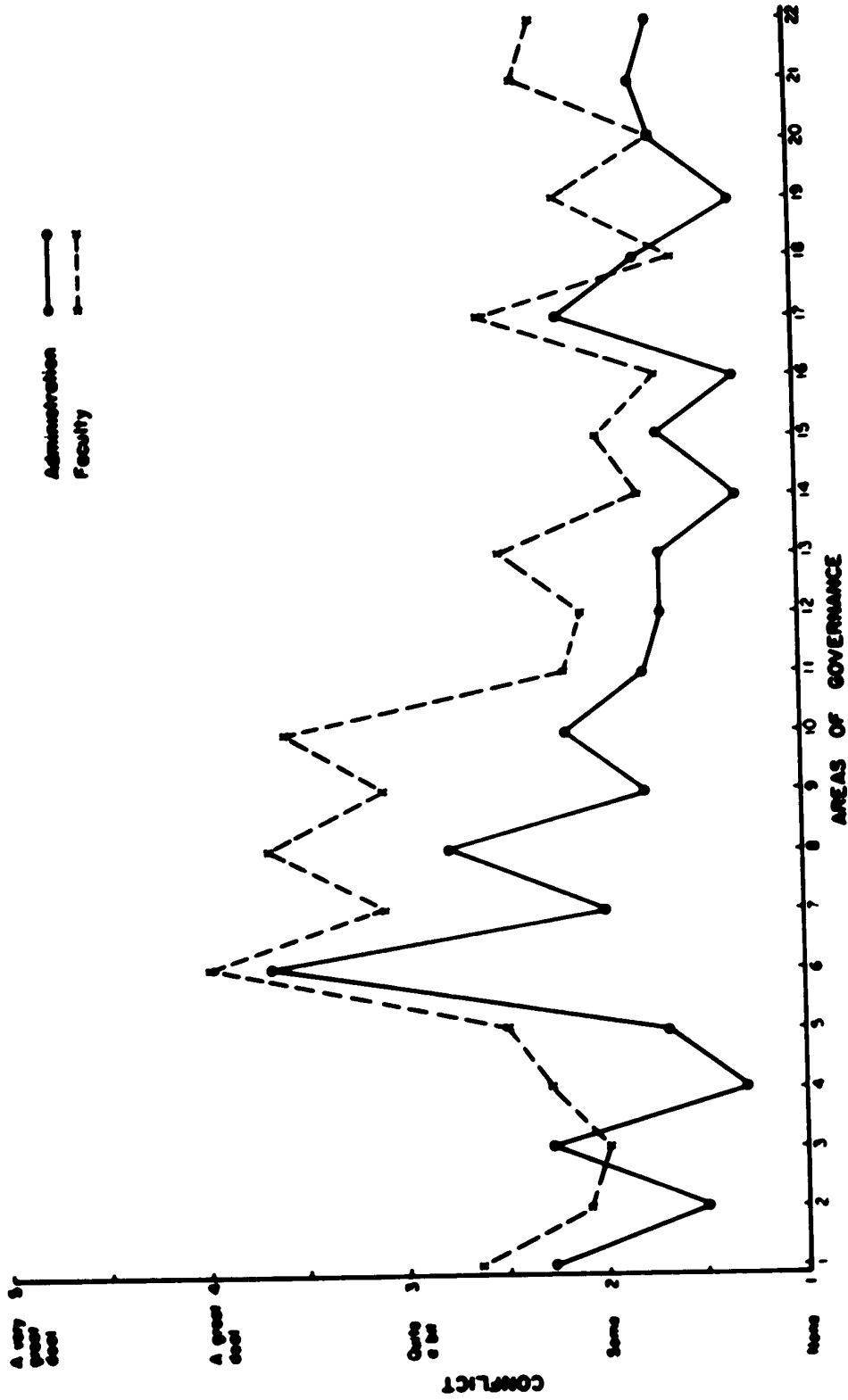


FIGURE XIX  
MEAN SCORES OF COLLEGE 4 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE DEGREE OF ADMINISTRATION-FACULTY CONFLICT OVER PRACTICES OF FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

staff), 9 (administrative structure) and 10 (tenure, promotion, dismissal).

As found in other colleges the responses from the group perceiving the conflict generally contain considerable variance. Even area 6, where about fifty percent of each group perceive "a very great deal" of conflict, the standard deviations exceed 1.26.

#### Areas of Concern

Administration and faculty expressions of concern about the procedures used in formulating policies in the twenty-two areas of governance are presented in Table V.

Again due to large variances in the responses it is difficult to identify the major areas of concern for each group. In general the faculty appear to be most concerned about procedures for policy formulation in areas 6 (teaching assignments, teaching loads), 7 (selection of administrative staff), 8 (selection of instructional staff), 10 (tenure, promotion, dismissal) and 17 (supportive services).

The areas that appear to be of greatest concern to the administration are 1 (programs), 5 (student allocation, class size) and 6 (teaching assignments, teaching loads). Administrative responses to this section in the questionnaire contain a particularly high degree of variance with the standard deviation for each area exceeding 1.00.

#### Latent, Perceived and False Conflict

Latent conflict appears to exist in areas 1, 5, 6, 7, 9, 10, 11, 16, 17, 20, and 21. The differences in administration and faculty perceptions of the existing distribution of control indicate that a

TABLE V

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE 4 ADMINISTRATION  
AND FACULTY EXPRESSIONS OF CONCERN ABOUT HOW POLICIES ARE  
FORMULATED IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 none		2 some		3 quite a bit		4 a great deal		5 a very great deal		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
1	A <sup>b</sup>	0	0.0	2	33.3	3	50.0	1	16.7	0	0.0	2.83	0.75
	F <sup>c</sup>	2	8.7	7	30.4	3	13.0	8	34.8	3	13.0	3.13	1.25
2	A	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0	2.00	0.89
	F	3	13.0	8	34.8	3	13.0	8	34.8	1	4.3	2.83	1.19
3	A	2	33.3	2	33.3	1	16.7	0	0.0	1	16.7	2.33	1.51
	F	8	34.8	2	8.7	7	30.4	1	4.3	5	21.7	2.70	1.55
4	A	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0	2.00	0.89
	F	3	13.6	7	31.8	5	22.7	3	13.6	4	18.2	2.91	1.34
5	A	1	16.7	3	50.0	0	0.0	1	16.7	1	16.7	2.67	1.51
	F	7	30.4	5	21.7	0	0.0	6	26.1	5	21.7	2.87	1.63
6	A	1	20.0	1	20.0	2	40.0	0	0.0	1	20.0	2.80	1.48
	F	2	8.7	2	8.7	1	4.3	6	26.1	12	52.2	4.04	1.33
7	A	1	16.7	2	33.3	2	33.3	1	16.7	0	0.0	2.50	1.05
	F	3	13.0	5	21.7	5	21.7	3	13.0	7	30.4	3.26	1.45
8	A	1	16.7	2	33.3	2	33.3	1	16.7	0	0.0	2.50	1.05
	F	2	8.7	1	4.3	3	13.0	9	39.1	8	34.8	3.87	1.22
9	A	1	16.7	2	33.3	3	50.0	0	0.0	0	0.0	2.33	0.82
	F	6	26.1	3	13.0	5	21.7	1	4.3	8	34.8	3.09	1.65
10	A	2	33.3	1	16.7	3	50.0	0	0.0	0	0.0	2.17	0.98
	F	1	4.3	1	4.3	6	26.1	4	17.4	11	47.8	4.00	1.17
11	A	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0	2.00	0.89
	F	5	21.7	9	39.1	4	17.4	3	13.0	2	8.7	2.48	1.24
12	A	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0	2.00	0.89
	F	4	17.4	6	26.1	9	39.1	1	4.3	3	13.0	2.70	1.22
13	A	2	33.3	3	50.0	0	0.0	1	16.7	0	0.0	2.00	1.10
	F	3	13.6	7	31.8	9	40.9	1	4.3	2	9.1	2.64	1.09
14	A	4	66.7	1	16.7	0	0.0	1	16.7	0	0.0	1.67	1.21
	F	7	30.4	6	26.1	7	30.4	3	13.0	0	0.0	2.26	1.05
15	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.75
	F	10	43.5	4	17.4	6	26.1	1	4.3	2	8.7	2.17	1.30
16	A	5	83.3	1	16.7	0	0.0	0	0.0	0	0.0	1.17	0.41
	F	11	47.8	8	34.8	2	8.7	1	4.3	1	4.3	1.83	1.07
17	A	1	16.7	3	50.0	2	33.0	0	0.0	0	0.0	2.17	0.75
	F	2	8.7	4	17.4	6	26.1	7	30.4	4	17.4	3.30	1.22
18	A	1	16.7	3	50.0	2	33.3	0	0.0	0	0.0	2.17	0.75
	F	7	30.4	3	13.0	1	4.3	6	26.1	6	26.1	3.04	1.67
19	A	0	0.0	5	83.3	0	0.0	1	16.7	0	0.0	2.33	0.82
	F	5	21.7	5	21.7	7	30.4	2	8.7	4	17.4	2.78	1.38
20	A	2	33.3	1	16.7	1	16.7	2	33.3	0	0.0	2.50	1.38
	F	6	26.1	10	43.5	5	21.7	0	0.0	2	8.7	2.22	1.13
21	A	1	16.7	3	50.0	1	16.7	0	0.0	1	16.7	2.50	1.38
	F	4	17.4	4	17.4	6	26.1	6	26.1	3	13.0	3.00	1.31
22	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.75
	F	5	21.7	8	34.8	3	13.0	4	17.4	3	13.0	2.65	1.37

<sup>a</sup>As listed in questionnaire  
<sup>b</sup>Administration perceptions  
<sup>c</sup>Faculty perceptions

condition of latent conflict exists in areas 1 (programs), 6 (teaching assignments, teaching loads), 9 (administrative structure), 10 (tenure, promotion, dismissal), 11 (budget requests), 20 (college relationships) and 21 (admission requirements). Group differences in the preferred distribution of control indicate that antecedent conflict conditions may exist in areas 7 (selection of administrative staff), 16 (non-professional staff) and 17 (supportive services). In area 5 (student allocation, class size), there appears to be significant differences in the administration and faculty perceptions for both the existing and preferred distribution of control.

A condition of perceived conflict seems likely in areas 6 (teaching assignments, teaching loads), and 8 (selection of instructional staff). Both the administration and faculty perceive a significant degree of conflict in both these areas and there is a significant difference in their perceptions of the existing distribution of control in each.

There does not appear to be an area of governance in which a condition of false conflict exists.

#### Distribution of Control Among Individuals and Groups

Administration and faculty mean perceptions of the distribution of control among various individuals and groups are presented in Figure XX. A summary of the responses to this section of the questionnaire is presented in Table XXXVI of Appendix E.

The general pattern of control within College 4 is similar to the authoritarian pattern found in College 3. Both the administration and faculty perceive a relatively sharp drop in influence between the

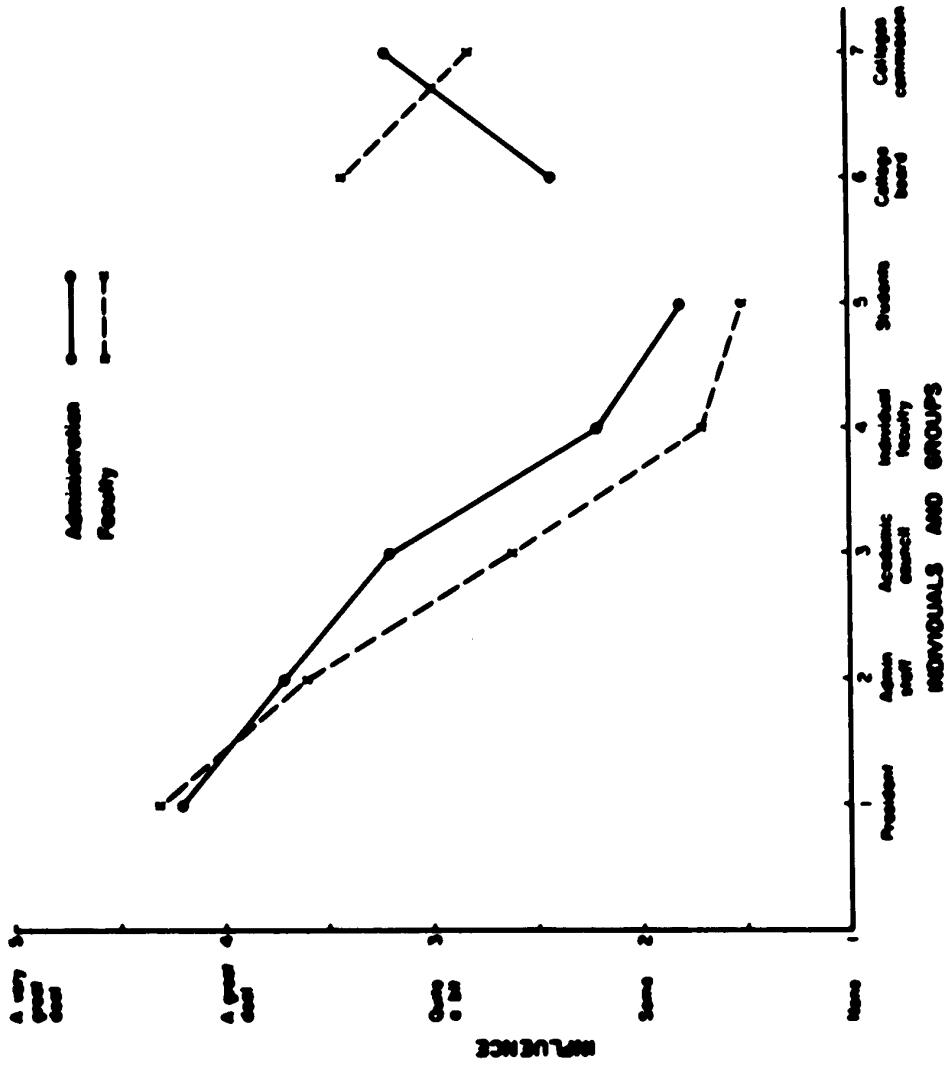


FIGURE XI  
 MEAN SCORES OF COLLEGE ADMINISTRATION AND FACULTY PERCEPTIONS  
 OF THE DEGREE OF INFLUENCE EXERCISED BY VARIOUS  
 INDIVIDUALS AND GROUPS IN FORMULATING POLICIES



president at the top of the hierarchy and the students at the bottom.

With respect to the two external bodies the faculty perceive the college board to be significantly more influential in formulating policies than does the administration. In comparison, the administration perceive the Colleges Commission to be significantly more influential than the college board. Faculty perceptions of the influence exercised by the two external groups contain considerably more variance than those of the administration.

#### Degree of Satisfaction

Three of the five administrators indicated they were "moderately satisfied" with the procedures used in formulating policies in the college. The other two indicated they were "very satisfied." The faculty responses indicated that they were generally much less satisfied. While eight indicated they were "moderately satisfied," another eight indicated they were "moderately dissatisfied," and seven indicated they were "very dissatisfied."

A summary of the responses to this section of the questionnaire is presented in Table XIII in Chapter 10.

#### SUMMARY

In this chapter the research findings for College 4 were reported. The findings are summarized as follows:

1. Significant differences in administration and faculty perceptions of the existing distribution of control exist in areas 1 (programs), 5 (student allocation, class size), 6 (teaching assignments, teaching loads), 8 (selection of instructional staff),

9 (administrative structure), 10 (tenure, promotion, dismissal), 11 (budget requests), 20 (college relationships) and 21 (admission requirements).

2. Significant differences in administration and faculty perceptions of the preferred distribution of control exist in areas 5 (student allocation, class size), 7 (selection of administrative staff), 16 (non-professional staff), and 17 (supportive services).

3. Both the administration and faculty perceive a significant level of conflict in areas 6 (teaching assignments, teaching loads) and 8 (selection of instructional staff). The faculty members perceive significant levels of conflict in areas 7 (selection of administrative staff), 9 (administrative structure) and 10 (tenure, promotion, dismissal).

4. A condition of latent conflict appears to exist in areas 1 (programs), 5 (student allocation, class size), 7 (selection of administrative staff), 9 (administrative structure), 10 (tenure, promotion, dismissal), 11 (budget requests), 16 (non-professional staff, 17 (support services), 20 (college relationships), and 21 (allocation of grants).

5. A condition of perceived conflict appears to exist in areas 6 (teaching assignments, teaching loads) and 8 (selection of instructional staff).

6. There does not appear to be an area of governance in which a condition of false conflict exists.

7. The areas in which the administrators are most concerned over procedures of policy formulation are 1 (programs), 5 (student allocation, class size), and 6 (teaching assignments, teaching loads).

8. The areas in which the faculty members are most concerned over procedures of policy formulation are 6 (teaching assignments, teaching loads), 7 (selection of administrative staff), 8 (selection of instructional staff), 10 (tenure, promotion, dismissal), and 17 (supportive services).

9. Both the administration and the faculty perceive an authoritarian control pattern with the amount of control exercised in policy formulating dropping sharply from the president down to the individual faculty members and students. The faculty perceive the college board to be significantly more influential in policy formulation than does the administration.

10. The faculty members are considerably less satisfied with the procedures used in formulating policies than are the administrators. Thirty-five percent of the faculty are "moderately dissatisfied" and another thirty percent are "very dissatisfied." Three of the five administrators are "very satisfied."

## Chapter 8

### THE FINDINGS: COLLEGE 5

#### Existing Distribution of Control

Administration and faculty mean perceptions of the existing distribution of control in the twenty-two areas of governance are presented in Figure XXI. A summary of the actual responses to this section of the questionnaire is presented in Table XXXVII of Appendix E.

Significant differences in the perceptions of the administration and faculty appear to exist in areas 1, 10, 14, 15, and 17.

In area 1 (programs), twelve of the sixteen administrators are divided in their perceptions between conditions of administration primacy and shared control. Forty-four, or sixty-two percent of the faculty, perceive a condition of administration dominance.

Thirteen of the sixteen administrators perceive a condition of shared control in area 10 (tenure, promotion, dismissal). There is considerably more variance in the faculty responses with about ninety-five percent of the faculty divided equally among the three conditions of administration dominance, administration primacy and shared control.

In area 14 (timetable), eight of the twelve administrators perceive a condition of administration primacy and another four perceive a condition of shared control. Forty-seven percent of the faculty perceive a condition of administration dominance and another

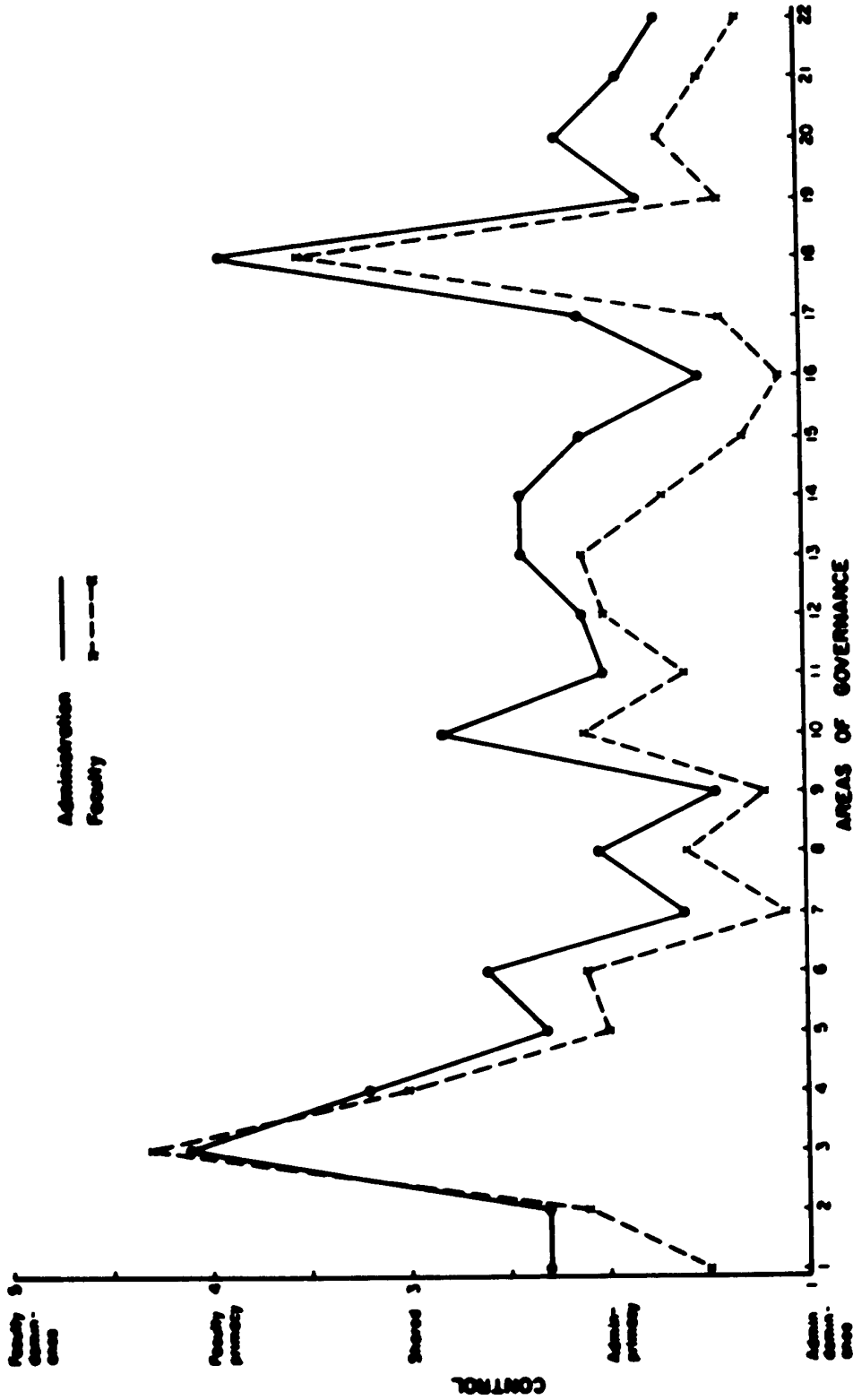


FIGURE XXI  
 MEAN SCORES OF COLLEGE 5 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE EXISTING DISTRIBUTION OF CONTROL IN FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

forty percent perceive a condition of shared control.

In area 15 (public use of facilities), seventy-eight percent of the faculty perceive a condition of administration dominance while nine of the fifteen administrators perceive a condition of administration primacy.

In area 17 (support services), five administrators perceive a condition of administration dominance, six perceive a condition of administration primacy and three perceive a condition of shared control. There is less variance in the faculty responses with nearly seventy percent perceiving a condition of administration dominance and another twenty-five percent perceiving a condition of administration primacy.

#### Preferred Distribution of Control

Administration and faculty mean perceptions of the preferred distribution of control in each area of governance are presented in Figure XXII. A summary of the questionnaire responses to this section is presented in Table XXXVIII of Appendix E.

As can be noted in Figure XXII the mean preferred perceptions of the administration and faculty are very similar in most of the twenty-two governance areas. However, an analysis of the actual responses reveals that significant differences in the perceptions of the two groups appear to exist in areas 5, 7 and 9.

In area 5 (student allocation, class size), seven of the fifteen administrators prefer a condition of shared control and six others prefer a condition of administration primacy. While fifty-five percent of the faculty prefer a condition of shared control nearly

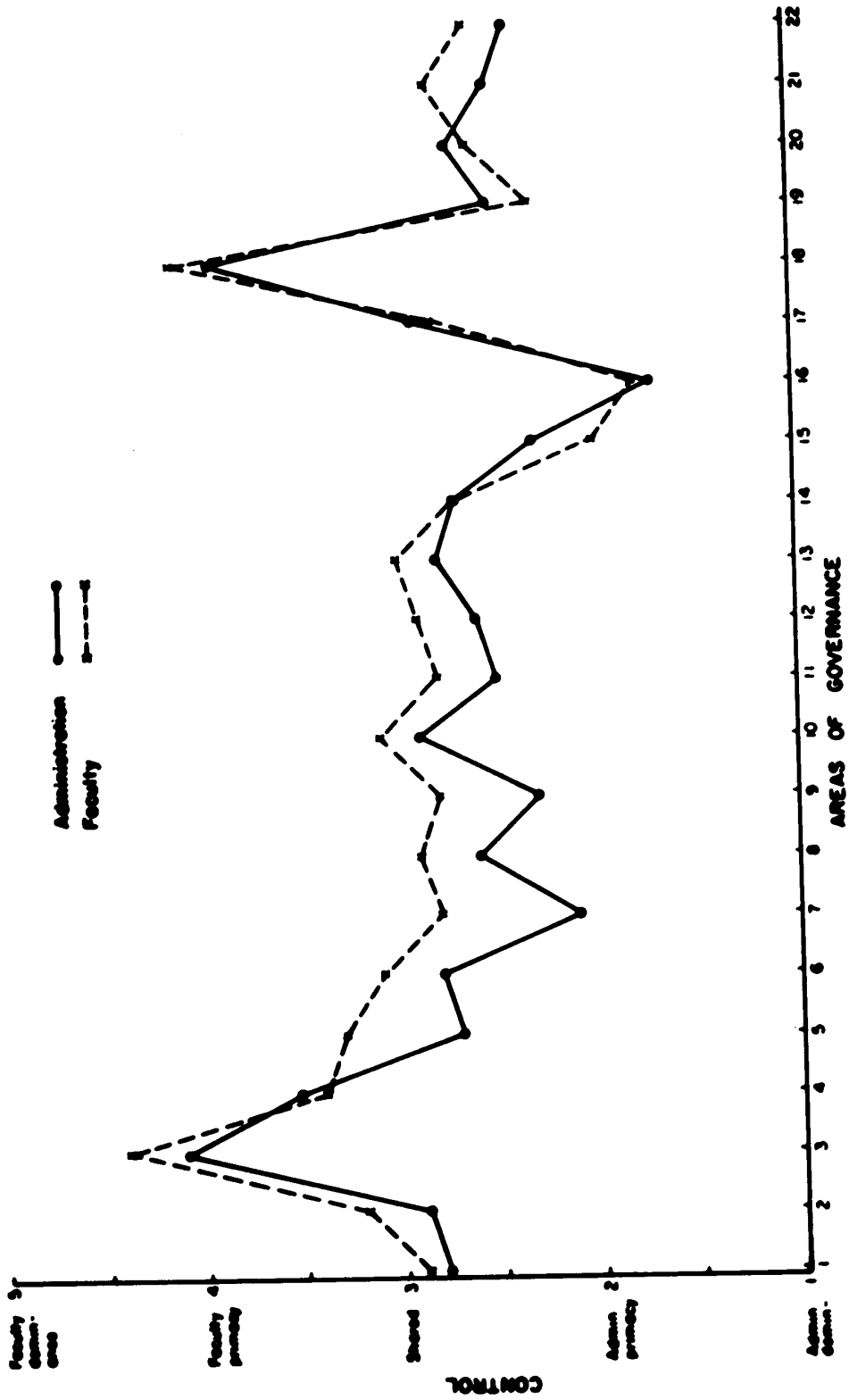


FIGURE XXII  
 MEAN SCORES OF COLLEGE ADMINISTRATION AND FACULTY PERCEPTIONS OF THE PREFERRED DISTRIBUTION OF CONTROL IN FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

thirty percent prefer a condition of faculty primacy.

In area 7 (selection of administrative staff), ten of the sixteen administrators prefer a condition of administration primacy, while the largest group of faculty, about forty seven percent, prefer a condition of shared control.

In area 9 (administrative structure) forty-four, or sixty-three percent of the faculty, prefer a condition of shared control. While six administrators also prefer a condition of shared control, another seven prefer a condition of administration dominance.

### Areas of Conflict

Administration and faculty mean perceptions of the degree of conflict in each of the areas of governance are presented in Figure XXIII. A summary of the actual responses to this section of the questionnaire is presented in Table XXXIX of Appendix E.

Only in area 6 (teaching assignments, teaching loads), do both groups indicate what might be considered above normal administration-faculty conflict. If an arbitrary level of 2.5 is used as the lowest mean that might be indicative of a significant level of conflict, the faculty perceive more than normal conflict in areas 1 (programs), 7 (selection of administrative staff), 9 (administrative structure), 10 (tenure, promotion, dismissal), and 11 (budget requests). The greatest difference in the perceptions in the two groups appears in area 7 (selection of administrative staff). In this area the administration mean score of 2.19 corresponds to "some" conflict while the faculty score of 3.17 corresponds to "quite a bit."



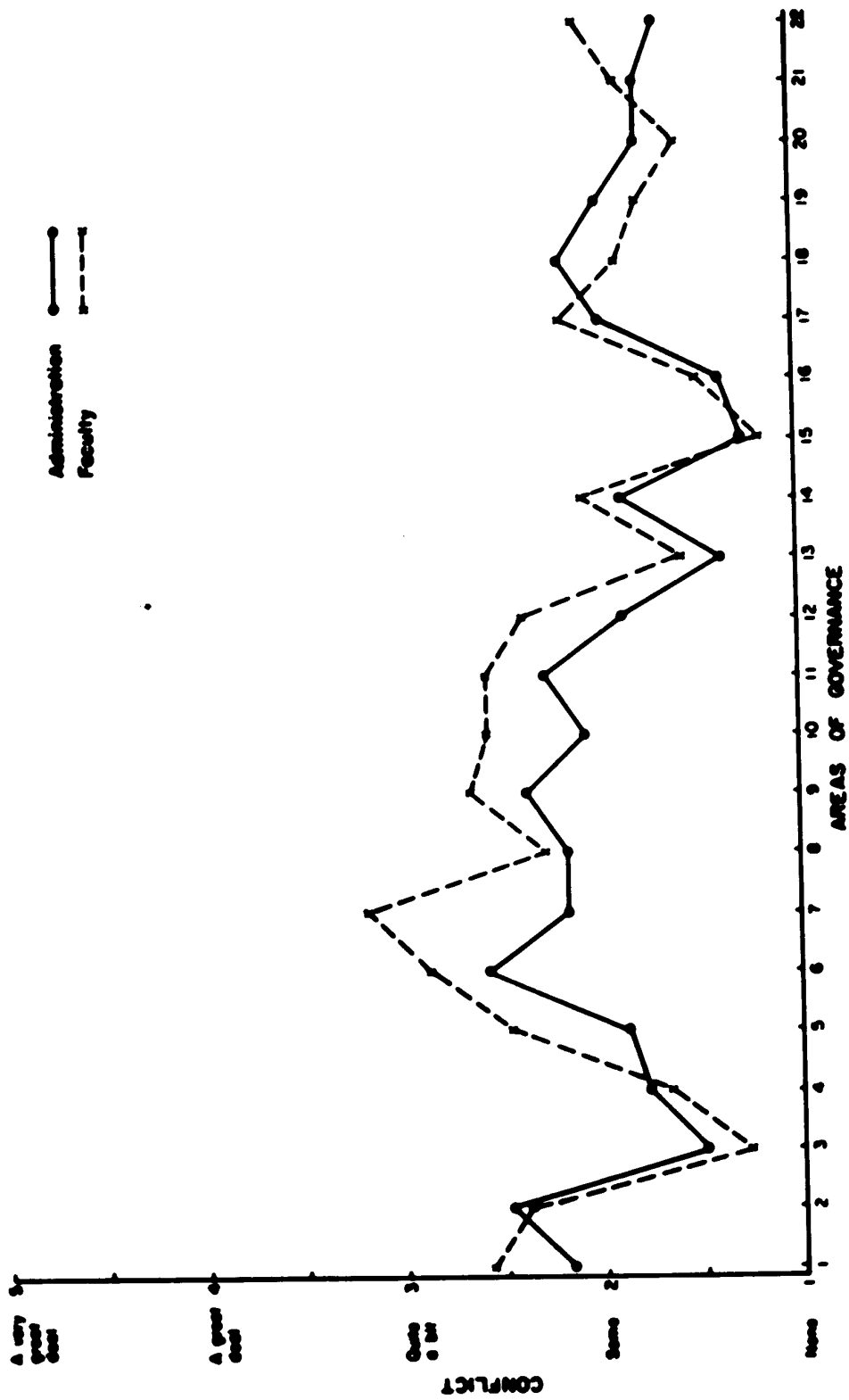


FIGURE XIII

MEAN SCORES OF COLLEGE 5 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE DEGREE OF ADMINISTRATION-FACULTY CONFLICT OVER PRACTICES OF FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

### Areas of Concern

Administration and faculty expressions of concern about the formulation of policies in the governance areas are presented in Table VI.

The responses from both groups are characterized by a high degree of variance. Only three of the forty-four standard deviations are less than 1.00 and thirty-one exceed 1.25.

Based on an analysis of the distribution of responses the faculty members appear to be most concerned about the procedures for policy formulation in areas 1 (programs), 5 (student allocation, class size), 6 (teaching assignments, teaching loads), 7 (selection of administrative staff), 10 (tenure, promotion, dismissal) and 12 (physical expansion).

Areas 1 (programs), 2 (course offerings), 8 (selection of instructional staff), 9 (administrative structure), 19 (college promotion) and 20 (college relationships) appear to be of most concern to the administration.

### Latent, Perceived and False Conflict

A condition of latent conflict appears to exist in areas 1, 5, 7, 9, 10, 14, 15, and 17. The areas 1 (programs), 10 (tenure, promotion, dismissal), 14 (timetable), 15 (public use of facilities), and 17 (supportive services), are suggested due to the differences in the administration and faculty perception of the existing distribution of control. The differences in the two groups' perceptions of the preferred distribution of control in areas 5 (student allocation, class size), 7 (selection of administrative staff), and 9 (administrative

TABLE VI

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE 5 ADMINISTRATION AND FACULTY EXPRESSIONS OF CONCERN ABOUT HOW POLICIES ARE FORMULATED IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 none		2 some		3 quite a bit		4 a great deal		5 a very great deal		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
1	A	3	17.6	5	29.4	3	17.6	4	23.5	2	11.8	2.82	1.33
	F	8	11.4	8	11.4	20	28.6	19	27.1	15	21.4	3.36	1.26
2	A	1	5.9	6	35.3	6	35.3	2	11.8	2	11.8	2.88	1.11
	F	7	10.0	16	22.9	22	31.4	15	21.4	10	14.3	3.07	1.26
3	A	5	31.3	5	31.3	2	12.5	2	12.5	2	12.5	2.44	1.41
	F	30	43.5	15	21.7	14	20.3	3	4.3	7	10.1	2.16	1.31
4	A	5	31.3	8	50.0	1	6.2	0	0.0	2	12.5	2.13	1.26
	F	23	33.3	22	31.9	13	18.8	6	8.7	5	7.2	2.25	1.22
5	A	6	37.5	2	12.5	5	31.3	1	6.2	2	12.5	2.44	1.41
	F	8	11.6	17	24.6	16	23.2	13	18.8	15	21.7	3.15	1.33
6	A	6	37.5	2	12.5	3	18.8	3	18.8	2	12.5	2.56	1.50
	F	7	10.1	18	26.1	8	11.6	14	20.3	22	31.9	3.38	1.43
7	A	4	25.0	5	31.3	3	18.8	0	0.0	4	25.0	2.69	1.54
	F	8	11.6	13	18.8	15	21.7	9	13.0	24	36.8	3.41	1.43
8	A	3	18.8	5	31.3	4	25.0	0	0.0	4	25.0	2.81	1.47
	F	8	11.8	18	26.5	19	27.9	9	13.2	14	20.6	3.04	1.31
9	A	3	18.8	4	25.0	4	25.0	1	6.2	4	25.0	2.94	1.48
	F	5	7.2	25	36.2	19	27.5	6	8.7	14	20.3	2.99	1.25
10	A	3	18.8	6	37.5	3	18.8	2	12.5	2	12.5	2.63	1.31
	F	9	13.0	16	23.2	15	21.7	12	17.4	17	24.6	3.17	1.38
11	A	4	26.7	4	26.7	3	20.0	2	13.3	2	13.3	2.60	1.40
	F	8	11.8	26	38.2	14	20.6	11	16.2	9	13.2	2.81	1.24
12	A	7	46.7	1	6.7	4	26.7	2	13.3	1	6.7	2.27	1.39
	F	7	10.3	14	20.6	13	19.1	17	25.0	17	25.0	3.34	1.33
13	A	8	53.3	5	33.3	1	6.7	0	0.0	1	6.7	1.73	1.10
	F	23	34.3	28	41.8	13	19.4	2	3.0	1	1.5	1.96	0.90
14	A	5	31.3	3	18.8	3	18.8	2	12.5	3	18.8	2.69	1.54
	F	18	26.1	20	29.0	5	7.2	16	23.2	10	14.5	2.71	1.45
15	A	9	60.0	4	26.7	1	6.7	0	0.0	1	6.7	1.67	1.11
	F	50	72.5	16	23.2	3	4.3	0	0.0	0	0.0	1.32	0.56
16	A	7	43.8	7	43.8	1	6.2	0	0.0	1	6.2	1.81	1.05
	F	42	60.9	18	26.1	6	8.7	3	4.3	0	0.0	1.57	0.83
17	A	5	31.1	4	25.0	5	31.3	0	0.0	2	12.5	2.38	1.31
	F	10	14.5	14	20.3	24	34.8	8	11.6	13	18.8	3.00	1.30
18	A	4	23.5	6	35.3	2	11.8	1	5.9	-	23.5	2.71	1.53
	F	15	21.7	14	23.2	10	14.5	14	20.3	14	20.3	2.94	1.46
19	A	2	11.8	7	41.2	2	11.8	4	23.5	2	11.8	2.82	1.29
	F	26	38.2	22	32.4	6	8.8	10	14.7	-	5.9	2.18	1.26
20	A	2	11.8	6	35.3	4	23.5	3	17.6	2	11.8	2.82	1.24
	F	23	34.3	24	35.8	8	11.9	5	7.5	7	10.4	2.24	1.29
21	A	5	29.4	5	29.4	3	17.6	2	11.8	2	11.8	2.47	1.34
	F	17	24.6	13	18.8	17	24.6	15	21.7	7	10.1	2.74	1.33
22	A	6	40.0	3	20.0	3	20.0	2	13.3	1	6.7	2.27	1.34
	F	15	22.4	29	43.3	10	14.9	7	10.4	5	7.5	2.60	1.21

<sup>a</sup>As listed in questionnaire  
<sup>b</sup>Administration perceptions  
<sup>c</sup>Faculty perceptions

structure), appear to be sufficient to constitute conditions of antecedent conflict.

There does not appear to be an area in which a condition of perceived conflict exists. Although both groups perceive a relatively high degree of conflict in area 6 (teaching assignments, teaching loads), their perceptions of the existing and preferred distribution of control in this area are essentially the same. Thus, a condition of false conflict, rather than perceived conflict, appears to exist in area 6.

#### Distribution of Control Among Individuals and Groups

Administrative and faculty mean perceptions of the distribution of control among individuals and groups are presented in Figure XXIV. A summary of the actual questionnaire responses is presented in Table XL of Appendix E.

An authoritarian control pattern is perceived to exist in College 5. The president of the college is perceived by both administration and faculty as being by far the most influential in formulating policies. Both groups also perceive the administrative staff to be considerably more influential than the individual faculty members and the students. The sharp drop in control is most pronounced in the faculty perceptions where the mean control score of 3.70 for the administrative staff drops to values of 1.75 and 1.71 for individual faculty members and students respectively.

There is considerable variance in the responses from both groups concerning the influence exercised by the college board and the Colleges Commission. However, both the board and the Commission are

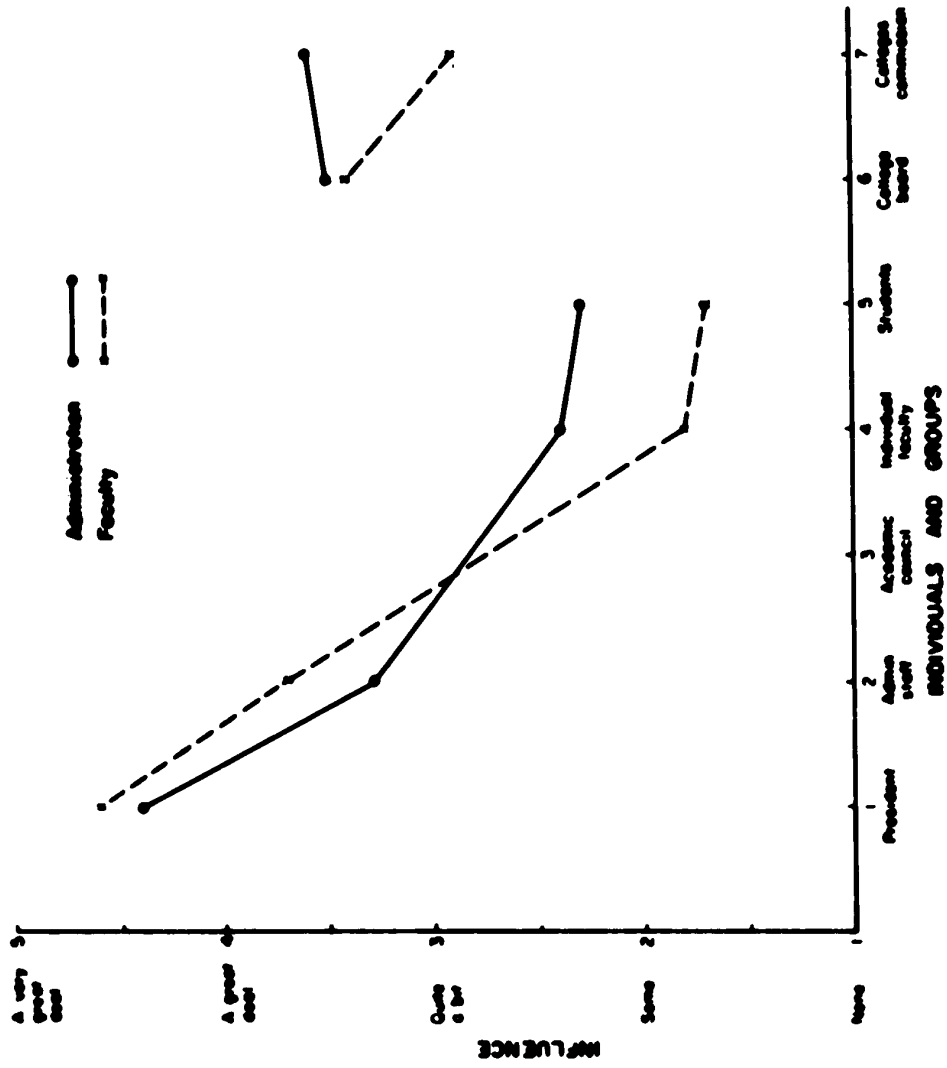


FIGURE XIV  
 MEAN SCORES OF COLLEGE'S ADMINISTRATION AND FACULTY PERCEPTIONS  
 OF THE DEGREE OF INFLUENCE EXERCISED BY VARIOUS  
 INDIVIDUALS AND GROUPS IN FORMULATING POLICIES

perceived to be considerably less influential than the president, but considerably more influential than the individual faculty and students.

### Degree of Satisfaction

Responses from both the administration and faculty to this section of the questionnaire are characterized by a high degree of variance. Administrator responses varied from "completely satisfied" (one person) to "completely dissatisfied" (one person). The largest number to respond to any one category, six, indicated they were "moderately satisfied" and another five indicated they were "very satisfied."

Twenty-three, which is about one-third of the faculty, indicated they were "moderately dissatisfied." Nineteen faculty members indicated they were "moderately satisfied," eighteen indicated they were "very dissatisfied," and four expressed complete dissatisfaction.

In spite of the variance in the responses, it appears that the faculty is generally much less satisfied than the administration with the procedures used in formulating policies in the college.

A summary of the responses to this section of the questionnaire is presented in Table XIII in Chapter 10.

### SUMMARY

In this chapter the research findings for College 5 were reported. The findings are summarized as follows:

1. Significant differences in administration and faculty perceptions of the existing distribution of control exist in areas 1 (programs), 10 (tenure, promotion, dismissal), 14 (timetable),

15 (public use of facilities) and 17 (supportive services).

2. Significant differences in administration and faculty perceptions of the preferred distribution of control exist in areas 5 (student allocation, class size), 7 (selection of administrative staff) and 9 (administrative structure).

3. Both the administration and faculty perceive a significant level of conflict in area 6 (teaching assignments, teaching loads). The faculty members perceive above normal conflict in several other areas including 1, 7, 9, 10, and 11.

4. A condition of latent conflict appears to exist in areas 1 (programs), 5 (student allocation, class size), 7 (selection of administrative staff), 9 (administrative structure), 10 (tenure, promotion, dismissal), 14 (timetable), 15 (public use of facilities), and 17 (supportive services).

5. There does not appear to be a condition of perceived conflict in any area of governance.

6. A condition of false conflict appears to exist in area 6 (teaching assignments, teaching loads).

7. The areas in which the administrators are most concerned over procedures of policy formulation are 1 (programs), 2 (course offerings), 8 (selection of instructional staff), 9 (administrative structure), 19 (college promotion) and 20 (college relationships).

8. The areas in which the faculty members are most concerned over procedures of policy formulation are 1 (programs), 5 (student allocation, class size), 6 (teaching assignments, teaching loads), 7 (selection of administrative staff), 10 (tenure, promotion, dismissal) and 12 (physical expansion).

9. An authoritarian control pattern similar to those in Colleges 3 and 4 is perceived by both the administration and faculty. The control curve which represents the perceptions of the faculty members is particularly steep.

10. The administrators are significantly more satisfied with the procedures used for formulating policies than are the faculty members. Seventy percent of the faculty members are either "moderately dissatisfied" or "very dissatisfied" while eleven of the sixteen administrators are either "moderately satisfied" or "very satisfied."



## Chapter 9

### THE FINDINGS: COLLEGE 6

#### Existing Distribution of Control

Administration and faculty mean perceptions of the existing distribution of control in the twenty-two areas of governance are presented in Figure XXV. A summary of the responses to this section of the questionnaire is presented in Table XLI of Appendix E.

There appears to be significant differences in the perceptions of the two groups in areas 3, 10, 13, and 21.

In area 3 (examinations), there is considerable variance in the responses from both the administration and the faculty. The six administrators are equally divided among the three categories of shared control, faculty primacy and faculty dominance. Responses from the faculty are even more varied, with nine perceiving a condition of administration primacy, and another five perceiving a condition of administration dominance. These fourteen, or just over thirty percent of the faculty, perceive conditions of control in area 3 that are not perceived by any of the administrators. Twelve faculty members, the largest number to respond to any one category, perceive a condition of shared control.

In area 10 (tenure, promotion, dismissal), four of the six administrators perceive a condition of shared control while just over ninety percent of the faculty are divided in their perceptions between the conditions of administration primacy and shared control.

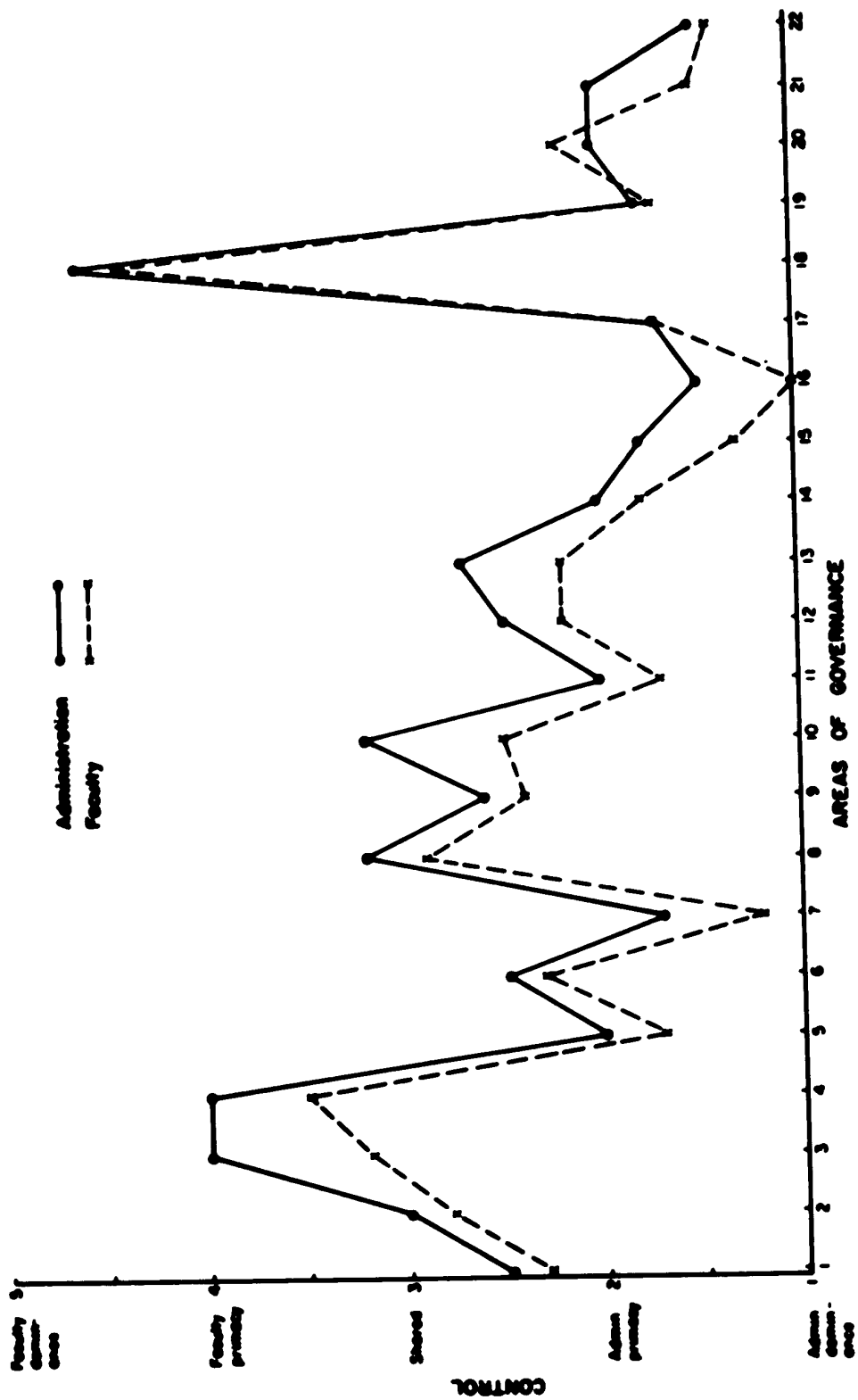


FIGURE XXV  
 MEAN SCORES OF COLLEGE ADMINISTRATION AND FACULTY PERCEPTIONS OF THE EXISTING DISTRIBUTION  
 OF CONTROL IN FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

An analysis of the actual responses in areas 13 (student rules, regulations), and 21 (admission requirements), indicate greater differences in the perceptions of the two groups than is suggested by their mean scores. In area 13, four of the six administrators perceive a condition of shared control, however fourteen, or about a third of the faculty, perceive a condition of administration dominance. In area 21, four of the six administrators perceive a condition of administration primacy, while about fifty-five percent of the faculty perceive a condition of administration dominance.

#### Preferred Distribution of Control

Administration and faculty mean perceptions of the preferred distribution of control are presented in Figure XXVI. The actual responses to this section of the questionnaire are summarized in Table XLII of Appendix E.

The mean perceptions of the two groups are very similar in most of the twenty-two areas. The most significant differences appear in areas 5, 6, 7, 9, and 14.

In area 5 (student allocation, class size), four of the six administrators prefer a condition of shared control and two prefer a condition of administration primacy. Twenty, or about forty-five percent of the faculty, prefer a condition of shared control, but an almost equal number prefer a condition of faculty primacy.

In area 6 (teaching assignments, teaching loads), five of the six administrators prefer a condition of shared control. Although twenty-four, or just over fifty percent of the faculty, prefer the same condition, another thirteen, or just about thirty percent, prefer

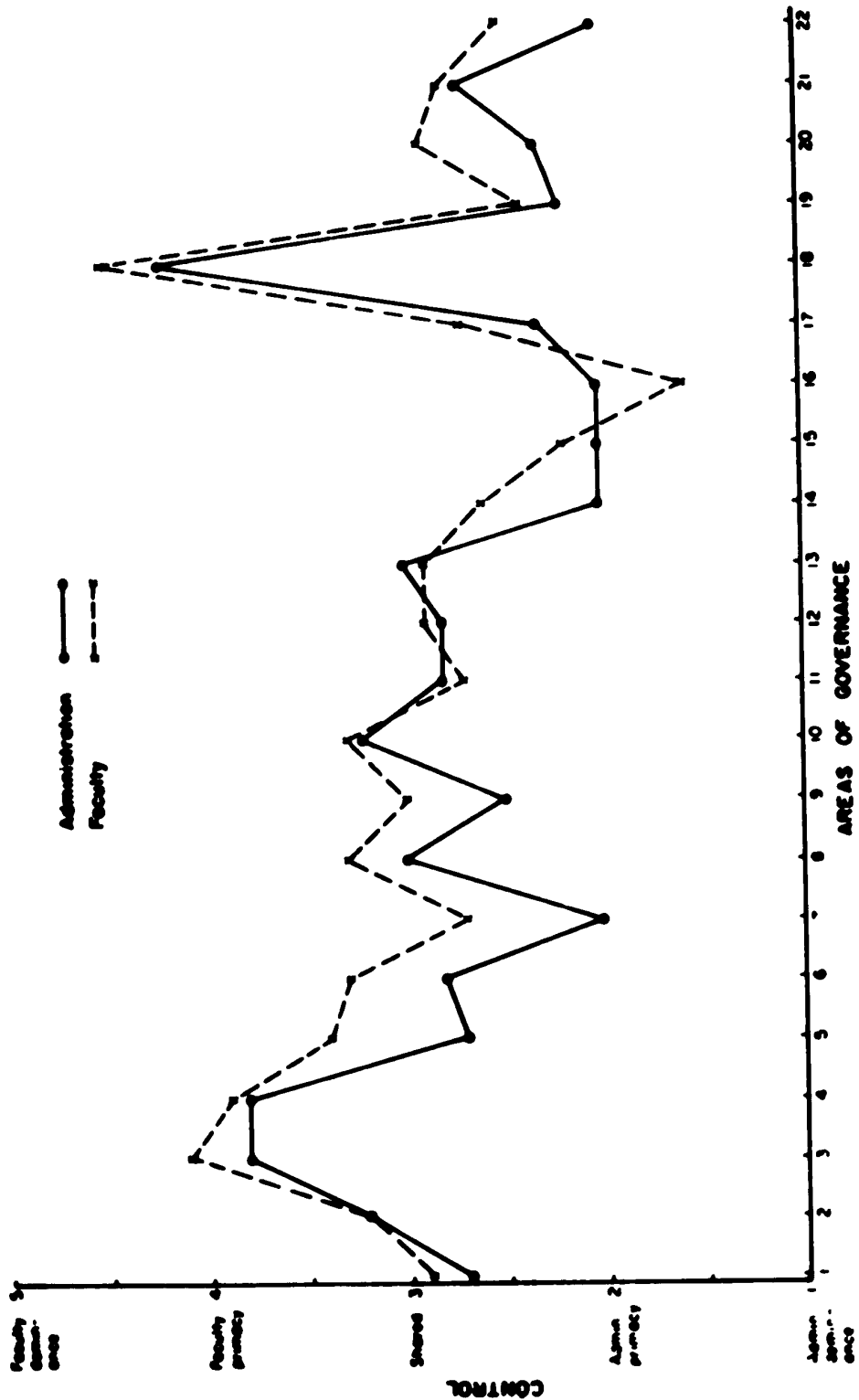


FIGURE XXVI  
 MEAN SCORES OF COLLEGE ADMINISTRATION AND FACULTY PERCEPTIONS OF THE PREFERRED DISTRIBUTION  
 OF CONTROL IN FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

a condition of faculty primacy.

In area 7 (selection of administrative staff), the six administrators are equally divided in their preferences between the conditions of administration dominance and shared control. While sixty percent of the faculty also prefer a condition of shared control, another seventeen, or nearly forty percent, prefer a condition of administration primacy.

In area 9 (administrative structure), the relatively small difference in mean scores is somewhat misleading. The faculty is almost unanimous in its preference for a condition of shared control, however, three of the six administrators indicated a preference for a condition of administration primacy.

In area 14 (timetable), all six administrators prefer a condition of administration primacy, however, just over fifty percent of the faculty prefer a condition of shared control.

#### Areas of Conflict

Administration and faculty mean perceptions of the degree of conflict in each governance area are presented in Figure XXVII. A summary of the responses to this section of the questionnaire is presented in Table XLIII of Appendix E.

A significant level of conflict is perceived by both the administration and faculty in areas 5 (student allocation, class size), 6 (teaching assignments, teaching loads), 7 (selection of administrative staff), 9 (administrative structure), 12 (physical expansion), and 20 (college relationships). As has been the case in the other colleges, there is considerable variance in the responses to areas

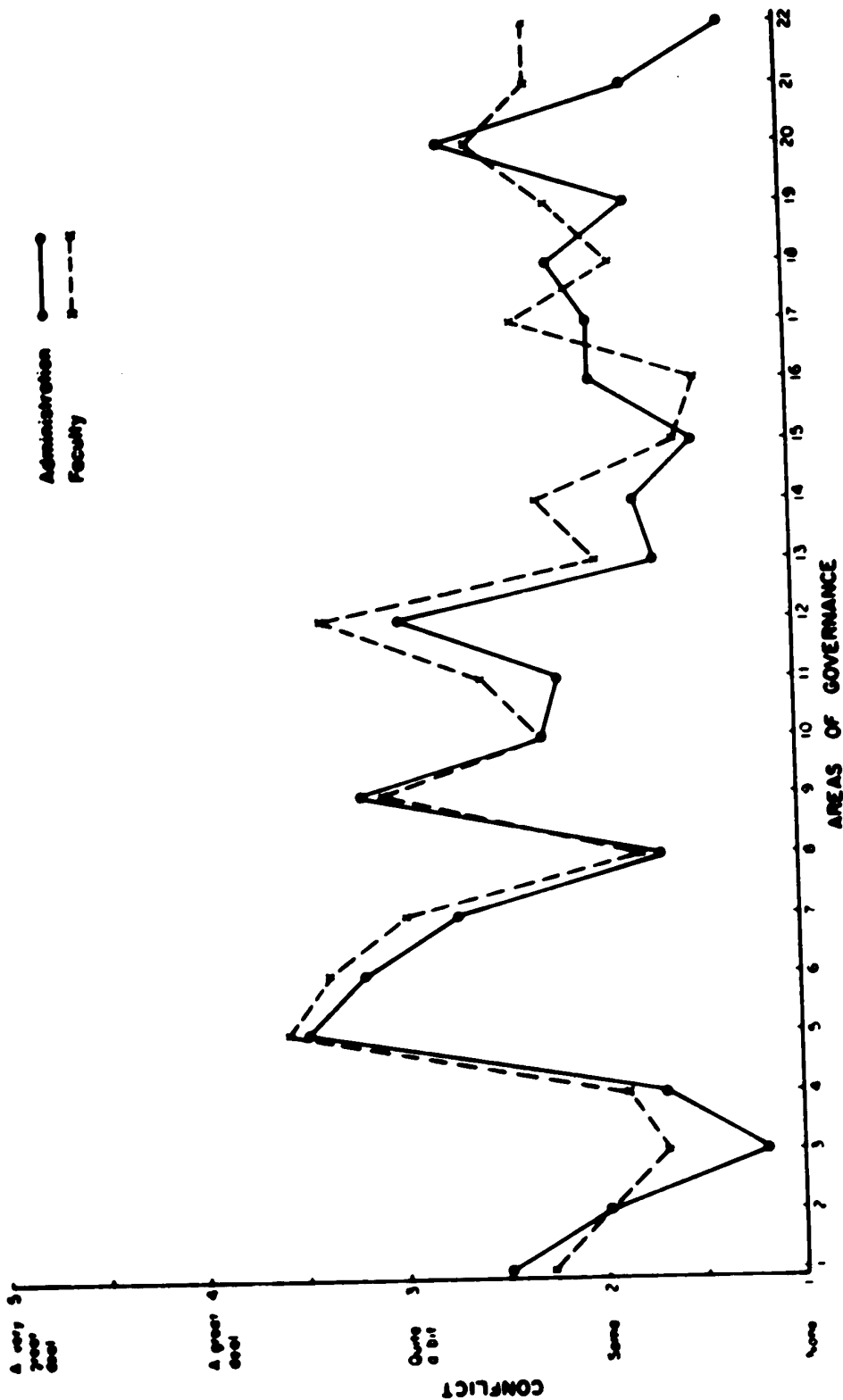


FIGURE XXVII  
 MEAN SCORES OF COLLEGE ADMINISTRATION AND FACULTY PERCEPTIONS OF THE DEGREE OF ADMINISTRATION-FACULTY CONFLICT OVER PRACTICES OF FORMULATING POLICIES IN TWENTY-TWO AREAS OF GOVERNANCE

where conflict appears to exist.

### Areas of Concern

Administration and faculty expressions of concern about how policies are formulated in the areas of governance are presented in Table VII.

As with the other five colleges there is considerable variance in the responses, particularly in those from the faculty. Standard deviations for all faculty responses, except two, exceed 1.00.

It is interesting to note that only in area 5 (student allocation, class size), does the administration mean concern score reach a level of 3.00, while faculty mean scores exceed this level in thirteen of the twenty-two areas. Of the thirteen, areas 5 (student allocation, class size), 6 (teaching assignments, teaching loads), 7 (selection of administrative staff), 9 (administrative structure), 10 (tenure, promotion, dismissal) and 12 (physical expansion), appear to be of most concern to the faculty members.

In addition to area 5, the administration appear to be most concerned about how policies are formulated in areas 6 (teaching assignments, teaching loads), 9 (administrative structure), 10 (tenure, promotion, dismissal), 12 (physical expansion) and 20 (college relationships).

### Latent, Perceived and False Conflict

A condition of latent conflict appears to exist in areas 3, 10, 13, 14, and 21. Areas 3 (examinations), 10 (tenure, promotion, dismissal), 13 (student rules, regulations), and 21 (admission requirements), are suggested on the basis of the differences in administration

TABLE VII

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE & ADMINISTRATION AND FACULTY EXPRESSIONS OF CONCERN ABOUT HOW POLICIES ARE FORMULATED IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 none		2 some		3 quite a bit		4 a great deal		5 a very great deal		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
1	A <sup>b</sup>	1	33.3	2	33.3	2	33.3	0	0.0	0	0.0	2.00	0.89
	F <sup>c</sup>	2	4.5	12	27.3	12	27.3	14	31.8	4	9.1	3.14	1.67
2	A	3	50.0	1	16.7	2	33.3	0	0.0	0	0.0	1.84	0.98
	F	1	2.2	14	31.1	10	22.2	10	22.2	10	22.2	3.31	1.29
3	A	3	50.0	2	33.3	1	16.7	0	0.0	0	0.0	1.67	0.82
	F	11	24.4	12	26.7	6	13.3	5	11.1	11	24.4	2.84	1.54
4	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.75
	F	11	24.4	5	11.1	10	22.2	7	15.6	12	26.7	3.09	1.54
5	A	0	0.0	3	50.0	1	16.7	1	16.7	1	16.7	3.00	1.27
	F	1	2.2	3	6.7	9	20.0	7	15.6	25	55.6	4.16	1.11
6	A	0	0.0	3	50.0	1	16.7	2	33.3	0	0.0	2.83	0.98
	F	1	2.2	2	4.4	9	20.0	9	20.0	24	53.3	4.18	1.05
7	A	3	50.0	3	50.0	0	0.0	0	0.0	0	0.0	1.50	0.55
	F	3	6.7	11	24.4	8	17.8	13	28.9	10	22.2	3.36	1.26
8	A	3	50.0	2	33.3	0	0.0	1	16.7	0	0.0	1.83	1.17
	F	7	15.6	11	24.4	9	20.0	8	17.8	10	22.2	3.07	1.41
9	A	1	16.7	2	33.3	3	50.0	0	0.0	0	0.0	2.33	0.82
	F	1	2.2	9	20.0	12	26.7	11	24.4	12	26.7	3.53	1.16
10	A	0	0.0	5	83.3	0	0.0	1	16.7	0	0.0	2.33	0.82
	F	3	6.7	11	24.4	6	13.3	10	22.2	15	33.3	3.51	1.36
11	A	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0	2.00	0.89
	F	2	4.5	15	34.1	12	27.3	12	27.3	3	6.8	2.98	1.05
12	A	1	16.7	3	50.0	1	16.7	1	16.7	0	0.0	2.33	1.03
	F	1	2.2	11	24.4	13	28.9	10	22.2	10	22.2	3.38	1.15
13	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.75
	F	15	34.9	13	30.2	8	18.6	1	2.3	6	14.0	2.30	1.36
14	A	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0	1.67	0.52
	F	8	18.2	17	38.6	8	18.2	4	9.1	7	15.9	2.66	1.33
15	A	4	66.7	2	33.3	0	0.0	0	0.0	0	0.0	1.33	0.52
	F	22	50.0	16	36.4	6	13.6	0	0.0	0	0.0	1.64	0.72
16	A	1	16.7	3	50.0	2	33.3	0	0.0	0	0.0	2.17	0.75
	F	28	62.2	11	24.4	4	8.9	1	2.2	1	2.2	1.58	0.92
17	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.75
	F	5	9.1	11	25.0	18	40.9	6	13.6	5	11.4	2.93	1.11
18	A	1	20.0	2	40.0	2	40.0	0	0.0	0	0.0	2.20	0.84
	F	15	34.1	1	2.3	8	18.2	6	13.6	14	31.8	3.07	1.69
19	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.75
	F	5	11.1	18	40.0	13	28.9	6	13.3	3	6.7	2.64	1.07
20	A	2	33.3	1	16.7	2	33.3	1	16.7	0	0.0	2.33	1.21
	F	4	8.9	6	13.3	15	33.3	10	22.2	10	22.2	3.36	1.23
21	A	1	16.7	3	50.0	2	33.3	0	0.0	0	0.0	2.17	0.75
	F	4	8.9	13	28.9	12	26.7	7	15.6	9	20.0	3.09	1.24
22	A	3	50.0	3	50.0	0	0.0	0	0.0	0	0.0	1.50	0.55
	F	7	15.9	19	43.2	6	13.6	7	15.9	5	11.4	2.64	1.24

<sup>a</sup>as listed in questionnaire  
<sup>b</sup>administration perceptions  
<sup>c</sup>faculty perceptions



and faculty perceptions regarding the existing distribution of control in each area. In area 14 (timetable), there appears to be a significant difference in the perceptions of the two groups regarding the preferred distribution of control.

Conditions of perceived conflict appear to exist in areas 5 (student allocation, class size), 6 (teaching assignments, teaching loads), 7 (selection of administrative staff) and 9 (administrative structure). Both the administration and faculty perceive more than normal conflict in these four areas and both groups prefer significantly different distributions of control in each area.

A condition of false conflict appears to exist in areas 12 (physical expansion) and 20 (college relationships). Although both groups perceive a significant level of conflict in these areas their perceptions of the existing and preferred distribution of control are essentially the same.

#### Distribution of Control Among Individuals and Groups

Administration and faculty mean perceptions of the degree of influence exercised by various individuals and groups in formulating policies are presented in Figure XXVIII. A summary of the responses to this section of the questionnaire is presented in Table XLIV of Appendix E.

Unlike in the other colleges, the president is not perceived by either the administration or faculty as being the most influential in formulating policies. The faculty members perceive that the president has only "some" influence, the same degree they perceive faculty members to have. The administration perceives the president to be

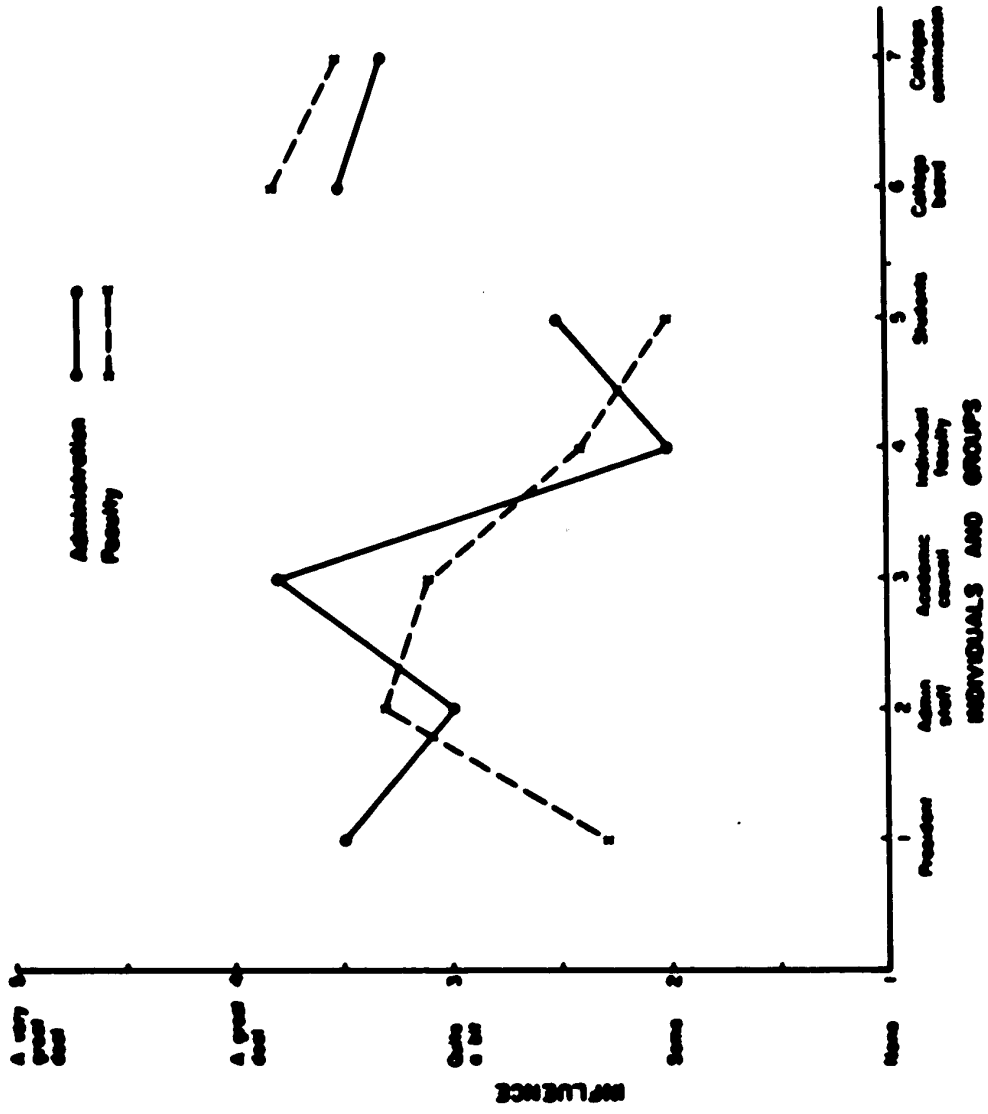


FIGURE XVIII  
 MEAN SCORES OF COLLEGE ADMINISTRATION AND FACULTY PERCEPTIONS  
 OF THE DEGREE OF INFLUENCE EXERCISED BY VARIOUS  
 INDIVIDUALS AND GROUPS IN FORMULATING POLICIES

considerably more influential than do the faculty, however, the administrators perceive that the academic council is the most influential.

The responses to this section should be interpreted with care since the president of the college was absent much of the 1970-71 term due to illness.

Another feature of the distribution pattern which is somewhat unique to College 6 is the relatively high degree of influence perceived to be exercised by the academic council, both in terms of its total influence, and its influence compared to that of the administrative staff. As noted previously, the administration perceives the academic council to be the most influential in policy formulation within the college while the faculty perceive it to be as influential as the administrative staff.

As in most of the other colleges, the individual faculty members and students are not perceived to be very influential in formulating policies.

Both the administration and faculty perceive the college board and the Colleges Commission as being as influential, or more influential, than any individual or group within the college.

#### Degree of Satisfaction

There is very little difference between administration and faculty expressions of satisfaction regarding the procedures used in formulating policies in the college. Of the six administrators, three indicated they are "moderately satisfied" and three indicated they are "moderately dissatisfied." Twenty-four faculty members, which is

about fifty-six percent, indicated they are "moderately satisfied" and another fifteen indicated they are "moderately dissatisfied."

A summary of the responses to this section of the questionnaire is presented in Table XIII in Chapter 10.

#### SUMMARY

In this chapter the research findings for College 6 were reported. The findings are summarized as follows:

1. Significant differences in administration and faculty perceptions of the existing distribution of control exist in areas 3 (examinations), 10 (tenure, promotion, dismissal), 13 (student rules, regulations), and 21 (admission requirements).

2. Significant differences in administration and faculty perceptions of the preferred distribution of control exist in areas 5 (student allocation, class size), 6 (teaching assignments, teaching loads), 7 (selection of administrative staff), 9 (administrative structure) and 14 (timetable).

3. Both the administration and faculty perceive a significant level of conflict in areas 5 (student allocation, class size), 6 (teaching assignments, teaching loads), 7 (selection of administrative staff), 9 (administrative structure), 12 (physical expansion), and 20 (college relationships).

4. A condition of latent conflict appears to exist in areas 3 (examinations), 10 (tenure, promotion, dismissal), 13 (student rules, regulations), 14 (timetable) and 21 (admission requirements).

5. A condition of perceived conflict appears to exist in areas 5 (student allocation, class size), 6 (teaching assignments,

teaching loads), 7 (selection of administrative staff), and 9 (administrative structure).

6. A condition of false conflict appears to exist in areas 12 (physical expansion) and 20 (college relationships).

7. The areas in which the administration are most concerned over procedures of policy formulation are 5 (student allocation, class size), 6 (teaching assignments, teaching loads), 9 (administrative structure), 10 (tenure, promotion, dismissal), 12 (physical expansion), and 20 (college relationships).

8. The areas in which the faculty are the most concerned over procedures of policy formulation are 5 (student allocation, class size), 6 (teaching assignments, teaching loads), 7 (selection of administrative staff), 9 (administrative structure), 10 (tenure, promotion, dismissal), and 12 (physical expansion).

9. A hierarchical pattern of control is not evident in College 6. Administration and faculty perceptions differ significantly on the degree of influence exercised by the president and the academic council. In general, the administrative staff and academic council are both perceived to exercise "quite a bit" of influence in formulating policies in the college.

10. There is very little difference between administration and faculty expressions of satisfaction with the procedures used in formulating policies. Each group is about equally divided between being "moderately satisfied" and "moderately dissatisfied."

## Chapter 10

### A SUMMARY OF THE FINDINGS

In this chapter a summary of the findings is presented in the form of answers to the nine research questions that were used to guide the analysis of the data. Although each question is stated in such a way as to apply to a particular institution, the answers and discussion are based on the findings from all six colleges.

#### Existing and Preferred Distribution of Control

Question 1: In which of the twenty-two areas of governance, if any, is there a significant difference between administration and faculty perceptions of the existing distribution of control in policy formulation?

Question 2: In which of the twenty-two areas of governance, if any, is there a significant difference between administration and faculty perceptions of the preferred distribution of control in policy formulation?

A summary of the governance areas in which there appears to be a significant difference in the perceptions of the administration and faculty regarding the existing and preferred distribution of control is presented in Table VIII.

A significant difference in the perceptions of the two groups, regarding the existing distribution of control, was found in thirty-five out of a possible 132 cases. In thirty of the thirty-five cases the administration perceived a condition of greater faculty control than did the faculty. Three of the five exceptions were found in College 1.

Significant differences in administration and faculty

TABLE VIII  
 AREAS OF GOVERNANCE IN WHICH THERE ARE SIGNIFICANT DIFFERENCES IN  
 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE EXISTING AND  
 PREFERRED DISTRIBUTION OF CONTROL AND DEGREE OF CONFLICT

College	Existing distribution	Preferred distribution	Degree of conflict
1	3, 5, 7, 14, 17, 21	3, 5, 6, 21	1
2	5, 7, 8, 9, 10, 21	3, 15, 17, 18, 22	6, 7, 10, 14, 16
3	3, 10, 14, 17, 18	3, 4, 5, 18, 22	5, 6, 7, 9, 13, 20
4	1, 5, 6, 8, 9, 10, 11, 20, 21	5, 7, 16, 17	4, 5, 7, 8, 9, 10, 13, 19
5	1, 10, 14, 15, 17	5, 7, 9	7
6	3, 10, 13, 21	5, 6, 7, 9, 14	22

perceptions of the existing distribution of control were found in at least four governance areas in each college. In five of the colleges a significant difference appeared in area 10 (tenure, promotion, dismissal). Differences of perception in area 2 (admission requirements) appeared in four colleges and differences in areas 1 (programs), 3 (examinations), 5 (student allocation, class size), 14 (timetable) and 17 (supportive services) were found in three colleges. Differences were found in areas 7 (selection of administrative staff), 8 (selection of instructional personnel) and 9 (administrative structure), in two colleges.

A significant difference in administration and faculty perceptions of the preferred distribution of control were found in twenty-six out of a possible 132 cases. In twenty-five of the twenty-six cases the faculty prefer a condition with greater faculty control than do the administration.

A significant difference in the preferred distribution of control was found in area 5 (student allocation, class size) in five of the six colleges. Differences in areas 3 (examinations) and 7 (selection of administrative staff) appeared in three colleges, and differences in areas 6 (teaching assignments, teaching loads), 9 (administrative structure), 17 (supportive services), 18 (instructional practices) and 22 (allocation of grants) appeared in two colleges.

In general, there is greater agreement between the two groups in their perceptions of the preferred distribution than there is with their perceptions of the existing distribution.

The findings of this section give further support to



Tannenbaum's (1968:307) observation ". . . that the average organization member . . . is more likely to feel that he has too little authority in his work than too much." The findings also buttress the claim that a member's position in the hierarchy will influence the difference between his perceived and preferred degrees of participation. In most instances in this study there is a considerably greater difference between the faculty members' perceptions of existing and preferred distribution of control than there is between the administrators' perceptions. What might be of greater significance is the direction of the difference. While differences in faculty perceptions are almost without exception a result of a preference for increased participation, differences in administration perceptions are generally a result of indicating a preference for a reduction rather than an increase in control. In other words, it appears as if the administration is prepared to accept increased faculty participation in policy formulation in many areas of college governance. There are, however, areas such as number 5 (student allocation, class size), in which the administration does not prefer the distribution of control that is desired by the faculty. As noted previously, significant differences in administration and faculty preferred levels of control in this area were found in five of the six colleges.

#### Areas of Conflict

Question 3: In which of the twenty-two areas of governance, if any, is there a significant difference in administration and faculty perceptions of the degree of administration-faculty conflict?

A summary of the areas in which there exists a significant difference in the perceptions of the degree of conflict is presented

in Table VIII.

A significant difference in administration and faculty perceptions of the existing degree of conflict was found in twenty-two of a possible 132 cases. In sixteen of the twenty-two cases the faculty perceived the greater amount of conflict. All but one of the six exceptions occurred in College 2. In three colleges a significant difference appeared in only one area, while in each of Colleges 2, 3 and 4 differences are indicated in at least five areas.

Differences in perception were most frequent in areas 5 (student allocation, class size), 6 (teaching assignments, teaching loads), 7 (selection of administrative staff), 9 (administrative structure), 10 (tenure, promotion, dismissal), and 13 (student rules, regulations). Perception differences in area 7 were found in four colleges, and differences in all the others were found in two colleges.

Question 4: In which of the twenty-two areas of governance, if any, do both the administration and faculty perceive a significant degree of administration-faculty conflict?

A summary of the areas in which the administration and faculty perceive a significant level of conflict is presented in Table IX. Mean conflict scores approaching and greater than 2.50 were considered to be indicative of a significant level of conflict.

Both groups perceive a condition of conflict in the same area in seventeen of a possible 132 cases. In twelve of the seventeen cases faculty perceive the greater degree of conflict, however, in eight cases the perceptions of the two groups are very similar.

The administration and faculty both perceive a condition of conflict in six areas in College 6, four areas in Colleges 2 and 3, two areas in College 4, and one area in College 5. Neither group

TABLE IX

AREAS OF GOVERNANCE IN WHICH A SIGNIFICANT DEGREE OF  
ADMINISTRATION-FACULTY CONFLICT IS PERCEIVED

College	Perceived by administration	Perceived by faculty	Perceived by both admin. and faculty
1	none	none	none
2	2, 5, 6, 7, 9, 10, 11, 12, 14	6, 9, 11, 12	6, 9, 11, 12
3	7, 9, 10, 17	5, 6, 7, 9, 10, 17, 21	7, 9, 10, 17
4	6, 8	1, 5, 6, 7, 8, 9, 10, 13, 17	6, 8
5	2, 6	1, 5, 6, 7, 9, 10, 11	6
6	1, 5, 6, 7, 9, 12, 20	5, 6, 7, 9, 11, 12, 20	5, 6, 7, 9, 12, 20

perceive a significant level of conflict in any area in College 1.

Both groups perceive a condition of conflict in area 6 (teaching assignments, teaching loads) in four colleges, in area 9 (administrative structure) in three colleges, and in areas 7 (selection of administrative staff) and 12 (physical expansion) in two colleges.

In Colleges 4 and 5 the faculty perceive conditions of administration-faculty conflict in many more areas than do the administration. This situation is somewhat reversed in College 2 where the administration perceive conflict in four more areas than do the faculty. In Colleges 3 and 6 the two groups identify nearly all the same conflict areas.

Faculty perceptions of areas of conflict are concentrated in six governance areas—areas 6 (teaching assignments, teaching loads), and 9 (administrative structure), were identified in five colleges; areas 5 (student allocation, class size), and 7 (selection of administrative staff), in four; and areas 10 (tenure, promotion dismissal), and 11 (budget requests), in three.

Although the administrators perceive fewer areas of conflict than the faculty members, they do identify some of the same areas. For example, the administration perceive a condition of conflict to exist in area 6 in four colleges and in areas 7 and 9 in three colleges.

#### Areas of Concern

Question 5: Do administrators (faculty members) generally express a similar degree of concern about how policies are formulated in each of the twenty-two areas of governance?

The measures of variance for administration and faculty

responses to this section of the questionnaire are, in general, considerably higher than for any other. Even in areas such as 18 (instructional practices), where you might expect to find faculty consensus, it is not uncommon to find standard deviations approaching 1.50.

This finding adds further support to Garrison's (1967) observation that faculty members have differing areas of concern and one should not expect to find them all desiring the same degree of participation in the various areas of college governance. The finding also suggests that this generalization can be extended to include administrators.

Question 6: Are the areas of governance in which the administration (faculty) express the greatest degree of concern the same areas in which they (a) perceive the greatest degree of conflict, (b) prefer the greatest degree of control?

A summary of the administration and faculty responses regarding (a) main areas of concern, (b) areas of greatest conflict, and (c) areas in which the greatest control is preferred, is presented in Table X.

Several areas of governance are of the most concern to both administrators and faculty members. Areas 5 (student allocation, class size), 6 (teaching assignments, teaching loads), and 9 (administrative structure) were among the top five areas of concern of both administrators and faculty members in at least three of the six colleges.

Area 10 (tenure, promotion, dismissal) was ranked in the top five by the faculty in all six colleges and by the administration in two colleges.

TABLE I  
 ADMINISTRATION AND FACULTY RESPONSES REGARDING (a) MAJOR AREAS  
 OF CONCERN, (b) MAIN AREAS OF CONFLICT, AND (c) AREAS  
 IN WHICH GREATEST CONTROL IS PREFERRED

College	Administration responses			Faculty responses		
	Concern <sup>a</sup>	Conflict <sup>a</sup>	Preferred <sup>b</sup>	Concern <sup>a</sup>	Conflict <sup>a</sup>	Preferred <sup>a</sup>
1	22, 7, 12 11, 9, 20	22, 21, 19 10, 11, 12	16, 9, 20, 8, 15	10, 6, 8, 17, 5	19, 10, 17, 22, 11	18, 3, 4, 2, 6
2	6, 11, 9, 2, 5	6, 9, 11, 7, 5	15, 16, 14, 19, 22	1, 6, 10, 2, 12	9, 12, 6, 11, 5	18, 3, 4, 5, 2
3	10, 7, 9, 17, 18	10, 9, 17, 7, 20	16, 22, 15, 9, 7	5, 17, 10, 9, 6	5, 9, 10, 7, 6	3, 18, 4, 2, 5
4	1, 6, 5, 20, 21, 7, 8	6, 8, 1, 3, 10	16, 7, 15, 14, 17	6, 10, 8, 17, 7	6, 8, 10, 7, 9	18, 3, 4, 2, 5
5	9, 2, 19, 20, 1	6, 2, 9, 11, 18	16, 7, 9, 15, 22	7, 6, 1, 12, 10	7, 6, 9, 10, 11	3, 18, 4, 5, 2
6	5, 6, 9, 10, 12, 20	5, 6, 9, 12, 20, 7	14, 15, 16, 7, 22	6, 5, 9, 10, 12	5, 6, 12, 5, 7	18, 3, 4, 5, 6

<sup>a</sup>based on the five highest mean scores and listed in descending order

<sup>b</sup>based on the five lowest mean scores and listed in ascending order

Area 12 (physical expansion) was ranked in the top five by the faculty in three colleges and by the administration in two colleges.

In general, the areas of major concern are also the areas in which the greatest degree of conflict is perceived. Areas 6 (teaching assignments, teaching loads), 9 (administrative structure), 10 (tenure, promotion, dismissal), and 11 (budget requests) were ranked among the top five areas of conflict by both administration and faculty in at least three colleges. Areas 5 (student allocation, class size) and 12 (physical expansion) were ranked in the top five areas of conflict by both groups in at least two colleges.

Administrators ranked area 20 (college relationships) in the top five areas of concern in four colleges and in the top five areas of conflict in two colleges, however, the area was not in the top five faculty areas of concern or conflict.

There does not appear to be a general relationship between areas of concern and areas in which the greatest degree of control is preferred. Of the areas in which the faculty desire the greatest degree of control—2 (course offerings), 3 (examinations), 4 (student promotion), 5 (student allocation, class size) and 18 (instructional practices)—only area 5 appeared in the top five areas of faculty concern. Of the areas in which the administration prefer the greatest control—7 (selection of administrative staff), 9 (administrative structure), 14 (timetable), 15 (public use of facilities), 16 (non-professional staff) and 22 (allocation of grants)—only areas 7 and 9 were ranked in the top five areas of concern.

It may be that both administrators and faculty members are not overly concerned in some of the same areas as they prefer the

greatest degree of control because they feel that their control in the area is already such that any changes to be made will be made by their respective group.

### Latent, Perceived and False Conflict

Question 7: In which areas of governance does there exist a condition of latent, perceived or false conflict?

A summary of the areas in which the three different types of conflict appear to exist is presented in Table XI.

On the basis of the criteria presented in chapter 3 a condition of latent conflict is most prevalent in all six colleges. The areas in which the condition is most common are 3, 5, 7, 10, 14, and 17.

In five colleges a condition of latent conflict exists in area 5 (student allocation, class size), and in four colleges a similar condition was found in areas 3 (examinations), 7 (selection of administrative staff), 10 (tenure, promotion, dismissal), 14 (timetable), and 17 (supportive services).

A condition of perceived conflict was found in only nine cases in the six colleges. The condition was perceived in areas 6 (teaching assignments, teaching loads) and 9 (administrative structure), in two colleges and in areas 5 (student allocation, class size), 7 (selection of administrative staff), 8 (selection of instructional staff), 10 (tenure, promotion, dismissal) and 17 (supportive services) in one college.

A condition of false conflict was found in eight cases in the six colleges. The condition was found in areas 6 (teaching assignments, teaching loads) and 12 (physical expansion) in two colleges and in areas 7 (selection of administrative staff), 9 (administrative



**TABLE XI**  
**AREAS OF COVERAGE IN WHICH THERE EXISTS CONDITIONS OF**  
**LATENT, PERCEIVED AND FALSE CONFLICT**

College	Latent conflict	Perceived conflict	False conflict
1	3, 5, 6, 7, 14, 17, 21		
2	3, 5, 7, 8, 10, 17, 18, 22	9	6, 11, 12
3	3, 5, 14, 18, 22	10, 17	7, 9
4	1, 5, 7, 9, 10, 11, 16, 17, 20, 21	6, 8	
5	1, 5, 7, 9, 10, 14, 15, 17		6
6	3, 10, 13, 14, 21	5, 6, 7, 9	12, 20

structure), 11 (budget requests), and 20 (college relationships) in one college.

In terms of the conflict model presented in Figure III, the preceding findings suggest that there exists many antecedent conditions for administration-faculty conflict in the colleges, but, that relatively few have developed to the stage of mutual awareness.

#### Distribution of Control Among Individuals and Groups

Question 8: Do faculty members perceive a significantly more centralized pattern of control over policy formulation than do administrators?

Administration and faculty mean perceptions of the distribution of control within the colleges are in most cases very similar. In Colleges 1, 2, 3, 4 and 5 both groups perceive what Marcus and Cafagna (1965) called an authoritarian control pattern. In this type of control pattern the person or persons holding the top hierarchical position (in this study the president) exercises the greatest degree of control, and those in the lowest echelon (the students) exercise the least. The steep slopes of the control curves for Colleges 3, 4, and 5 indicate that a highly centralized control pattern is perceived in these institutions. The much flatter slope of the control curve for College 1 indicates that control is not perceived as being highly centralized in that institution.

The distribution of control in College 6 differs from that in the other five colleges in two ways. First, neither the administration nor the faculty perceive the president as being most influential in formulating policies in the college. The president's prolonged absence from the college due to sickness could have affected the

responses to this item. Second, the administration perceive the academic council as being the most influential in formulating policies within the college. In addition, the administration and faculty mean perceived scores of 3.83 and 3.09 correspond to the highest degree of influence accorded a council by the two groups in any college.

College councils, in their present forms, appear to be of limited value in facilitating meaningful faculty participation in policy formulation. This observation is based on the relatively little degree of control accorded these bodies in overall policy formulation in the colleges and on administration and faculty comments regarding their structure and operation. The practice whereby the president of the college (a) automatically becomes chairman of the council meetings, (b) is the communication link between the council and the board, and (c) is also a member of the board, contributes to faculty distrust and contempt for the procedures for policy formulation. One college president concluded that this structure forces him to "wear too many hats" since he can be placed in the position of pleading the case for a council recommendation at a board meeting, and then since he is a member of the board, he can vote against it. In some colleges the standing committees of council are automatically chaired by members of the administration and therefore as one respondent noted "the committees are already loaded before we start."

Administration and faculty responses regarding the influence exercised by the college boards and the Colleges Commission varied considerably both within and among the colleges. A summary of the two groups' mean perceived scores is presented in Table XII.

In Colleges 1 and 4 the faculty perceive the board to be

TABLE XII  
 MEAN SCORES BY COLLEGE OF ADMINISTRATION AND FACULTY PERCEPTIONS  
 OF THE DEGREE OF CONTROL\*\* EXERCISED BY VARIOUS INDIVIDUALS  
 AND GROUPS IN THE FORMULATING OF POLICIES

Individual or group	College											
	1		2		3		4		5		6	
	A <sup>a</sup>	F <sup>b</sup>	A	F	A	F	A	F	A	F	A	F
College president	3.75	3.95	4.80	4.21	4.83	4.70	4.17	4.26	4.38	4.61	3.50	2.34
Admin staff <sup>c</sup>	3.00	3.47	2.80	2.72	3.00	2.95	3.67	3.57	3.31	3.70	3.00	3.30
Academic council			2.20	2.68	2.00	1.77	3.17	2.61			3.83	3.09
Faculty members	3.25	2.74	3.00	2.37	1.67	1.70	2.17	1.74	2.38	1.75	2.00	2.44
Students	2.00	1.90	2.20	1.95	2.00	1.51	1.83	1.52	2.27	1.71	2.50	2.00
College board	2.25	3.84	3.60	3.00	4.33	3.78	2.40	3.36	3.50	3.35	3.50	3.80
Colleges commission	1.25	2.14	3.80	3.44	3.83	2.89	3.20	2.76	3.56	2.86	3.33	3.51

<sup>a</sup> administration    <sup>b</sup> faculty    <sup>c</sup> excluding the president    <sup>d</sup> if applicable  
 \*\*1 = none    2 = some    3 = quite a bit    4 = a great deal    5 = a very great deal

considerably more influential than does the administration while in Colleges 2 and 3 the perceptions are reversed. The mean perceptions of two groups are very similar in Colleges 5 and 6.

In College 3 both the administration and faculty perceive the board to be very influential in policy formulation with mean influence scores of 4.33 and 3.78 respectively. The lowest mean influence scores, 2.25 and 2.40, represent the perceptions of the administration in Colleges 1 and 4.

In general, the college boards are perceived as being more influential in policy formulation than the administrative staffs, academic councils, individual faculty members and students.

The greatest differences between administration and faculty perceptions regarding the influence of the Colleges Commission occur in Colleges 1, 3, and 5. In Colleges 3 and 5 the administration perceive the Commission to be more influential than does the faculty while in College 1 the reverse was found. Both groups in College 1 accord very little influence to the Commission, but this was expected since it is a private institution. The highest mean influence scores, 3.80 and 3.83, represent the perceptions of the administration in Colleges 2 and 3. Excluding College 1, the lowest mean influence scores, 2.76 and 2.86, represent the perceptions of the faculty in Colleges 4 and 5.

In general, the Colleges Commission is attributed approximately the same degree of influence as are the college boards.

#### Degree of Satisfaction

Question 9: Is there a significant difference in administration and faculty expressions of satisfaction concerning the

procedures used in formulating policies?

A summary of the administration and faculty responses to this item in the questionnaire is presented in Table XIII.

In all but College 6, the administration expressed a higher degree of satisfaction with the existing policy formulating practices than did the faculty. In Colleges 1 and 2 the differences are both less than half a mean score unit, and in College 6 they are very similar. However, the differences are considerably greater in Colleges 3, 4 and 5 where the administration is considerably more satisfied than the faculty.

Both the administration and faculty in College 1 expressed the highest degree of satisfaction of their respective groups. In this college three of the four administrators are "very satisfied" and over eighty percent of the faculty are either "very satisfied" or "moderately satisfied."

The greatest degree of dissatisfaction was expressed by the faculty in College 3 where nearly forty percent indicated they are "very dissatisfied" and another six, or seventeen percent, indicated they are "completely dissatisfied."

Of the six groups of administrators, those in Colleges 2 and 5 expressed the greatest degree of dissatisfaction. In both colleges the administrators are about evenly divided between being "moderately satisfied" and "moderately dissatisfied."

There is an apparent relationship between the degree of satisfaction expressed by the faculty regarding procedures used in formulating policies and the slopes of the curves in the control graphs. In Colleges 3, 4, and 5 where the control curves are the steepest, the

TABLE XIII  
 FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE BY COLLEGE OF  
 ADMINISTRATION AND FACULTY SATISFACTION WITH THE  
 PROCEDURES USED IN FORMULATING POLICIES

College	1		2		3		4		5		6		Mean Score	S. D.
	n	%	n	%	n	%	n	%	n	%	n	%		
1 A	0	0.0	3	75.0	1	25.0	0	0.0	0	0.0	0	0.0	2.25	0.50
1 F	1	5.3	8	42.1	8	42.1	2	10.5	0	0.0	0	0.0	2.58	0.77
2 A	0	0.0	0	0.0	3	60.0	2	40.0	0	0.0	0	0.0	3.40	0.55
2 F	0	0.0	2	10.5	7	36.8	4	21.1	5	26.3	1	5.3	3.79	1.13
3 A	0	0.0	3	50.0	1	16.7	1	16.7	1	16.7	0	0.0	3.00	1.27
3 F	0	0.0	3	8.3	9	25.0	4	11.1	14	38.9	6	16.7	4.31	1.26
4 A	0	0.0	2	40.0	3	60.0	0	0.0	0	0.0	0	0.0	2.60	0.55
4 F	0	0.0	0	0.0	8	34.8	8	34.8	7	30.4	0	0.0	3.96	0.83
5 A	1	6.2	5	31.3	6	37.5	1	6.2	2	12.5	1	6.2	3.06	1.34
5 F	0	0.0	2	3.0	19	28.8	23	34.8	18	27.3	4	6.1	4.05	0.97
6 A	0	0.0	0	0.0	3	50.0	3	50.0	0	0.0	0	0.0	3.50	0.55
6 F	0	0.0	2	6.7	24	55.8	15	34.9	2	4.7	0	0.0	3.40	0.66
Sub Total	1	2.4	13	31.0	17	40.5	7	16.7	3	7.1	1	2.4	3.02	1.05
Total	1	0.5	17	8.3	75	36.4	56	27.2	46	22.3	11	5.3	3.79	1.07
Total	2	0.8	30	12.1	92	37.1	63	25.4	49	19.8	12	4.8	3.66	1.10

a Administration  
 b Faculty

faculties expressed the greatest degree of dissatisfaction. These are also the colleges in which the president and administrative staff came under heavy verbal attacks in the comments that were made at the end of the questionnaire. Comments such as "The president runs the college, the . . . council is a rubber stamp," "We essentially have a one man show," "Our college is being completely run by the president," "Faculty concerns arise chiefly from . . . a totally authoritarian and unresponsive administration," are common in the faculty member responses from the three colleges.

#### SUMMARY

In this chapter the findings from all six colleges were summarized. The following generalizations are based on these findings and on the perceptions of the researcher that were formed during the conduct of the study.

1. Administrators generally perceived greater control in policy formulation by the faculty than did faculty members.
2. Administrators generally preferred less control in policy formulation by the faculty than did faculty members.
3. Administration and faculty perceptions of the preferred distribution of control were generally more similar than their perceptions of the existing distribution of control.
4. Administrators generally indicated a willingness to accept greater faculty participation in policy formulation than they perceived existed, and in many cases, they were prepared to accept the level of control that was preferred by the faculty.
5. Faculty members generally perceived more areas of



administration-faculty conflict than did administrators.

6. Areas of governance which were most prone to conditions of administration-faculty conflict over policy formulating procedures were 5 (student allocation, class size), 6 (teaching assignments, teaching loads), 7 (selection of administrative staff), and 9 (administrative structure).

7. Both administrators and faculty members have diverse areas of concern with respect to college governance.

8. Areas of major concern to the faculty members were not confined to those which were directly related to the instructional process, or to those in which they preferred the greatest control.

9. Control in policy formulation was generally perceived to be centralized in the hands of the president of the college. However, the relative heights and slopes of the control curves vary considerably, indicating differences among the colleges in the degrees of influence in policy formulation exercised by the different levels in the hierarchy.

10. It is too early in the history of college councils to pass final judgement on their usefulness. However, in their present forms they were generally perceived to be of questionable value in providing for, and encouraging, meaningful faculty participation in policy formulation.

11. Administrators were generally more satisfied than faculty members with the procedures used in formulating policies. Faculties which perceived very authoritarian control patterns expressed the greatest degree of dissatisfaction with the practices used in formulating policies.

## Chapter 11

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The first part of this chapter summarizes the study; then, several conclusions and implications are discussed. The chapter concludes with a section outlining areas for further research.

#### SUMMARY OF THE STUDY

##### The Problem

The main problem of the study was to ascertain the extent of administration-faculty conflict over the distribution of control in policy formulation in six Alberta colleges. Subproblems related to the main problem were:

1. to compare the perceptions of the administration and faculty in each college regarding (a) existing and preferred distribution of control, (b) degree of administration-faculty conflict over control, and (c) distribution of control among individuals and groups in formulating policies.

2. to compare the expressions of the administration and faculty in each college regarding (a) concern over how policies are formulated in various areas of governance and (b) satisfaction with the present practices of formulating policies.

##### Related Literature and Research

Current literature on control and conflict in organizations was reviewed in developing the theoretical and analytical framework

for the study.

Tannenbaum's (1968) concept of the control process in organizations was used in the study. The control graph developed by Tannenbaum and Katz (1957) was adapted for use in describing the distribution of control among individuals and groups in a college. A modification of the control graph, called the area control graph, was used in comparing administration and faculty perceptions of the existing and preferred distribution of control, and the degree of conflict, in twenty-two areas of college governance. Interpretations of the control graph were based on the hypothetical control patterns proposed by Marcus and Cafagna (1965). The area control graphs were interpreted in terms of the theoretical control patterns proposed by the American Association for Higher Education (1967).

Pondy's (1967) conceptualization of conflict in organizations formed the basis for the analysis of conditions of conflict in the colleges. Criteria were established to permit an analysis of conflict conditions in Pondy's terms of latent, perceived and false conflict.

A review of the related research done in colleges in the United States yielded information that aided in developing the research instrument. In addition, the knowledge obtained from reviewing the procedures used in studying control and conflict in other colleges proved useful in conducting the study.

### Methodology

A total of 341 college members were asked to participate in the study. Of the total, twenty-six held positions in a private college, and the remainder comprised the academic personnel in the

five public colleges in Alberta.

Data were collected with a questionnaire, which was administered to all 341 college members, and through selected interviews. The questionnaire, which was designed for the study—Administration and Faculty Participation in College Governance—has four parts. Part I elicits data about the respondent. In Part II the respondent is asked to indicate his perceptions of the existing and preferred distribution of control in twenty-two areas of governance. In Part III the respondent indicates his perception of the degree of conflict in each area and also his concern about how policies are formulated in each area. In Part IV the respondent indicates what he perceives to be the degree of influence exercised by various individuals and groups in formulating policies. He is also asked to express his satisfaction or dissatisfaction with the procedures currently used in formulating policies.

Selected interviews provided the researcher with further insight into the policy formulating practices in the colleges.

From the related literature, and from an analysis of previous studies done on control and conflict, nine research questions were formulated to act as guidelines in the data analysis.

Responses to the questionnaire items were coded and transferred to computer cards for analysis with a program that was written specifically for the study. The program generated frequency counts, percentage frequencies, mean scores, standard deviations, control graphs and area control graphs.

### The Findings

The findings are presented in the form of abbreviated answers to the nine research questions.

Question 1: In which of the twenty-two areas of governance, if any, is there a significant difference between administration and faculty perceptions of the existing distribution of control in policy formulation?

Significant differences in perception were found in thirty-five out of a possible 132 cases. Areas in which the differences were most frequently found are 1 (programs), 5 (student allocation, class size), 10 (tenure, promotion, dismissal), 14 (timetable), 17 (supportive services) and 21 (admission requirements). The faculty generally perceived a condition of greater administration control than did the administration.

Question 2: In which of the twenty-two areas of governance, if any, is there a significant difference between administration and faculty perceptions of the preferred distribution of control?

Significant differences in perception were found in twenty-six of a possible 132 cases. Areas in which the differences were most frequently found are 5 (student allocation, class size), 3 (examinations) and 7 (selection of administrative staff). The faculty generally preferred a condition of greater faculty control than did the administration.

Differences between perceptions of existing and preferred distribution of control were generally greater for the faculty than the administration. However, the differences in the perceptions of the administration were generally a result of indicating a preference for increased faculty control.

**Question 3:** In which of the twenty-two areas of governance, if any, is there a significant difference in administration and faculty perceptions of the degree of administration-faculty conflict?

Significant differences in perceptions were found in twenty-two of a possible 132 cases. The differences were most frequent in areas 5 (student allocation, class size), 7 (selection of administrative staff), 9 (administrative structure), 10 (tenure, promotion, dismissal), and 13 (student rules, regulations). In most cases the faculty perceived the greater degree of conflict.

**Question 4:** In which of the twenty-two areas of governance, if any, do both administration and faculty perceive a significant degree of administration-faculty conflict?

Both groups perceived a condition of conflict in the same area in seventeen of a possible 132 cases. The areas in which the two groups most frequently perceived conflict are 6 (teaching assignments, teaching loads), 9 (administrative structure), 7 (selection of administrative staff), and 12 (physical expansion).

In most cases the faculty perceived the greater degree of conflict. In addition, the faculty perceived a condition of conflict in seventeen other cases, while the administration perceived the same condition in only seven other cases.

**Question 5:** Do administrators (faculty members) generally express a similar degree of concern about how policies are formulated in each of the twenty-two areas of governance?

The measures of variance for administration and faculty responses indicated that members of both groups had diverse areas of concern.

**Question 6:** Are the areas of governance in which the administration (faculty) express the greatest degree of concern the same areas in which they (a) perceive the greatest degree of conflict, (b) prefer the greatest degree of control?

In general, the areas of major concern were also the areas in which the greatest degree of conflict was perceived. This generalization applies for both administrators and faculty members. Both groups expressed concern and perceived conflict most frequently in the following areas: 5 (student allocation, class size), 6 (teaching assignments, teaching loads), 9 (administrative structure), 10 (tenure, promotion, dismissal) and 12 (physical expansion).

Neither group generally expressed concern in the areas in which they preferred the greatest degree of control. Exceptions were: area 5 (student allocation, class size) for the faculty members, and areas 7 (selection of administrative staff), and 9 (administrative structure), for the administrators.

Question 7: In which areas of governance does there exist a condition of latent, perceived or false conflict?

The condition of latent conflict was most prevalent in all six colleges. This condition was found most frequently in areas 5 (student allocation, class size), 3 (examinations), 7 (selection of administrative staff), 10 (tenure, promotion, dismissal), 14 (timetable), and 17 (supportive services).

Conditions of perceived and false conflict were less numerous with only nine cases of the former and eight of the latter. The condition of perceived conflict was found in areas 6 (teaching assignments, teaching loads) and 9 (administrative structure) in two colleges. A condition of false conflict was found in areas 6 (teaching assignments, teaching loads) and 12 (physical expansion) in two colleges.

Question 8: Do faculty members perceive a significantly more centralized pattern of control over policy formulation than

do administrators?

Administration and faculty perceptions of the distribution of control were generally very similar. In five of the six colleges both groups perceived an authoritarian control pattern. However, within this general pattern there was considerable variation in the shapes and slopes of the control curves. In three colleges, a highly centralized control pattern was perceived.

Question 9: Is there a significant difference in administration and faculty expressions of satisfaction concerning the procedures used in formulating policies?

In five of the six colleges the administration expressed a higher degree of satisfaction with the existing policy formulating practices than did the faculty. However, the differences could not be considered significant in two of these cases. The three colleges where the faculty expressed the greatest degree of dissatisfaction were those where both the faculty and administration perceived a highly authoritarian distribution of control over policy formulation.

## CONCLUSIONS

### Existing and Preferred Distribution of Control

Several generalizations can be made from an analysis of administration and faculty perceptions of the existing distribution of control in policy formulation in the six colleges. First, both groups perceived that, within each college, the distribution of control varied with the governance area. Second, there were significant differences in the perceived distribution of control in some areas of governance within each college. Third, in all areas, with the exception of those concerning examinations, instructional practices and student graduation,



control was perceived to be about equally shared or distributed in favor of the administration. And fourth, within each area the faculty members generally perceived less control in policy formulation by the faculty than did administrators.

From an analysis of administration and faculty perceptions of the preferred distribution of control several similar generalizations can be made. First, both groups preferred that the distribution of control vary with the governance area. Second, there were significant differences in the preferred distribution of control in some areas within each college. And third, in all areas with the exception of those concerning examinations, instructional practices and student promotion, the preferred distribution of control was that where control is about equally shared, or where it is distributed in favor of the administration.

For this study, the most significant findings arose from a comparison of the existing and preferred control curves. Such comparisons revealed that faculty members preferred an increase in control in most areas of college governance with noticeable increases preferred in some areas not directly related to the instructional process. In some areas, particularly those concerned with public use of facilities and the selection of non-professional staff, the preferred increase was very small. In others, such as those concerned with administrative structure and selecting administrative staff, the increase was generally very significant. However, even in the areas where the desired increase was large, the actual distribution preferred by faculty was usually that of about shared control with the administration.

A comparison of administration perceptions of the existing and

preferred distribution of control indicated that the administrators also preferred an increase in faculty control in most areas of governance. In fact, a comparison of administration and faculty perceptions of the preferred distribution of control revealed that there were relatively few areas in which their preferences were significantly different. The most apparent exceptions were in the areas concerning student allocation to classes, administrative structure, and selecting administrative personnel, but, even in these areas differences did not exist in all the colleges.

Thus, both administrators and faculty members generally agreed that to attain the preferred distribution of control in policy formulation, faculty members would have to be given increased control in many areas of governance. Both groups perceived that there were many areas in which the preferred condition is one where control is about equally shared. Apparent exceptions were (a) areas dealing with instruction, examinations and promotion, where both groups perceived that it is best if the balance of control is in the hands of the faculty and (b) areas concerned with non-professional staff and public use of facilities where a condition of administration primacy was generally preferred. As noted previously, there were a few areas in some of the colleges where the two groups still had significantly different perceptions of the preferred distribution of control.

#### Areas of Conflict

The apparent extent of administration-faculty conflict varied considerably among the colleges. In one institution there was little evidence of any significant degree of conflict, while in three others,

there was evidence of strained administration-faculty relationships.

An analysis of conflict in terms of latent, perceived and false conditions revealed that there were relatively few areas in which both the administration and faculty perceived a significant level of conflict. It seemed that administration-faculty conflict, where it existed, was not so much a result of differences over procedures used in formulating policies in specific areas of governance as it was over faculty perceived deprivation in the overall decision making process in the college. This conclusion should not be interpreted as indicating a complete absence of administration-faculty conflict in specific areas of governance. What it implies is that conflict conditions in specific areas were just manifestations of a more general problem—faculty perceived deprivation in the decision making process.

#### Distribution of Control Among Individuals and Groups

The control graphs used in the study indicated that the colleges were functioning primarily on an authoritarian control pattern. However, within this general pattern, there were great variations among the colleges. In three colleges control was perceived to be highly centralized, primarily in the office of the president, while in the three others control was apparently more diffused.

Since there were only minor differences in the general organizational structure of the various colleges, it seemed that the overall distribution of control was determined in large measure by the personality and leadership style of the president of the college. While the president will continue to be very influential in the decision making process, there were definite indications that certain faculties were

becoming more militant and better organized, and, that the president's power to exercise his own individuality will diminish.

If the main purpose of the college councils is to provide an arena in which faculty members can play a vital role in college governance, it appears they are failing. The councils were generally perceived to have relatively little control in formulating policies for board ratification. It seemed that there were some basic weaknesses in the structures of several of the councils. One of the most apparent such shortcomings is the practice whereby the president of the college automatically becomes the chairman of the council. This practice does little to mitigate faculty feelings of suspicion and helplessness. These feelings must be further reinforced when the president becomes the main communicating link between the council and the board, particularly when he is a voting member of the board.

Judging by the influence that the students were perceived to exercise in formulating policies, it appeared that student power movements in the colleges have been either unsuccessful or non-existent. All indications were that to the present time the latter is true.

Working relationships between the colleges' academic personnel and their boards were generally good. The college boards were generally perceived to be very influential in policy formulation because policies originating in the college are subject to board approval.

The college faculties were generally not well acquainted with the structure and function of the Alberta Colleges Commission. However, since they were generally aware of certain budgetary and instructional related guidelines that have been forwarded to the colleges by the Commission, they generally perceived it to have an inhibiting or

regulatory function in policy formulation.

### Areas of Concern

The findings of this study give further support to the generalization that faculty members have diverse areas of concern when it comes to college governance. The findings also indicate that the generalization can be expanded to include college administrators.

There was sufficient evidence to suggest that an expression of concern was not indicative of the degree of control preferred. In many instances the administrators and faculty members expressed concern over the procedures used in policy formulation in areas in which they preferred only a condition of shared control. The findings indicated that expressions of concern were more indicative of perceived conflict than they were of the degree of preferred control.

### Degree of Satisfaction

Tannenbaum and Katz (1957) reported that superimposing faculty "existing" and "preferred" control curves should reveal information about the groups' perceived involvement in decision making, and also give an indication of the members' dissatisfaction and frustration. Results from the area control graphs used in this study confirm their hypothesis. In three colleges there were very noticeable differences between faculty perceptions of existing and preferred control in many areas of governance and in these same colleges the faculties expressed the greatest degree of dissatisfaction with the overall policy formulating process. In College 1, where both administration and faculty expressed the greatest degree of satisfaction, the existing and preferred control curves for both groups were very similar.

Data from the area control graphs reinforce the findings from the control curves that were used to obtain perceptions of the influence exercised by various individuals and groups in the colleges. That is, the faculties that perceived the greatest differences between the existing and preferred distribution of control also perceived the most authoritarian control patterns.

The findings from this section, and those from the study as a whole, indicated that administration-faculty relationships over policy formulation varied considerably among the colleges. In one college there appeared to be a very harmonious relationship between faculty and administration, while in some others the faculties appeared to be very disenchanted with the distribution of control.

Administration-faculty relationships cannot be legislated. It is up to both groups within each college to work diligently to resolve their differences. In some colleges it appeared that this was occurring. In others, there was every indication that the extent and intensity of administration-faculty conflict over policy formulation would magnify in the seventies.

### IMPLICATIONS

The findings of the study have several implications for the personnel in colleges that participated, and for those persons who are responsible for college growth and development:

1. Administrators and faculty members can use the findings of the study to identify potential and existing conflict areas, and to compare their perceptions with those of others in matters related to the distribution of control and degree of conflict. Presenting the

raw data for each college will permit the reader to make more detailed comparisons and to draw his own conclusions.

2. Faculty desire for increased participation in policy formulation in most areas of governance, particularly in those areas not related to the instructional process, will create additional strain on administration-faculty relationships. The strain will be most noticeable in colleges where faculty members prefer significant increases in control in such areas as selecting administrative personnel and determining the college's administrative structure. It is in these two areas that the administration appear most reluctant to relinquish the balance of control.

3. The apparent ineffectiveness of certain college councils in providing a vehicle for joint administration-faculty policy formulation will require that changes be made in their structure and functioning. This will require the administration and faculty of certain colleges to experiment with various approaches to joint policy formulation. Practices whereby (a) the council chairman is elected, (b) recommendations to the board from the council are handled through a committee of the council, (c) chairmen of standing committees are elected and (d) the board is represented at council meetings, would do much in mitigating faculty feelings of perceived deprivation in the decision making process.

4. Faculty dissatisfaction with a perceived authoritarian control structure will require that changes be made in the administrative practices of certain administrative staffs. Certain college presidents will be faced with the choice of granting faculty requests for increased participation or coping with greater faculty militancy.

5. Faculty presidents, and to a lesser degree college presidents, will find that due to diverse areas of interest within the ranks, it will be difficult to present a united front in administration-faculty confrontations over the distribution of control in policy formulation.

6. The student militance movement has not yet gained momentum in the colleges. However, if it does, and it is expected that it will, it will add to the already complex problem of control distribution in the decision-making process.

7. If college boards are to facilitate the increase in faculty participation in policy formulation they will need to become more aware of the nature of administration-faculty differences.

8. The Alberta Colleges Commission, if it is to play a leadership role with the public colleges, will need to become more visible in its purpose and functioning.

#### SUGGESTIONS FOR FURTHER RESEARCH

This study was one of the first to investigate certain aspects of college governance in post-secondary, non-degree granting institutions in Alberta. While the findings of the study indicate that:

1. both administrators and faculty members prefer an increase in faculty control in policy formulation, no attempt was made to study the ways in which increased control might be facilitated.

2. college presidents are forced to "wear too many hats" in the decision making processes, no attempt was made to study the role conflicts in the office of the college president in Alberta.

3. changes are needed in certain college councils, no attempt



was made to make a detailed study of the structure and functioning of college councils in Alberta colleges.

4. college boards are perceived to be relatively influential in formulating policies, no attempt was made to study the nature of this influence or to study the overall role of boards in college governance.

5. the Alberta Colleges Commission acts as one external regulating body in policy formulation, no attempt was made to study the constraints put on colleges from other external bodies such as the Universities and the Alberta Association of Registered Nurses.

6. analysing conflict conditions in terms of latent, perceived and false conflict has merit, no attempt was made to study conditions of manifest conflict and the procedures employed in their resolution.

Thus, the findings of this preliminary study on college governance in Alberta suggest several related areas for further research.

**APPENDIX A**

**ITEM VALIDATION**

# THE COLLEGE ADMINISTRATION PROJECT

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FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL  
ADMINISTRATION



THE UNIVERSITY OF ALBERTA  
EDMONTON 7, CANADA

August 26, 1970

I am a graduate student in the Department of Educational Administration at the University of Alberta. The area of study that I have chosen for my dissertation concerns the distribution of control, between administration and faculty, over the formulation of policies in the colleges of Alberta.

To conduct this study I am constructing a questionnaire which lists the various areas of college governance that are sufficiently important, or complex, as to require the formulation of policies, written or unwritten, in order to regulate the happenings within the area. To insure that the list of areas adequately represents the more important areas of college governance I am requesting the assistance of several persons, like yourself, who have considerable knowledge of the various aspects of college life here in Alberta.

On a separate sheet I have listed what I think are 17 important and independent areas of college governance—-independent at least to the extent that somewhat different policies are required for each. I would like you to study the list and then answer these three questions.

1. Does each area listed represent what you would consider an important area of college governance? Please indicate yes or no for each area.
2. Are there areas that should be combined on the basis that it is difficult for you to conceive of them as being independent? Please indicate those which you feel should be combined.
3. Are there areas that you think should be added if the list is to truly represent the more important areas of college governance? Please list areas which you think should be added.

Your cooperation with this aspect of the study would be greatly appreciated. I look forward to your comments. Thank-you.

Yours truly,

T. Charles Lay

**Major Areas For Policy Formulation In Alberta Colleges**

1. Admission requirements
2. Number and kind of courses to be offered
3. Examinations (frequency of, weight given to, etc.)
4. Student promotion and graduation requirements
5. Allocation of students to classes and class size
6. Teaching assignments and teaching loads
7. Selection of instructional staff
8. Selection of college's president
9. Selection of college's administrative staff (other than president)
10. Promotion and dismissal of instructional staff
11. Establishment of college's budgetary requests
12. Allocation of college grants or funds
13. Planning for additional building space
14. Establishing the college's class schedule or timetable
15. Community use of facilities for activities not directly related to the college program
16. Establishing rules, regulations and disciplinary procedures for student body
17. Selection of non-professional staff such as custodians and secretaries

**APPENDIX B**

**ADMINISTRATION OF QUESTIONNAIRE**

**AND RETURNS**

# THE COLLEGE ADMINISTRATION PROJECT

SPONSORED BY

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FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL  
ADMINISTRATION



THE UNIVERSITY OF ALBERTA  
EDMONTON 7, CANADA

Through assistance provided by the Kellogg Foundation certain staff members and doctoral students from the Department of Educational Administration are actively engaged in research projects with the colleges in Alberta. The study I am conducting is concerned with the governance of colleges, and more specifically, with the participation of faculty and administration in policy formulation. Permission to conduct the study has been given by your college and the Alberta Colleges Commission.

The enclosed questionnaire is designed to obtain data that will indicate the extent to which the administration and faculty now participate, and would like to participate, in determining the policies that are necessary for the operation of your college. In addition, it is hoped that the data will identify for your college areas in which there exists latent and perceived disagreement between the administration and faculty over the manner in which policies are now formulated.

The value of this study to you and your college, and other colleges in the province, depends almost entirely on the participation of college members like yourself. The questionnaire is short and can be completed in approximately fifteen minutes. Complete confidentiality will be preserved and the findings of the study will be sent to your college.

A pre-addressed and stamped envelope has been enclosed for your convenience in returning the completed questionnaire. I look forward to your cooperation and I take this opportunity to thank you in advance.

Yours truly,

Chuck Day

# ADMINISTRATION AND FACULTY PARTICIPATION IN COLLEGE GOVERNANCE

## PART I PERSONAL INFORMATION

Please circle the appropriate answers.

1. Name or location of your college:

- Camrose
- Grande Prairie
- Lethbridge
- Medicine Hat
- Mount Royal
- Red Deer

2. Your sex:

- male
- female

3. Your age:

- |          |         |
|----------|---------|
| under 21 | 40 - 49 |
| 21 - 29  | 50 - 59 |
| 30 - 39  | over 59 |

4.(a) Years of training or formal education beyond grade 12 (post-secondary education)

- |   |           |
|---|-----------|
| 1 | 4         |
| 2 | 5         |
| 3 | 6 or more |

(b) Number of years of this education taken in:

- Canada \_\_\_\_\_
- United States \_\_\_\_\_
- Other \_\_\_\_\_

5. Years at present college (include the current year):

- |   |           |
|---|-----------|
| 1 | 4         |
| 2 | 5         |
| 3 | 6 or more |

6. Are you primarily an instructor or an administrator?

- |   |       |
|---|-------|
| instructor                              | _____ |
| Please indicate subject or subject area | _____ |
| administrator                           | _____ |
| Please indicate title or position       | _____ |

7. How many years have you been in your present position (include current year)?

- |   |           |
|---|-----------|
| 1 | 4         |
| 2 | 5         |
| 3 | 6 or more |

8. Are you a member of the academic council in your college? If your college does not have an academic council circle "not applicable."

- |     |    |                |
|-----|----|----------------|
| yes | no | not applicable |
|-----|----|----------------|

9. Are you a member of the faculty committee which meets with the college board to negotiate an agreement on such matters as salary and conditions of employment? If your college does not have such a committee circle "not applicable."

- |     |    |                |
|-----|----|----------------|
| yes | no | not applicable |
|-----|----|----------------|

## PART II PARTICIPATION IN POLICY FORMATION

### INSTRUCTIONS

In this section you are asked to indicate the manner in which you perceive policies are generally formulated (EXISTING), and the manner in which you would like to see policies formulated (PREFERRED), in various areas of governance in your college.

Please respond to each question by circling the number that corresponds to one of the following statements.

1. The ADMINISTRATION formulates policies essentially on a unilateral basis with faculty exercising little or no influence.
2. The ADMINISTRATION formulates policies after considering the opinions and suggestions of the faculty.
3. The formulation of policies is a joint ADMINISTRATION-FACULTY undertaking.
4. The FACULTY formulates policies after considering the opinions and suggestions of the administrators.
5. The FACULTY formulates policies essentially on a unilateral basis with administration exercising little or no influence.

### EXAMPLE

WHAT DO YOU PERCEIVE TO BE THE EXISTING AND PREFERRED PRACTICE OF FORMULATING POLICIES RELATED TO:

1. the hiring of non-academic college personnel?

- |   |                    |   |   |   |   |
|---|--------------------|---|---|---|---|
|   | Existing Practice  |   |   |   |   |
| ① | 2                  | 3 | 4 | 5 |   |
|   | Preferred Practice |   |   |   |   |
|   | 1                  | ② | 3 | 4 | 5 |

The responses indicate that the respondent perceives that policies related to the hiring of non-academic college personnel are formulated by the ADMINISTRATION essentially on a unilateral basis, however, he would prefer that the ADMINISTRATION obtain and consider the opinions and suggestions of FACULTY before formulating policies in this area.

**Response Key**

- |  |  |                                |
|--|--|--------------------------------|
| 1. Administration on unilateral basis      | 3. Joint Admin-Faculty undertaking         | 5. Faculty on unilateral basis |
| 2. Administration after consulting Faculty | 4. Faculty after consulting Administration |                                |

**WHAT DO YOU PERCEIVE TO BE THE EXISTING AND PREFERRED PRACTICE OF FORMULATING POLICIES RELATED TO:**

- |  |  |  |
|--|--|--|
| <p>1. the introduction of new programs of study to be offered by the college?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>             | <p>12. the designing and planning for additional building space?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>  | <p>Existing Practice<br/>1 2 3 4 5</p> <p>Preferred Practice<br/>1 2 3 4 5</p> |
| <p>2. the number and kinds of courses to be offered within the various programs of study?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p> | <p>13. the establishment of rules, regulations and disciplinary procedures for the student body?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>                      | <p>Existing Practice<br/>1 2 3 4 5</p> <p>Preferred Practice<br/>1 2 3 4 5</p> |
| <p>3. examinations (including frequency of, and weight given to, etc.)?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>                   | <p>14. the establishment of the college's class schedule or timetable?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>  | <p>Existing Practice<br/>1 2 3 4 5</p> <p>Preferred Practice<br/>1 2 3 4 5</p> |
| <p>4. student promotion and graduation?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>   | <p>15. the use of college facilities by various publics for activities not directly related to the college's program?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p> | <p>Existing Practice<br/>1 2 3 4 5</p> <p>Preferred Practice<br/>1 2 3 4 5</p> |
| <p>5. allocation of students to classes and class size?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>                                   | <p>16. the selection and assignment of non-professional staff such as custodians and secretaries?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>                     | <p>Existing Practice<br/>1 2 3 4 5</p> <p>Preferred Practice<br/>1 2 3 4 5</p> |
| <p>6. teaching assignments and teaching loads?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>  | <p>17. the operation and functioning of supportive services such as the library services and counselling services</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>     | <p>Existing Practice<br/>1 2 3 4 5</p> <p>Preferred Practice<br/>1 2 3 4 5</p> |
| <p>7. the selection of the college's administrative staff?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>                                | <p>18. classroom instructional practices?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>   | <p>Existing Practice<br/>1 2 3 4 5</p> <p>Preferred Practice<br/>1 2 3 4 5</p> |
| <p>8. the selection of instructional staff?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>   | <p>19. the promotion and advertising of the college's programs of study and course offerings?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>                         | <p>Existing Practice<br/>1 2 3 4 5</p> <p>Preferred Practice<br/>1 2 3 4 5</p> |
| <p>9. the establishment of the college's administrative structure?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>                        | <p>20. the college's relationships (affiliation, articulation) with other institutions or organizations?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>              | <p>Existing Practice<br/>1 2 3 4 5</p> <p>Preferred Practice<br/>1 2 3 4 5</p> |
| <p>10. the tenure, promotion and dismissal of academic college personnel?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>                 | <p>21. student admission requirements?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>  | <p>Existing Practice<br/>1 2 3 4 5</p> <p>Preferred Practice<br/>1 2 3 4 5</p> |
| <p>11. the establishment of the college's budgetary requests?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>                             | <p>22. the allocation of grants and other monies received by the college?</p> <p style="margin-left: 40px;">Existing Practice<br/>1 2 3 4 5</p> <p style="margin-left: 40px;">Preferred Practice<br/>1 2 3 4 5</p>   | <p>Existing Practice<br/>1 2 3 4 5</p> <p>Preferred Practice<br/>1 2 3 4 5</p> |



# PART III EXTENT OF ADMINISTRATION-FACULTY DISAGREEMENT OVER POLICY FORMULATION

## INSTRUCTIONS

In this section you are asked:

- (a) what you perceive to be the extent of ADMINISTRATION-FACULTY disagreement over the manner in which policies are formulated in the various governance areas  
 (b) to indicate the degree of concern you have about how policies are formulated within each governance area

Please respond to the questions by circling the number that corresponds to one of the following:

- |                |                      |
|----------------|----------------------|
| 1. none        | 4. a great deal      |
| 2. some        | 5. a very great deal |
| 3. quite a bit |                      |

## EXAMPLE

WHAT DO YOU PERCEIVE TO BE THE EXTENT OF ADMINISTRATION-FACULTY DISAGREEMENT OVER THE EXISTING PRACTICE OF FORMULATING POLICIES IN EACH OF THE FOLLOWING AREAS? ALSO INDICATE THE DEGREE OF CONCERN YOU HAVE ABOUT HOW POLICIES ARE FORMULATED IN EACH AREA.

1. the hiring of non-academic college personnel?

Disagreement  
 1  2 3 4 5  
 Concern  
 1 2 3 4 5

The respondent perceives some disagreement between the ADMINISTRATION and FACULTY over how policies are formulated regarding the hiring of non-academic personnel. However, the formulation of policies in this area is of no concern to him.

Response Key				
1	2	3	4	5
none	some	quite a bit	a great deal	a very great deal

WHAT DO YOU PERCEIVE TO BE THE EXTENT OF ADMINISTRATION-FACULTY DISAGREEMENT OVER THE EXISTING PRACTICE OF FORMULATING POLICIES IN EACH OF THE FOLLOWING AREAS? ALSO INDICATE THE DEGREE OF CONCERN YOU HAVE ABOUT HOW POLICIES ARE FORMULATED IN EACH AREA.

- |   |   |   |   |
|---|---|---|---|
| 1. the introduction of new programs of study to be offered by the college?            | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 | 8. the selection of instructional staff?  | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 |
| 2. the number and kind of courses to be offered within the various programs of study? | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 | 9. the establishment of the college's administrative structure?                               | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 |
| 3. examinations (including frequency of, and weight given to, etc.)?                  | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 | 10. the tenure, promotion and dismissal of academic college personnel?                        | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 |
| 4. student promotion and graduation?  | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 | 11. the establishment of the college's budgetary requests?                                    | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 |
| 5. allocation of students to classes and class size?                                  | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 | 12. the designing and planning for additional building space?                                 | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 |
| 6. teaching assignments and teaching loads?   | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 | 13. the establishment of rules, regulations and disciplinary procedures for the student body? | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 |
| 7. selection of the college's administrative staff?                                   | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 | 14. the establishment of the college's class schedule or timetable?                           | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 |

- |  |   |  |   |
|--|---|--|---|
| 15. the use of college's facilities by various publics for activities not directly related to the college's program? | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 | 19. the promotion and advertising of the college's programs of study and course offerings?             | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 |
| 16. the selection and assignment of nonprofessional staff such as custodians and secretaries?                        | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 | 20. the college's relationships (affiliation, articulation) with other institutions and organizations? | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 |
| 17. the operation and functioning of supportive services such as the library and counselling services?               | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 | 21. student admission requirements?  | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 |
| 18. classroom instructional practices?   | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 | 22. the allocation of grants and other monies received by the college?                                 | Disagreement<br>1 2 3 4 5<br>Concern<br>1 2 3 4 5 |

## PART IV DISTRIBUTION OF INFLUENCE IN POLICY FORMULATION

### INSTRUCTIONS

In this section you are asked what you perceive to be the degree of influence exercised by various individuals and groups in the formulating of policies within your college.

Respond by placing a check in the row opposite the individual or group and in a column corresponding to one of the five levels of influence.

Individual or Group	Degree of Influence in Policy Formulation				
	none	some	quite a bit	a great deal	a very great deal
1. Your college president					
2. Your college administrative staff (excluding the president)					
3. The academic council (if applicable)					
4. Individual faculty members					
5. The college students					
6. Your college board					
7. The Alberta Colleges Commission					

In general, how do you feel about the procedures that are used in formulating policies in your college? Please check one of the following:

- |                         |                            |
|-------------------------|----------------------------|
| 1. Completely satisfied | 4. Moderately dissatisfied |
| 2. Very satisfied       | 5. Very dissatisfied       |
| 3. Moderately satisfied | 6. Completely dissatisfied |

If you wish to make comments on any of your responses please use the space below or write them on a separate sheet.

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# THE COLLEGE ADMINISTRATION PROJECT

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181

FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL  
ADMINISTRATION



THE UNIVERSITY OF ALBERTA  
EDMONTON 7, CANADA

In early December I asked the administrative and instructional personnel of your college to cooperate in a study of administration and faculty participation in the governance of Alberta Colleges. The number of returns was very encouraging and if you were one of the respondents I wish to thank you most sincerely.

Since the respondents were not asked to put their names on the questionnaires I have no way of knowing who did, and did not, reply. I realize that many of you probably found it impossible to participate in that very busy period just preceding Christmas. If you have not already done so, please take a few minutes to complete the questionnaire and return it in the envelope provided. If you have misplaced the questionnaire, another copy can be obtained from your staff president.

Again I would like to express my thanks if you have already responded, and if you have not, I can assure you that your participation will be greatly appreciated.

Yours truly,

Chuck Day

TABLE XIV  
NUMBER AND PERCENT RETURN OF QUESTIONNAIRES

College	Number administered	Number returned	Percent returned	Number useable	Percent useable
1	26	23	88.5	23	88.5
2	27	24	88.9	24	88.9
3	60	45	75.0	43	71.7
4	33	29	87.9	29	87.9
5	127	92	72.4	88	69.3
6	68	51	75.0	51	75.0
Total	341	264	77.4	258	75.7

**APPENDIX C**

**FORMAL CONTROL IN THE COLLEGE**

Colleges 2, 3, 4, 5, and 6 are publicly operated, post secondary, non-degree granting institutions in Alberta. Legislation pertaining to their operation, growth and development is contained in The Colleges Act which was assented to at the 1969 session of the provincial legislature. The Act provides for an Alberta Colleges Commission which acts as an intermediary between the colleges and the government, gives leadership in college planning and development and has broad regulatory powers with respect to the various aspects of college operation such as budget and program offerings.

Each college is controlled at the local level by a board of governors. Each board has eight members—a chairman and four other persons appointed by the Lieutenant Governor in Council, the president of the college, an academic staff member, and a college student.

Section 35 of The Colleges Act states in part that the college boards shall ". . . determine the general policies with respect to the organization, administration, operation and courses of instruction of the college." However, it is generally recognized and accepted that many of the policies concerning the governance of the colleges are actually formulated within the colleges. The Act provides for the establishment of certain bodies, namely the Academic Staff Association and the Students' Association, with power to exercise decision-making responsibilities in areas that are primarily of concern to them. In addition, section 50 of the Act states:

The college board, the academic staff association and the students' council shall enter into negotiations for the purpose of concluding an agreement providing for the establishment of an academic council for the college, its composition and functions.

The intent of this section is to establish within each college a body

with representation from the major groups of people making up the college community. As of January 1971 four of the five public colleges have completed the negotiations for an academic council. The only exception is College 3 where the present academic council, with only minor modifications, has been in operation since 1967. However, negotiations for a new council are presently underway and it is likely that it will become operational in the fall of 1971.

While the academic councils in the public colleges were formed separately within each college they have, with the exception of College 2, several notable similarities. The most obvious are:

1. the practice whereby all policies formulated and passed by the academic council are subject to the approval of the Board.
2. the practice whereby the President of the college is automatically the chairman of the academic council,
3. the practice whereby the communication between the academic council and the Board is handled almost exclusively by the President of the college,
4. the practice whereby several standing committees are established by the academic council and given the responsibility of recommending policies to the academic council, and
5. the practice whereby sub-groups of faculty, usually based on instructional areas, are established and given the responsibility of recommending policies related to matters such as course offerings and academic standards to the academic councils.

The academic council at College 2 is considerably different in that its primary function is to act as a liaison body among staff, students and the board, and rather than act as the college's main

policy formulating body, it plays a more consultative and advisory role. The body which is perhaps most similar to the academic councils in the other colleges is called the Council of Instruction. This body, which is comprised of the total academic staff, is charged with developing the internal policies for the college. As in the other colleges, the policies developed by this body must be ratified by the board. Most of the policies regarding external matters for College 2 are developed by standing committees of the college Board.

College 1 is not a member of the Alberta public college system, although it does receive some financial assistance from the provincial government. Formal external control for this privately operated institution rests with a board of regents whose members are elected by a corporation of a national religious denomination.

Policy formulation within the College is delegated primarily to six faculty standing committees which make recommendations to the General Faculty Council. As in the public colleges, the President of the college is the main communication link between the College and the governing Board. However, unlike in the public colleges, the President is not a voting member of the Board.

The faculty members do not have a separate staff association. Matters pertaining to welfare are handled by the Faculty Welfare Committee which is one of the six faculty standing committees within the College.



**APPENDIX D**

**DESCRIPTION OF RESPONDENTS**

**TABLE XV**  
**AGE AND SEX OF RESPONDENTS**

College	Age						Sex	
	under 21	21-29	30-39	40-49	50-59	over 59	male	female
1	0	3	15	3	1	1	23	0
2	0	7	9	7	1	0	21	3
3	0	3	24	13	3	0	33	10
4	0	5	11	13	0	0	22	7
5	0	21	40	14	9	4	62	26
6	0	16	25	5	3	1	42	9
<b>Total</b>	0	55	124	55	17	6	203	55
<b>Percent</b>	0.0	21.4	48.3	21.4	6.6	2.3	78.7	21.3

TABLE XVI

YEARS OF TRAINING OF RESPONDENTS AT POST-SECONDARY EDUCATIONAL INSTITUTIONS  
AND COUNTRY IN WHICH THE GREATEST PORTION OF THIS TRAINING WAS TAKEN

College	Years of training						Country		
	1	2	3	4	5	6 or more	Canada	U.S.A.	other
1	0	0	0	0	3	20	14	9	0
2	0	0	0	1	7	15	18	5	0
3	0	2	0	4	13	22	31	9	0
4	1	0	1	1	3	23	17	5	3
5	0	1	0	6	16	64	66	17	4
6	0	0	0	4	10	37	42	5	4
<b>Total</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>16</b>	<b>52</b>	<b>181</b>	<b>188</b>	<b>54</b>	<b>11</b>
<b>Percent</b>	<b>0.4</b>	<b>1.2</b>	<b>0.4</b>	<b>6.3</b>	<b>20.5</b>	<b>71.2</b>	<b>74.3</b>	<b>21.3</b>	<b>4.4</b>

TABLE XVII

NUMBER OF YEARS THE RESPONDENTS HAVE BEEN EMPLOYED AT PRESENT COLLEGE

College	Years employed at present college					
	1	2	3	4	5	6 or more
1	2	8	2	2	1	8
2	6	6	4	2	6	0
3	5	12	2	10	7	7
4	8	8	7	2	1	3
5	12	23	12	10	6	25
6	11	19	10	4	1	6
<b>Total</b>	<b>44</b>	<b>76</b>	<b>37</b>	<b>30</b>	<b>22</b>	<b>49</b>
<b>Percent</b>	<b>17.1</b>	<b>29.5</b>	<b>14.3</b>	<b>11.6</b>	<b>8.5</b>	<b>19.0</b>

TABLE XVIII  
CLASSIFICATION OF RESPONDENTS BASED ON PRIMARY FUNCTION IN COLLEGE

College	Administrative personnel	Instructional personnel	Instructional support personnel
1	4	19	0
2	5	18	1
3	6	36	1
4	6	23	0
5	17	65	6
6	6	41	4
<b>Total</b>	<b>44</b>	<b>202</b>	<b>12</b>
<b>Percent of respondents</b>	<b>17.1</b>	<b>78.3</b>	<b>4.6</b>

<sup>a</sup> includes counsellors and librarians

**TABLE XIX**  
**CLASSIFICATION OF INSTRUCTIONAL PERSONNEL BASED ON PRIMARY SUBJECT AREA**

Subject area	Number	Percentage
Physical and biological sciences	52	26.0
Social sciences	32	16.0
Liberal arts	47	23.5
Fine arts	3	1.5
Physical education	14	7.0
Business education	15	7.5
Nursing	21	10.5
Others	16	8.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

**TABLE XX**  
**NUMBER OF YEARS THE RESPONDENTS HAVE BEEN IN THEIR PRESENT POSITIONS**

College	Years in Present Position					
	1	2	3	4	5	6 or more
1	2	10	1	2	1	7
2	6	6	4	3	5	0
3	6	11	3	11	5	7
4	6	8	8	3	0	4
5	15	30	15	7	4	17
6	10	19	12	3	1	6
<b>Total</b>	<b>45</b>	<b>84</b>	<b>43</b>	<b>29</b>	<b>16</b>	<b>41</b>
<b>Percent</b>	<b>17.4</b>	<b>32.6</b>	<b>16.7</b>	<b>11.2</b>	<b>6.2</b>	<b>15.9</b>

**APPENDIX E**

**SUMMARY TABULATIONS OF QUESTIONNAIRE RESPONSES**



TABLE XXI  
 FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE I ADMINISTRATION AND  
 FACULTY PERCEPTIONS OF THE EXISTING DISTRIBUTION OF CONTROL IN POLICY  
 FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 Admin dominance		2 Admin primacy		3 Shared		4 Faculty primacy		5 Faculty dominance		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
1	A <sup>b</sup>	0	0.0	0	0.0	3	75.0	1	25.0	0	0.0	3.25	0.50
	F <sup>c</sup>	0	0.0	4	21.0	13	68.4	2	10.5	0	0.0	2.90	0.57
2	A	0	0.0	0	0.0	3	75.0	1	25.0	0	0.0	3.25	0.50
	F	0	0.0	5	26.3	10	52.6	4	21.1	0	0.0	2.95	0.71
3	A	0	0.0	1	25.0	3	75.0	0	0.0	0	0.0	2.75	0.50
	F	0	0.0	4	21.1	1	5.3	2	10.5	12	63.2	4.16	1.26
4	A	0	0.0	1	25.0	1	25.0	2	50.0	0	0.0	3.25	0.96
	F	0	0.0	1	5.3	12	63.2	7	36.8	4	21.1	3.47	0.91
5	A	0	0.0	3	75.0	1	25.0	0	0.0	0	0.0	2.25	0.50
	F	2	10.5	4	21.1	4	21.1	7	36.8	2	10.5	3.16	1.21
6	A	0	0.0	2	50.0	2	50.0	0	0.0	0	0.0	2.50	0.58
	F	3	15.8	4	21.1	4	21.1	7	36.8	1	5.3	2.95	1.22
7	A	1	25.0	2	50.0	1	25.0	0	0.0	0	0.0	2.00	0.82
	F	15	78.9	1	5.3	1	5.3	0	0.0	0	0.0	1.26	0.56
8	A	1	25.0	2	50.0	1	25.0	0	0.0	0	0.0	2.00	0.82
	F	6	31.6	10	52.6	3	15.8	0	0.0	0	0.0	1.84	0.69
9	A	1	25.0	2	50.0	1	25.0	0	0.0	0	0.0	2.00	0.82
	F	10	55.6	6	33.3	2	11.1	0	0.0	0	0.0	1.56	0.71
10	A	1	25.0	2	50.0	1	25.0	0	0.0	0	0.0	2.00	0.82
	F	9	47.4	1	42.1	0	0.0	2	10.5	0	0.0	1.74	0.93
11	A	1	25.0	2	50.0	1	25.0	0	0.0	0	0.0	2.00	0.82
	F	2	10.5	12	63.2	4	21.1	1	5.3	0	0.0	2.21	0.71
12	A	0	0.0	1	25.0	3	75.0	0	0.0	0	0.0	2.75	0.50
	F	2	11.8	8	47.1	6	35.3	1	5.9	0	0.0	2.35	0.79
13	A	0	0.0	0	0.0	3	75.0	1	25.0	0	0.0	3.25	0.50
	F	0	0.0	3	15.8	10	52.6	5	26.3	1	5.3	3.21	0.79
14	A	0	0.0	3	75.0	1	25.0	0	0.0	0	0.0	2.25	0.50
	F	0	0.0	6	31.6	7	36.8	5	26.3	1	5.3	3.05	0.91
15	A	1	25.0	3	75.0	0	0.0	0	0.0	0	0.0	1.75	0.50
	F	11	57.9	8	42.1	0	0.0	0	0.0	0	0.0	1.42	0.51
16	A	4	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1.00	0.00
	F	17	89.5	2	10.5	0	0.0	0	0.0	0	0.0	1.11	0.32
17	A	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	3.00	0.00
	F	4	21.1	6	31.6	6	31.6	3	15.8	6	31.6	2.62	1.02
18	A	0	0.0	0	0.0	1	25.0	1	25.0	2	50.0	4.25	0.96
	F	0	0.0	0	0.0	4	21.1	3	15.8	12	63.2	4.42	0.84
19	A	0	0.0	3	75.0	1	25.0	0	0.0	0	0.0	2.25	0.50
	F	4	21.1	10	52.6	5	26.3	0	0.0	0	0.0	2.05	0.71
20	A	2	50.0	1	25.0	1	25.0	0	0.0	0	0.0	1.75	0.50
	F	5	26.3	10	52.6	4	21.1	0	0.0	0	0.0	1.95	0.71
21	A	0	0.0	1	25.0	3	75.0	0	0.0	0	0.0	2.75	0.50
	F	9	47.4	7	36.8	0	0.0	2	10.5	1	5.3	1.96	1.26
22	A	1	25.0	3	75.0	0	0.0	0	0.0	0	0.0	1.75	0.50
	F	9	47.4	9	47.4	1	5.3	0	0.0	0	0.0	1.56	0.71

<sup>a</sup> See listed in questionnaire  
<sup>b</sup> administration perceptions  
<sup>c</sup> faculty perceptions

TABLE XXII

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE I ADMINISTRATION AND FACULTY PERCEPTIONS OF THE PREFERRED DISTRIBUTION OF CONTROL IN POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 Admin dominance		2 Admin primacy		3 Shared		4 Faculty primacy		5 Faculty dominance		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
1	AD	0	0.0	0	0.0	3	75.0	1	25.0	0	0.0	3.25	0.50
	FC	0	0.0	1	5.3	14	73.7	3	15.8	1	5.3	3.21	0.63
2	A	0	0.0	0	0.0	3	75.0	1	25.0	0	0.0	3.25	0.50
	F	0	0.0	2	10.5	9	47.4	7	36.8	1	5.3	3.37	0.76
3	A	0	0.0	1	25.0	3	75.0	0	0.0	0	0.0	2.75	0.50
	F	0	0.0	2	10.5	4	21.1	3	15.8	10	52.6	4.11	1.10
4	A	0	0.0	0	0.0	2	50.0	2	50.0	0	0.0	3.50	0.58
	F	0	0.0	1	5.3	12	63.2	2	10.5	4	21.1	3.47	0.91
5	A	0	0.0	2	50.0	2	50.0	0	0.0	0	0.0	2.50	0.58
	F	0	0.0	5	26.3	7	36.8	6	31.6	1	5.3	3.16	0.90
6	A	0	0.0	2	50.0	2	50.0	0	0.0	0	0.0	2.50	0.58
	F	0	0.0	1	5.3	10	52.6	7	36.8	1	5.3	3.42	0.69
7	A	0	0.0	3	75.0	1	25.0	0	0.0	0	0.0	2.25	0.50
	F	2	10.5	12	63.2	5	26.3	0	0.0	0	0.0	2.16	0.60
8	A	0	0.0	3	75.0	1	25.0	0	0.0	0	0.0	2.25	0.60
	F	1	5.3	10	52.6	8	42.1	0	0.0	0	0.0	2.37	0.60
9	A	1	25.0	2	50.0	1	25.0	0	0.0	0	0.0	2.00	0.82
	F	2	11.1	5	50.0	7	38.9	0	0.0	0	0.0	2.28	0.67
10	A	0	0.0	2	50.0	2	50.0	0	0.0	0	0.0	2.50	0.58
	F	3	15.8	8	42.1	7	36.8	1	5.3	0	0.0	2.32	0.82
11	A	0	0.0	2	50.0	2	50.0	0	0.0	0	0.0	2.50	0.58
	F	0	0.0	9	47.4	9	47.4	1	5.3	0	0.0	2.58	0.61
12	A	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	3.00	0.00
	F	0	0.0	5	29.4	11	64.7	1	5.9	0	0.0	2.77	0.56
13	A	0	0.0	0	0.0	3	75.0	1	25.0	0	0.0	3.25	0.50
	F	0	0.0	2	10.5	13	68.4	3	15.8	1	5.3	3.14	0.69
14	A	0	0.0	2	50.0	2	50.0	0	0.0	0	0.0	2.50	0.58
	F	0	0.0	7	36.8	7	36.8	4	21.1	1	5.3	2.95	0.91
15	A	0	0.0	3	75.0	1	25.0	0	0.0	0	0.0	2.25	0.50
	F	7	36.8	11	57.9	1	5.3	0	0.0	0	0.0	1.68	0.58
16	A	3	75.0	1	25.0	0	0.0	0	0.0	0	0.0	1.25	0.50
	F	13	68.4	6	31.6	0	0.0	0	0.0	0	0.0	1.32	0.68
17	A	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	3.00	0.00
	F	1	5.3	5	26.3	8	42.1	4	21.1	1	5.3	2.95	0.97
18	A	0	0.0	0	0.0	1	25.0	1	25.0	2	50.0	4.25	0.96
	F	0	0.0	0	0.0	4	21.1	3	15.8	12	63.2	4.42	0.84
19	A	0	0.0	2	50.0	2	50.0	0	0.0	0	0.0	2.50	0.58
	F	2	10.5	7	36.8	9	47.4	1	5.3	0	0.0	2.47	0.77
20	A	2	50.0	0	0.0	2	50.0	0	0.0	0	0.0	2.00	1.16
	F	2	10.5	10	52.6	7	36.8	0	0.0	0	0.0	2.26	0.65
21	A	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	3.00	0.00
	F	4	21.1	9	47.4	3	15.8	2	10.5	1	5.3	2.32	1.11
22	A	0	0.0	3	75.0	1	25.0	0	0.0	0	0.0	2.25	0.50
	F	3	15.8	11	57.9	5	26.3	0	0.0	0	0.0	2.10	0.66

<sup>a</sup>as listed in questionnaire

<sup>b</sup>administration perceptions

<sup>c</sup>faculty perceptions

TABLE XIII  
 FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE I ADMINISTRATION AND  
 FACULTY PERCEPTIONS OF THE DEGREE OF CONFLICT OVER THE DISTRIBUTION OF  
 CONTROL IN POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance Area <sup>a</sup>		1 none		2 some		3 quite a bit		4 a great deal		5 a very great deal		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
1	A <sup>b</sup>	4	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1.00	0.00
	F <sup>c</sup>	7	36.8	11	57.9	1	5.3	0	0.0	0	0.0	1.68	0.58
2	A	4	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1.00	0.00
	F	10	52.6	8	42.1	1	5.3	0	0.0	0	0.0	1.53	0.61
3	A	3	75.0	1	25.0	0	0.0	0	0.0	0	0.0	1.25	0.50
	F	16	84.2	2	10.5	0	0.0	0	0.0	1	5.3	1.32	0.95
4	A	4	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1.00	0.00
	F	13	68.4	5	26.3	0	0.0	0	0.0	1	5.3	1.47	0.94
5	A	2	50.0	2	50.0	0	0.0	0	0.0	0	0.0	1.50	0.58
	F	11	57.9	7	36.8	1	5.3	0	0.0	0	0.0	1.47	0.61
6	A	2	50.0	2	50.0	0	0.0	0	0.0	0	0.0	1.50	0.58
	F	9	47.4	8	42.1	2	10.5	0	0.0	0	0.0	1.63	0.68
7	A	4	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1.00	0.00
	F	12	63.2	6	31.6	1	5.3	0	0.0	0	0.0	1.42	0.61
8	A	3	75.0	1	25.0	0	0.0	0	0.0	0	0.0	1.25	0.50
	F	9	47.4	7	36.8	3	15.8	0	0.0	0	0.0	1.60	0.75
9	A	2	50.0	2	50.0	0	0.0	0	0.0	0	0.0	1.50	0.58
	F	9	47.4	10	52.6	0	0.0	0	0.0	0	0.0	1.53	0.51
10	A	1	25.0	3	75.0	0	0.0	0	0.0	0	0.0	1.75	0.50
	F	4	21.1	8	42.1	6	31.6	1	5.3	0	0.0	2.21	0.86
11	A	1	25.0	3	75.0	0	0.0	0	0.0	0	0.0	1.75	0.50
	F	6	31.6	11	57.9	2	10.5	0	0.0	0	0.0	1.79	0.63
12	A	1	25.0	3	75.0	0	0.0	0	0.0	0	0.0	1.75	0.50
	F	7	36.8	10	52.6	2	10.5	0	0.0	0	0.0	1.74	0.65
13	A	2	50.0	2	50.0	0	0.0	0	0.0	0	0.0	1.50	0.58
	F	9	47.4	6	31.6	4	21.1	0	0.0	0	0.0	1.74	0.81
14	A	2	50.0	2	50.0	0	0.0	0	0.0	0	0.0	1.50	0.58
	F	10	52.6	6	31.6	2	10.5	0	0.0	1	5.3	1.74	1.05
15	A	3	75.0	1	25.0	0	0.0	0	0.0	0	0.0	1.25	0.50
	F	12	63.2	3	15.8	2	10.5	1	5.3	1	5.3	1.74	1.26
16	A	2	50.0	2	50.0	0	0.0	0	0.0	0	0.0	1.50	0.58
	F	13	68.4	5	26.3	0	0.0	0	0.0	1	5.3	1.47	0.94
17	A	2	50.0	2	50.0	0	0.0	0	0.0	0	0.0	1.50	0.58
	F	5	26.3	10	52.6	5	21.1	0	0.0	0	0.0	1.95	0.74
18	A	4	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1.00	0.00
	F	15	78.9	3	15.8	0	0.0	0	0.0	1	5.3	1.37	0.94
19	A	1	25.0	3	75.0	0	0.0	0	0.0	0	0.0	1.75	0.50
	F	5	26.3	7	36.8	6	31.6	1	5.3	0	0.0	2.16	0.95
20	A	3	75.0	1	25.0	0	0.0	0	0.0	0	0.0	1.25	0.50
	F	12	63.2	3	15.8	0	0.0	0	0.0	0	0.0	1.37	0.57
21	A	1	25.0	3	75.0	0	0.0	0	0.0	0	0.0	1.75	0.50
	F	10	47.4	2	10.5	5	21.1	0	0.0	0	0.0	1.74	0.94
22	A	4	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1.00	0.00
	F	8	42.1	4	21.1	2	10.5	2	10.5	0	0.0	1.53	0.94

<sup>a</sup> Areas are listed in order of increasing mean score.  
<sup>b</sup> Administration.  
<sup>c</sup> Faculty.

TABLE XXIV

FREQUENCY, PERCENTAGE FREQUENCY AND MEAN SCORES OF COLLEGE 1 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE DEGREE OF CONTROL EXERCISED BY VARIOUS INDIVIDUALS AND GROUPS IN FORMULATING POLICIES

Individual or group	Degree of control										Mean	S.D.
	1 None		2 Some		3 Quite a bit		4 A great deal		5 A very great deal			
	n	%	n	%	n	%	n	%	n	%		
College president	0	0.0	0	0.0	1	25.0	3	75.0	0	0.0	3.75	0.50
Admin staff <sup>a</sup>	0	0.0	2	50.0	0	0.0	2	50.0	0	0.0	3.00	1.16
Individual faculty	0	0.0	3	15.8	7	36.8	6	31.6	3	15.8	3.47	0.96
Students	0	0.0	1	25.0	1	25.0	2	50.0	0	0.0	3.25	0.96
College board	0	0.0	8	42.1	9	47.4	1	5.3	1	5.3	2.74	0.81
Colleges commission	0	0.0	4	100.0	0	0.0	0	0.0	0	0.0	2.00	0.00
	2	10.5	17	89.5	0	0.0	0	0.0	0	0.0	1.90	0.32
	0	0.0	3	75.0	1	25.0	0	0.0	0	0.0	2.25	0.50
	0	0.0	1	5.3	7	36.8	5	26.3	6	31.6	3.84	0.96
	3	75.0	1	25.0	0	0.0	0	0.0	0	0.0	1.25	0.50
	4	28.6	5	35.7	4	28.6	1	7.1	0	0.0	2.14	0.95

<sup>a</sup> excluding the president

<sup>b</sup> administration perceptions

<sup>c</sup> faculty perceptions

TABLE XXV  
 FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE 2 ADMINISTRATION  
 AND FACULTY PERCEPTIONS OF THE EXISTING DISTRIBUTION OF CONTROL IN  
 POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 Admin dominance		2 Admin primacy		3 Shared		4 Faculty primacy		5 Faculty dominance		Mean	S. D.
		n	%	n	%	n	%	n	%	n	%		
1	A <sup>b</sup>	0	0.0	2	40.0	3	60.0	0	0.0	0	0.0	2.60	0.55
	F <sup>c</sup>	4	21.1	7	36.8	5	26.3	3	15.8	0	0.0	2.37	1.01
2	A	0	0.0	2	40.0	3	60.0	0	0.0	0	0.0	2.60	0.55
	F	4	22.2	4	22.2	4	22.2	6	33.3	0	0.0	2.67	1.19
3	A	0	0.0	0	0.0	1	20.0	3	60.0	1	20.0	4.00	0.71
	F	0	0.0	1	5.6	4	22.2	4	22.2	9	50.0	4.17	0.99
4	A	0	0.0	0	0.0	3	60.0	0	0.0	2	40.0	3.80	1.10
	F	0	0.0	3	15.8	8	42.1	1	5.3	7	36.8	3.63	1.17
5	A	0	0.0	0	0.0	2	50.0	1	25.0	1	25.0	3.75	0.96
	F	6	35.3	3	17.6	3	17.6	3	17.6	2	11.8	2.53	1.46
6	A	0	0.0	1	25.0	2	50.0	0	0.0	1	25.0	3.25	1.26
	F	0	0.0	8	53.3	5	33.3	1	6.7	1	6.7	2.67	0.90
7	A	0	0.0	2	40.0	2	40.0	0	0.0	1	20.0	3.00	1.23
	F	11	64.7	5	29.4	1	5.9	0	0.0	0	0.0	1.61	0.62
8	A	0	0.0	1	20.0	4	80.0	0	0.0	0	0.0	2.80	0.45
	F	7	36.8	7	36.8	2	10.5	3	15.8	0	0.0	2.05	1.08
9	A	2	40.0	0	0.0	2	40.0	0	0.0	1	20.0	2.60	1.67
	F	8	47.1	6	35.3	3	17.6	0	0.0	0	0.0	1.71	0.77
10	A	0	0.0	0	0.0	2	40.0	2	40.0	1	20.0	3.80	0.84
	F	2	11.1	6	33.3	8	44.4	1	5.6	1	5.6	2.61	0.98
11	A	0	0.0	3	60.0	2	40.0	0	0.0	0	0.0	2.40	0.55
	F	4	21.1	6	31.6	4	21.1	4	21.1	1	5.3	2.58	1.22
12	A	1	20.0	1	20.0	3	60.0	0	0.0	0	0.0	2.40	0.89
	F	3	17.6	7	41.2	6	35.3	1	5.9	0	0.0	2.29	0.85
13	A	0	0.0	1	33.3	2	66.7	0	0.0	0	0.0	2.67	0.58
	F	1	11.1	1	11.1	5	55.6	2	22.2	0	0.0	2.89	0.93
14	A	0	0.0	4	80.0	1	20.0	0	0.0	0	0.0	2.20	0.45
	F	5	29.4	8	47.1	2	11.8	1	5.9	1	5.9	2.12	1.11
15	A	3	60.0	2	40.0	0	0.0	0	0.0	0	0.0	1.40	0.55
	F	11	73.3	1	6.7	2	13.3	1	6.7	0	0.0	1.53	0.99
16	A	3	60.0	2	40.0	0	0.0	0	0.0	0	0.0	1.40	0.55
	F	15	83.3	3	16.7	0	0.0	0	0.0	0	0.0	1.17	0.38
17	A	0	0.0	5	100.0	0	0.0	0	0.0	0	0.0	2.00	0.66
	F	6	33.3	4	22.2	5	27.8	3	16.7	0	0.0	2.28	1.13
18	A	0	0.0	0	0.0	0	0.0	0	0.0	5	100.0	5.00	0.00
	F	0	0.0	0	0.0	1	5.6	4	22.2	13	72.2	4.67	0.59
19	A	2	40.0	2	40.0	1	20.0	0	0.0	0	0.0	1.80	0.84
	F	10	55.6	6	33.3	2	11.1	0	0.0	0	0.0	1.56	0.71
20	A	1	20.0	2	40.0	2	40.0	0	0.0	0	0.0	2.20	0.84
	F	5	29.4	7	41.2	4	23.5	1	5.9	0	0.0	2.06	0.90
21	A	0	0.0	1	20.0	4	80.0	0	0.0	0	0.0	2.80	0.45
	F	9	50.0	7	38.9	1	5.6	1	5.6	0	0.0	1.67	0.64
22	A	1	25.0	2	50.0	1	25.0	0	0.0	0	0.0	2.00	0.82
	F	7	35.8	6	37.5	2	12.5	1	4.2	0	0.0	1.81	0.71

<sup>a</sup>as listed in questionnaire  
<sup>b</sup>administrative perceptions  
<sup>c</sup>faculty perceptions

TABLE XXVI

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE 2 ADMINISTRATION  
AND FACULTY PERCEPTIONS OF THE PREFERRED DISTRIBUTION OF CONTROL IN  
POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>1</sup>		1 Admin dominance		2 Admin primacy		3 Shared		4 Faculty primacy		5 Faculty dominance		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
1	A	0	0.0	1	20.0	3	60.0	1	20.0	0	0.0	3.00	0.71
	F	0	0.0	6	31.6	9	47.4	4	21.1	0	0.0	2.90	0.74
2	A	0	0.0	1	20.0	3	60.0	1	20.0	0	0.0	3.00	0.71
	F	0	0.0	2	11.8	6	35.3	9	52.9	0	0.0	3.41	0.71
3	A	0	0.0	0	0.0	3	60.0	1	20.0	1	20.0	3.60	0.89
	F	0	0.0	0	0.0	4	22.2	4	22.2	10	55.6	4.33	0.84
4	A	0	0.0	0	0.0	3	60.0	1	20.0	1	20.0	3.60	0.89
	F	0	0.0	1	5.3	9	47.4	1	5.3	8	42.1	3.84	1.07
5	A	0	0.0	0	0.0	3	75.0	1	25.0	0	0.0	3.25	0.50
	F	0	0.0	1	5.9	8	47.1	6	35.3	2	11.8	3.53	0.80
6	A	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	3.00	0.00
	F	0	0.0	2	12.5	8	50.0	5	31.3	1	6.2	3.31	0.79
7	A	0	0.0	2	40.0	3	60.0	0	0.0	0	0.0	2.60	0.55
	F	1	5.6	7	38.9	8	44.4	2	11.1	0	0.0	2.61	0.78
8	A	0	0.0	1	20.0	4	80.0	0	0.0	0	0.0	2.80	0.45
	F	0	0.0	9	47.4	3	15.8	6	31.6	1	5.3	2.95	1.03
9	A	0	0.0	2	40.0	3	60.0	0	0.0	0	0.0	2.60	0.55
	F	0	0.0	5	27.8	10	55.6	2	11.1	1	5.6	2.94	0.80
10	A	0	0.0	0	0.0	5	100.0	0	0.0	0	0.0	3.00	0.00
	F	0	0.0	5	27.8	8	44.4	2	11.1	3	16.7	3.17	1.04
11	A	0	0.0	2	40.0	3	60.0	0	0.0	0	0.0	2.60	0.55
	F	0	0.0	5	27.8	8	44.4	4	22.2	1	5.6	3.06	0.87
12	A	0	0.0	0	0.0	5	100.0	0	0.0	0	0.0	3.00	0.00
	F	0	0.0	5	29.4	9	52.9	3	17.6	0	0.0	2.88	0.70
13	A	0	0.0	0	0.0	3	100.0	0	0.0	0	0.0	3.00	0.00
	F	0	0.0	2	25.0	5	62.5	0	0.0	1	12.5	3.00	0.93
14	A	0	0.0	4	80.0	1	20.0	0	0.0	0	0.0	2.20	0.45
	F	1	5.6	10	55.6	2	11.1	5	27.8	0	0.0	2.61	0.98
15	A	2	40.0	3	60.0	0	0.0	0	0.0	0	0.0	1.60	0.55
	F	3	16.8	7	43.8	5	31.3	1	6.2	0	0.0	2.25	0.86
16	A	1	20.0	4	80.0	0	0.0	0	0.0	0	0.0	1.80	0.45
	F	7	38.9	9	50.0	2	11.1	0	0.0	0	0.0	1.72	0.67
17	A	0	0.0	3	60.0	2	40.0	0	0.0	0	0.0	2.40	0.55
	F	0	0.0	3	16.7	9	50.0	4	22.2	2	11.1	3.28	0.90
18	A	0	0.0	0	0.0	1	25.0	2	50.0	1	25.0	4.00	0.82
	F	0	0.0	0	0.0	0	0.0	4	22.2	14	77.8	4.78	0.43
19	A	0	0.0	4	80.0	1	20.0	0	0.0	0	0.0	2.20	0.45
	F	1	5.6	10	55.6	6	33.3	1	5.6	0	0.0	2.39	0.70
20	A	0	0.0	1	20.0	4	80.0	0	0.0	0	0.0	2.80	0.45
	F	0	0.0	6	35.3	9	52.9	2	11.8	0	0.0	2.77	0.46
21	A	0	0.0	0	0.0	5	100.0	0	0.0	0	0.0	3.00	0.00
	F	1	5.6	9	50.0	5	27.8	3	16.7	0	0.0	2.54	0.84
22	A	0	0.0	3	55.0	1	25.0	0	0.0	0	0.0	2.25	0.50
	F	0	0.0	5	31.3	10	62.7	1	6.2	0	0.0	2.75	0.58

<sup>1</sup>The design of questionnaire  
made for admin. perceptions  
\*faculty perceptions

TABLE XXVII

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE 2 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE DEGREE OF CONFLICT OVER THE DISTRIBUTION OF CONTROL IN POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 none		2 some		3 quite a bit		4 a great deal		5 a very great deal		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
1	A	0	0.0	3	60.0	2	40.0	0	0.0	0	0.0	2.40	0.55
	F	4	21.1	10	52.6	3	15.8	2	10.5	0	0.0	2.16	0.90
2	A	0	0.0	2	40.0	3	60.0	0	0.0	0	0.0	2.60	0.55
	F	3	15.8	10	52.6	3	15.8	1	5.3	0	0.0	2.32	0.95
3	A	4	80.0	1	20.0	0	0.0	0	0.0	0	0.0	1.20	0.45
	F	11	61.1	5	27.8	1	5.6	0	0.0	1	5.6	1.61	1.04
4	A	3	60.0	2	40.0	0	0.0	0	0.0	0	0.0	1.40	0.55
	F	11	57.9	6	31.6	0	0.0	1	5.3	1	5.3	1.68	1.11
5	A	0	0.0	2	40.0	2	40.0	1	20.0	0	0.0	2.80	0.84
	F	3	16.7	7	38.9	6	33.3	2	11.1	0	0.0	2.39	0.92
6	A	0	0.0	0	0.0	2	40.0	2	40.0	1	20.0	3.80	0.84
	F	0	0.0	11	61.1	3	16.7	3	16.7	1	5.6	2.67	0.97
7	A	0	0.0	3	60.0	1	20.0	0	0.0	1	20.0	2.80	1.30
	F	7	41.2	5	29.4	4	23.5	1	5.9	0	0.0	1.94	0.97
8	A	3	60.0	1	20.0	0	0.0	0	0.0	1	20.0	2.00	1.73
	F	6	33.3	8	44.4	2	11.1	1	5.6	1	5.6	2.06	1.11
9	A	0	0.0	1	20.0	3	60.0	0	0.0	1	20.0	3.20	1.10
	F	1	5.9	3	17.6	3	17.6	9	52.9	1	5.9	3.35	1.06
10	A	1	20.0	2	40.0	1	20.0	0	0.0	1	20.0	2.60	1.52
	F	7	41.2	7	41.2	1	5.9	1	5.9	1	5.9	1.94	1.14
11	A	1	20.0	0	0.0	2	40.0	1	20.0	1	20.0	3.20	1.48
	F	3	15.8	7	36.8	5	26.3	2	10.5	2	10.5	2.63	1.21
12	A	1	20.0	1	20.0	1	20.0	2	40.0	0	0.0	2.80	1.30
	F	3	15.8	6	31.6	5	26.3	2	10.5	3	15.8	2.79	1.32
13	A	1	20.0	3	60.0	1	20.0	0	0.0	0	0.0	2.00	0.71
	F	6	42.9	6	42.9	1	7.1	0	0.0	1	7.1	1.86	1.10
14	A	0	0.0	3	60.0	1	20.0	1	20.0	0	0.0	2.60	0.89
	F	9	47.4	6	31.6	4	21.1	0	0.0	0	0.0	1.74	0.81
15	A	1	20.0	4	80.0	0	0.0	0	0.0	0	0.0	1.80	0.45
	F	11	57.9	4	21.1	2	10.5	1	5.3	1	5.3	1.79	1.18
16	A	0	0.0	4	80.0	0	0.0	1	20.0	0	0.0	2.40	0.89
	F	12	63.2	4	21.1	1	5.3	1	5.3	1	5.3	1.68	1.16
17	A	1	20.0	3	60.0	1	20.0	0	0.0	0	0.0	2.00	0.71
	F	5	26.3	12	63.2	1	5.3	1	5.3	0	0.0	1.90	0.74
18	A	2	40.0	3	60.0	0	0.0	0	0.0	0	0.0	1.60	0.55
	F	9	47.4	9	47.4	1	5.3	0	0.0	0	0.0	1.58	0.61
19	A	0	0.0	3	60.0	2	40.0	0	0.0	0	0.0	2.40	0.55
	F	6	31.6	7	36.8	4	21.1	1	5.3	1	5.3	2.16	1.12
20	A	1	25.0	1	25.0	2	50.0	0	0.0	0	0.0	2.25	0.96
	F	7	36.8	6	31.6	4	21.1	1	5.3	1	5.3	2.11	1.15
21	A	1	25.0	3	75.0	0	0.0	0	0.0	0	0.0	1.75	0.50
	F	7	36.8	9	47.4	1	5.3	1	5.3	1	5.3	1.95	1.08
22	A	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0	1.67	0.58
	F	7	36.8	8	42.1	1	5.3	2	10.5	1	5.3	2.46	1.19

<sup>a</sup>See list of questionnaire  
administration perceptions  
conflict perceptions

TABLE XVIII

FREQUENCY, PERCENTAGE FREQUENCY AND MEAN SCORES OF COLLEGE 2 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE DEGREE OF CONTROL EXERCISED BY VARIOUS INDIVIDUALS AND GROUPS IN FORMULATING POLICIES

Individual or group	Degree of control										Mean	S.D.
	1 None		2 Some		3 Quite a bit		4 A great deal		5 A very great deal			
	n	%	n	%	n	%	n	%	n	%		
College president	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0	4.80	0.45
Admin staff <sup>a</sup>	0	0.0	1	5.3	5	26.3	2	10.5	11	57.9	4.21	1.03
Council of instruction	0	0.0	1	20.0	4	80.0	0	0.0	0	0.0	2.80	0.45
Individual faculty	0	0.0	8	44.4	7	38.9	3	16.7	0	0.0	2.72	0.75
Students	0	0.0	4	80.0	1	20.0	0	0.0	0	0.0	2.20	0.45
College board	3	15.8	5	26.3	6	31.6	5	26.3	0	0.0	2.68	1.06
Colleges commission	0	0.0	2	40.0	1	20.0	2	40.0	0	0.0	3.00	1.00
	2	10.5	9	47.4	7	36.8	1	5.3	0	0.0	2.37	0.76
	0	0.0	4	80.0	1	20.0	0	0.0	0	0.0	2.20	0.45
	6	31.6	9	47.4	3	15.8	1	5.3	0	0.0	1.95	0.85
	0	0.0	0	0.0	3	60.0	1	20.0	1	20.0	3.60	0.89
	1	5.3	6	31.6	8	42.1	0	0.0	4	21.1	3.00	1.20
	0	0.0	1	20.0	1	20.0	1	20.0	2	40.0	3.80	1.30
	1	5.6	4	22.2	3	16.7	6	33.3	4	22.2	3.44	1.25

<sup>a</sup> excluding the president

<sup>b</sup> administration perceptions

<sup>c</sup> faculty perceptions



TABLE XXIX

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE 3 ADMINISTRATION  
AND FACULTY PERCEPTIONS OF THE EXISTING DISTRIBUTION OF CONTROL IN  
POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 Admin dominance		2 Admin primacy		3 Shared		4 Faculty primacy		5 Faculty dominance		Mean	S. D.
		n	%	n	%	n	%	n	%	n	%		
1	A <sup>b</sup>	0	0.0	3	50.0	3	50.0	0	0.0	0	0.0	2.50	0.55
	F <sup>c</sup>	7	19.4	17	47.2	10	27.8	2	5.6	0	0.0	2.19	0.82
2	A	0	0.0	2	33.3	3	50.0	1	16.7	0	0.0	2.83	0.75
	F	7	19.4	6	16.7	4	11.1	15	41.7	4	11.1	3.08	1.36
3	A	0	0.0	0	0.0	3	50.0	2	33.3	1	16.7	3.67	0.82
	F	1	2.8	0	0.0	6	16.7	10	27.8	19	52.8	4.28	0.94
4	A	0	0.0	1	16.7	2	33.3	1	16.7	2	33.3	3.67	1.21
	F	0	0.0	4	11.1	11	30.6	14	38.9	7	19.4	3.67	0.93
5	A	1	16.7	4	66.7	1	16.7	0	0.0	0	0.0	2.00	0.63
	F	19	52.8	13	36.1	3	8.3	1	2.8	0	0.0	1.61	0.77
6	A	0	0.0	4	66.7	2	33.3	0	0.0	0	0.0	2.33	0.52
	F	7	19.4	22	61.1	7	19.4	0	0.0	0	0.0	2.00	0.63
7	A	3	50.0	2	33.3	1	16.7	0	0.0	0	0.0	1.67	0.82
	F	27	75.0	9	25.0	0	0.0	0	0.0	0	0.0	1.25	0.44
8	A	0	0.0	5	83.3	0	0.0	1	16.7	0	0.0	2.33	0.82
	F	8	22.2	17	47.2	11	30.6	0	0.0	0	0.0	2.08	0.73
9	A	4	66.7	2	33.3	0	0.0	0	0.0	0	0.0	1.33	0.52
	F	35	97.2	1	2.8	0	0.0	0	0.0	0	0.0	1.03	0.17
10	A	1	16.7	3	50.0	2	33.3	0	0.0	0	0.0	2.17	0.75
	F	22	61.1	10	27.8	4	11.1	0	0.0	0	0.0	1.50	0.70
11	A	1	16.7	3	50.0	2	33.3	0	0.0	0	0.0	2.17	0.75
	F	11	30.6	15	41.7	10	27.8	0	0.0	0	0.0	1.97	0.77
12	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.75
	F	22	61.1	7	19.4	7	19.4	0	0.0	0	0.0	1.58	0.81
13	A	1	25.0	1	25.0	2	50.0	0	0.0	0	0.0	2.25	0.96
	F	20	55.6	7	19.4	8	22.2	1	2.8	0	0.0	1.72	0.91
14	A	0	0.0	4	66.7	1	16.7	1	16.7	0	0.0	2.50	0.84
	F	14	38.9	15	41.7	6	16.7	1	2.8	0	0.0	1.83	0.81
15	A	4	66.7	2	33.3	0	0.0	0	0.0	0	0.0	1.33	0.52
	F	32	88.9	2	5.6	1	2.8	1	2.8	0	0.0	1.19	0.62
16	A	6	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1.00	0.00
	F	36	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1.00	0.00
17	A	1	16.7	3	50.0	2	33.0	0	0.0	0	0.0	2.17	0.75
	F	20	57.1	11	31.4	4	11.4	0	0.0	0	0.0	1.54	0.70
18	A	0	0.0	1	16.7	1	16.7	2	33.3	2	33.3	3.83	1.17
	F	1	2.8	0	0.0	0	0.0	9	25.0	24	72.2	4.64	0.76
19	A	1	16.7	3	50.0	1	16.7	1	16.7	0	0.0	2.33	1.03
	F	15	41.7	10	27.8	10	27.8	1	2.8	0	0.0	1.92	0.91
20	A	1	16.7	3	50.0	2	33.3	0	0.0	0	0.0	2.17	0.75
	F	14	40.0	17	48.6	5	11.4	0	0.0	0	0.0	1.71	0.67
21	A	2	33.3	3	50.0	0	0.0	0	0.0	1	16.7	2.17	1.47
	F	17	47.2	10	27.8	8	22.2	1	2.8	0	0.0	1.61	0.89
22	A	3	50.0	2	40.0	0	0.0	0	0.0	0	0.0	2.46	0.55
	F	27	75.0	3	8.6	5	14.3	0	0.0	0	0.0	1.37	0.73

<sup>a</sup>See notes on questionnaire for administration perceptions  
<sup>b</sup>college administration  
<sup>c</sup>faculty perceptions

TABLE XXX

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE ADMINISTRATION AND FACULTY PERCEPTIONS OF THE PREFERRED DISTRIBUTION OF CONTROL IN POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 Admin dominance		2 Admin primacy		3 Shared		4 Faculty primacy		5 Faculty dominance		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
1	A <sup>b</sup>	0	0.0	0	0.0	5	83.3	1	16.7	0	0.0	3.17	0.41
	F <sup>c</sup>	3	8.1	4	10.8	28	75.7	1	2.7	1	2.7	2.81	0.74
2	A	0	0.0	0	0.0	5	83.3	1	16.7	0	0.0	3.17	0.41
	F	0	0.0	5	13.9	10	27.8	15	41.7	6	16.7	3.61	0.93
3	A	0	0.0	0	0.0	4	66.7	1	16.7	1	16.7	3.50	0.84
	F	0	0.0	0	0.0	5	13.9	12	33.3	19	52.8	4.39	0.73
4	A	0	0.0	0	0.0	5	83.3	0	0.0	1	16.7	3.33	0.82
	F	0	0.0	3	8.3	8	22.2	16	44.4	9	25.0	3.86	0.90
5	A	0	0.0	3	50.0	3	50.0	0	0.0	0	0.0	2.50	0.55
	F	1	2.7	4	10.8	16	43.2	16	43.2	0	0.0	3.27	0.77
6	A	0	0.0	2	33.3	4	66.7	0	0.0	0	0.0	2.67	0.52
	F	0	0.0	9	24.3	21	56.8	7	18.9	0	0.0	2.95	0.66
7	A	1	16.7	2	33.3	3	50.0	0	0.0	0	0.0	2.33	0.82
	F	7	18.9	4	10.8	25	67.6	1	2.7	0	0.0	2.54	0.84
8	A	0	0.0	1	16.7	4	66.7	1	16.7	0	0.0	3.00	0.63
	F	3	8.3	4	10.8	23	62.2	6	16.2	1	2.7	2.95	0.85
9	A	1	16.7	2	33.3	3	50.0	0	0.0	0	0.0	2.33	0.82
	F	4	10.8	6	16.2	26	70.3	1	2.7	0	0.0	2.65	0.72
10	A	0	0.0	2	33.3	4	66.7	0	0.0	0	0.0	2.67	0.52
	F	2	5.4	5	13.5	25	67.6	4	10.8	1	2.7	2.92	0.76
11	A	0	0.0	3	50.0	3	50.0	0	0.0	0	0.0	2.50	0.55
	F	0	0.0	7	18.9	27	73.0	2	5.4	1	2.7	2.92	0.60
12	A	0	0.0	1	16.7	5	83.3	0	0.0	0	0.0	2.83	0.41
	F	2	5.4	0	0.0	34	91.9	0	0.0	1	2.7	2.95	0.58
13	A	0	0.0	0	0.0	3	75.0	1	25.0	0	0.0	3.25	0.50
	F	1	2.7	2	5.4	30	81.1	4	10.8	0	0.0	3.00	0.53
14	A	0	0.0	3	50.0	1	16.7	2	33.3	0	0.0	2.83	0.98
	F	3	8.1	16	43.2	14	37.8	3	8.1	1	2.7	2.54	0.87
15	A	3	50.0	2	33.3	1	16.7	0	0.0	0	0.0	1.67	0.82
	F	17	45.9	11	29.7	6	16.2	2	5.4	1	2.7	1.89	1.05
16	A	5	83.3	1	16.7	0	0.0	0	0.0	0	0.0	1.17	0.41
	F	22	59.5	12	32.4	2	5.4	1	2.7	0	0.0	1.51	0.73
17	A	0	0.0	1	16.7	5	83.3	0	0.0	0	0.0	2.83	0.41
	F	0	0.0	8	22.2	24	66.7	3	8.3	1	2.8	2.92	0.65
18	A	0	0.0	0	0.0	4	66.7	1	16.7	1	16.7	3.50	0.84
	F	0	0.0	0	0.0	4	10.8	15	40.5	18	48.6	4.38	0.68
19	A	0	0.0	2	33.3	3	50.0	1	16.7	0	0.0	2.83	0.75
	F	4	10.8	11	29.7	21	56.8	0	0.0	1	2.7	2.54	0.80
20	A	0	0.0	3	50.0	3	50.0	0	0.0	0	0.0	2.50	0.55
	F	0	0.0	19	52.8	16	44.4	0	0.0	1	2.8	2.53	0.65
21	A	1	16.7	1	16.7	3	50.0	0	0.0	1	16.7	2.83	1.33
	F	1	2.7	3	8.1	25	67.6	8	21.6	0	0.0	3.08	0.64
22	A	2	50.0	3	50.0	0	0.0	0	0.0	0	0.0	1.00	0.55
	F	0	11.4	1	20.0	23	63.7	0	0.0	1	2.9	2.63	0.81

<sup>a</sup>As listed in questionnaire  
<sup>b</sup>administration perceptions  
<sup>c</sup>faculty perceptions

TABLE XXXI

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE 3 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE DEGREE OF CONFLICT OVER THE DISTRIBUTION OF CONTROL IN POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 none		2 some		3 quite a bit		4 a great deal		5 a very great deal		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
1	A	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0	2.00	0.89
	F	5	14.3	25	71.4	4	11.4	0	0.0	1	2.9	2.06	0.73
2	A	4	66.7	2	33.3	0	0.0	0	0.0	0	0.0	1.33	0.52
	F	8	22.2	23	63.9	4	11.1	1	2.8	0	0.0	1.94	0.67
3	A	4	66.7	1	16.7	0	0.0	1	16.7	0	0.0	1.67	1.21
	F	29	80.6	4	11.1	3	8.3	0	0.0	0	0.0	1.28	0.62
4	A	4	66.7	2	33.3	0	0.0	0	0.0	0	0.0	1.33	0.52
	F	19	52.8	11	30.6	5	13.9	1	2.8	0	0.0	1.67	0.83
5	A	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0	2.00	0.89
	F	1	2.8	3	8.3	14	38.9	7	19.4	11	30.6	3.67	1.10
6	A	1	16.7	3	50.0	2	33.3	0	0.0	0	0.0	2.17	0.75
	F	1	2.8	13	36.1	7	19.4	9	25.0	6	16.7	3.17	1.18
7	A	3	50.0	1	16.7	0	0.0	0	0.0	2	33.3	2.50	1.98
	F	0	0.0	9	25.0	10	27.8	9	25.0	8	22.2	3.44	1.11
8	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.75
	F	3	8.3	21	58.3	10	27.8	1	2.8	1	2.8	2.33	0.79
9	A	1	16.7	3	50.0	0	0.0	1	16.7	1	16.7	2.67	1.31
	F	1	2.8	8	22.2	8	22.2	10	27.8	9	25.0	3.50	1.18
10	A	1	16.7	1	16.7	2	33.3	0	0.0	2	33.3	3.17	1.60
	F	1	2.8	8	22.2	10	27.8	5	13.9	12	33.3	3.53	1.25
11	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.75
	F	8	22.2	14	38.9	12	33.3	2	5.6	0	0.0	2.22	0.87
12	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.75
	F	7	20.0	15	42.9	9	25.7	3	8.6	1	2.9	2.31	0.99
13	A	3	60.0	1	20.0	1	20.0	0	0.0	0	0.0	1.60	0.89
	F	5	13.9	20	55.6	5	13.9	5	13.9	1	2.8	2.36	0.99
14	A	3	50.0	2	33.3	1	16.7	0	0.0	0	0.0	1.67	0.82
	F	10	27.8	16	44.4	8	22.2	2	5.6	0	0.0	2.06	0.86
15	A	5	83.3	1	16.7	0	0.0	0	0.0	0	0.0	1.17	0.41
	F	30	85.7	4	11.4	1	2.9	0	0.0	0	0.0	1.17	0.45
16	A	5	83.3	1	16.7	0	0.0	0	0.0	0	0.0	1.17	0.41
	F	24	66.7	11	30.6	1	2.8	0	0.0	0	0.0	1.36	0.54
17	A	3	50.0	0	0.0	1	16.7	1	16.7	1	16.7	2.50	1.76
	F	5	13.9	6	16.7	11	30.6	7	19.4	7	19.4	3.14	1.31
18	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.75
	F	14	38.9	17	47.2	4	11.1	0	0.0	1	2.8	1.81	0.86
19	A	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0	1.67	0.52
	F	9	25.0	19	52.8	6	16.7	1	2.8	1	2.8	2.06	0.89
20	A	1	16.7	4	66.7	0	0.0	0	0.0	1	16.7	2.33	1.37
	F	22	61.1	8	22.2	6	16.7	0	0.0	0	0.0	1.56	0.77
21	A	2	33.3	3	50.0	0	0.0	1	16.7	0	0.0	2.00	1.10
	F	7	19.4	14	38.9	9	25.0	2	5.6	4	11.1	2.50	1.21
22	A	1	20.0	4	80.0	0	0.0	0	0.0	0	0.0	1.80	0.65
	F	-	11.1	25	69.4	5	13.9	2	5.6	0	0.0	2.14	0.88

<sup>a</sup> See listed in questionnaire administration perceptions faculty perceptions

TABLE XXII

FREQUENCY, PERCENTAGE FREQUENCY AND MEAN SCORES OF COLLEGE 3 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE DEGREE OF CONTROL EXERCISED BY VARIOUS INDIVIDUALS AND GROUPS IN FORMULATING POLICIES

Individual or group	Degree of control										Mean	S. D.
	1 None		2 Some		3 Quite a bit		4 A great deal		5 A very great deal			
	n	%	n	%	n	%	n	%	n	%		
College president	0	0.0	0	0.0	0	0.0	1	16.7	5	83.3	4.83	0.41
Admin staff <sup>a</sup>	0	0.0	1	2.7	1	2.7	6	16.2	29	78.4	4.70	0.66
Academic council	2	33.3	2	33.3	2	33.3	2	33.3	0	0.0	3.00	0.89
Individual faculty	0	0.0	13	35.1	14	37.8	9	24.3	1	2.7	2.95	0.85
Students	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0	2.00	0.89
College board	15	42.9	13	37.1	7	20.0	0	0.0	0	0.0	1.77	0.77
College commission	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0	1.67	0.52
College faculty	15	40.5	18	48.6	4	10.8	0	0.0	0	0.0	1.70	0.66
College administration	1	16.7	4	66.7	1	16.7	0	0.0	0	0.0	2.00	0.63
College faculty perceptions	18	48.6	19	51.4	0	0.0	0	0.0	0	0.0	1.51	0.51
College administration	0	0.0	0	0.0	1	16.7	2	33.3	3	50.0	4.33	0.82
College faculty	0	0.0	6	16.7	8	22.2	10	27.8	12	33.3	3.78	1.10
College administration	0	0.0	1	16.7	1	16.7	2	33.3	2	33.3	3.83	1.17
College faculty	2	5.6	14	38.9	10	27.8	6	16.7	4	11.1	2.89	1.12

<sup>a</sup> excluding the president

<sup>b</sup> administration perceptions

<sup>c</sup> faculty perceptions

TABLE XXXIII

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE & ADMINISTRATION AND FACULTY PERCEPTIONS OF THE EXISTING DISTRIBUTION OF CONTROL IN POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 Admin dominance		2 Admin primacy		3 Shared		4 Faculty primacy		5 Faculty dominance		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
1	A <sup>b</sup>	1	6.7	3	50.0	2	33.3	0	0.0	0	0.0	2.17	0.75
	F <sup>c</sup>	12	52.2	9	39.1	2	8.7	0	0.0	0	0.0	1.57	0.66
2	A	1	16.7	3	50.0	2	33.3	0	0.0	0	0.0	2.17	0.75
	F	2	9.1	14	63.6	6	27.3	0	0.0	0	0.0	2.18	0.59
3	A	1	20.0	0	0.0	1	20.0	1	20.0	2	40.0	3.60	1.67
	F	4	17.4	2	8.7	6	26.1	6	26.1	5	21.7	3.26	1.39
4	A	0	0.0	2	33.3	3	50.0	1	16.7	0	0.0	2.83	0.75
	F	3	13.6	4	18.2	10	45.5	2	9.1	3	13.6	2.91	1.19
5	A	1	16.7	3	50.0	2	33.3	0	0.0	0	0.0	2.17	0.75
	F	15	65.2	5	21.7	2	8.7	1	4.3	0	0.0	1.52	0.85
6	A	1	25.0	1	25.0	2	50.0	0	0.0	0	0.0	2.25	0.96
	F	10	43.5	10	43.5	3	13.0	0	0.0	0	0.0	1.70	0.70
7	A	4	66.7	2	33.3	0	0.0	0	0.0	0	0.0	1.33	0.52
	F	23	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1.00	0.00
8	A	0	0.0	4	66.7	2	33.3	0	0.0	0	0.0	2.33	0.52
	F	11	47.8	12	52.2	0	0.0	0	0.0	0	0.0	1.52	0.51
9	A	1	20.0	3	60.0	1	20.0	0	0.0	0	0.0	2.00	0.71
	F	20	90.9	1	4.5	1	4.5	0	0.0	0	0.0	1.14	0.47
10	A	1	20.0	1	20.0	3	60.0	0	0.0	0	0.0	2.40	0.89
	F	16	69.6	4	17.4	3	13.0	0	0.0	0	0.0	1.44	0.73
11	A	0	0.0	3	50.0	3	50.0	0	0.0	0	0.0	2.50	0.55
	F	8	34.8	13	56.5	2	8.7	0	0.0	0	0.0	1.74	0.62
12	A	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0	2.00	0.89
	F	5	21.7	14	60.9	4	17.4	0	0.0	0	0.0	1.96	0.64
13	A	1	16.7	0	0.0	5	83.3	0	0.0	0	0.0	2.67	0.82
	F	4	17.4	8	34.8	10	43.5	1	4.3	0	0.0	2.35	0.83
14	A	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0	1.67	0.52
	F	11	47.8	10	43.5	2	8.7	0	0.0	0	0.0	1.61	0.66
15	A	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0	1.67	0.52
	F	17	77.3	5	22.7	0	0.0	0	0.0	0	0.0	1.23	0.43
16	A	6	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1.00	0.00
	F	23	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1.00	0.00
17	A	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0	1.67	0.52
	F	14	60.9	4	17.4	5	21.7	0	0.0	0	0.0	1.61	0.64
18	A	0	0.0	0	0.0	2	33.3	1	16.7	3	50.0	4.17	0.98
	F	0	0.0	1	4.3	6	26.1	3	13.0	13	56.5	4.22	1.00
19	A	4	66.7	0	0.0	2	33.3	0	0.0	0	0.0	1.67	1.03
	F	18	78.3	3	13.0	1	4.3	1	4.3	0	0.0	1.35	0.78
20	A	1	16.7	3	50.0	2	33.3	0	0.0	0	0.0	2.17	0.75
	F	13	56.5	8	34.8	1	4.3	1	4.3	0	0.0	1.57	0.79
21	A	1	16.7	3	50.0	2	33.3	0	0.0	0	0.0	2.17	0.75
	F	15	60.9	8	34.8	1	4.3	0	0.0	0	0.0	1.44	0.59
22	A	3	50.0	3	50.0	1	16.7	0	0.0	0	0.0	1.50	0.55
	F	18	81.8	3	13.6	1	4.3	0	0.0	0	0.0	1.23	0.53

<sup>a</sup>See list of 22 areas in table 1  
<sup>b</sup>A = Administration  
<sup>c</sup>F = Faculty

TABLE XXIV

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE & ADMINISTRATION AND FACULTY PERCEPTIONS OF THE PREFERRED DISTRIBUTION OF CONTROL IN POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>1</sup>		1 Admin dominance		2 Admin primacy		3 Shared		4 Faculty primacy		5 Faculty dominance		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
1	A	1	16.7	1	16.7	2	33.3	2	33.3	0	0.0	2.83	1.17
	F	1	4.3	7	30.4	14	60.9	1	4.3	0	0.0	2.65	0.65
2	A	1	16.7	0	0.0	3	50.0	2	33.3	0	0.0	3.00	1.10
	F	0	0.0	3	13.0	15	65.2	5	21.7	0	0.0	3.09	0.60
3	A	0	0.0	0	0.0	1	20.0	1	20.0	3	60.0	4.40	0.89
	F	0	0.0	0	0.0	4	17.4	10	43.5	9	39.1	4.22	0.74
4	A	0	0.0	0	0.0	4	66.7	2	33.3	0	0.0	3.33	0.52
	F	0	0.0	0	0.0	15	68.2	3	13.6	4	18.2	3.50	0.80
5	A	0	0.0	3	50.0	3	50.0	0	0.0	0	0.0	2.50	0.55
	F	0	0.0	3	13.6	15	68.2	3	13.6	1	4.5	3.09	0.68
6	A	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	3.00	0.00
	F	0	0.0	3	13.0	17	73.9	3	13.0	0	0.0	3.00	0.52
7	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.75
	F	6	26.1	2	8.7	13	56.5	2	8.7	0	0.0	2.48	0.99
8	A	0	0.0	3	50.0	2	33.3	1	16.7	0	0.0	2.67	0.82
	F	0	0.0	5	21.7	12	52.2	6	26.1	0	0.0	3.04	0.71
9	A	1	20.0	2	40.0	2	40.0	0	0.0	0	0.0	2.20	0.84
	F	0	0.0	9	40.9	12	54.5	1	4.5	0	0.0	2.64	0.58
10	A	0	0.0	0	0.0	5	100.0	0	0.0	0	0.0	3.00	0.00
	F	0	0.0	4	18.2	15	68.2	3	13.6	0	0.0	2.96	0.58
11	A	0	0.0	1	16.7	5	83.3	0	0.0	0	0.0	2.83	0.41
	F	0	0.0	8	36.8	14	60.9	1	4.3	0	0.0	2.70	0.56
12	A	1	16.7	1	16.7	4	66.7	0	0.0	0	0.0	2.50	0.84
	F	0	0.0	6	26.1	16	69.6	1	4.3	0	0.0	2.78	0.52
13	A	0	0.0	0	0.0	5	100.0	0	0.0	0	0.0	3.00	0.00
	F	0	0.0	4	18.2	18	81.8	0	0.0	0	0.0	2.82	0.40
14	A	1	16.7	4	66.7	0	0.0	1	16.7	0	0.0	2.17	0.98
	F	2	8.7	9	39.1	11	47.8	1	4.3	0	0.0	2.48	0.73
15	A	1	16.7	4	66.7	1	16.7	0	0.0	0	0.0	2.00	0.63
	F	4	18.2	9	40.9	8	36.4	0	0.0	1	4.5	2.32	0.95
16	A	5	83.3	1	16.7	0	0.0	0	0.0	0	0.0	1.17	0.41
	F	9	39.1	9	39.1	5	21.7	0	0.0	0	0.0	1.83	0.78
17	A	0	0.0	5	83.3	1	16.7	0	0.0	0	0.0	2.17	0.41
	F	0	0.0	5	21.7	18	78.3	0	0.0	0	0.0	2.78	0.42
18	A	0	0.0	0	0.0	1	16.7	3	50.0	2	33.3	4.17	0.75
	F	0	0.0	0	0.0	5	21.7	8	36.8	10	43.5	4.22	0.80
19	A	1	16.7	2	33.3	3	50.0	0	0.0	0	0.0	2.33	0.82
	F	3	13.0	9	39.1	11	47.8	0	0.0	0	0.0	2.33	0.71
20	A	0	0.0	1	16.7	4	66.7	1	16.7	0	0.0	3.00	0.63
	F	2	8.7	8	36.8	15	60.9	1	4.3	0	0.0	2.61	0.72
21	A	1	16.7	1	16.7	5	66.7	0	0.0	0	0.0	2.50	0.84
	F	0	0.0	1	26.1	15	65.2	2	8.7	0	0.0	2.83	0.58
22	A	1	16.7	1	16.7	5	66.7	0	0.0	0	0.0	2.50	0.84
	F	2	8.7	7	31.9	12	50.5	1	4.5	0	0.0	2.55	0.74

<sup>1</sup>As listed in the Appendix, Table A.1.

TABLE XXXV

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE & ADMINISTRATION  
AND FACULTY PERCEPTIONS OF THE DEGREE OF CONFLICT OVER THE DISTRIBUTION  
OF CONTROL IN POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 none		2 some		3 quite a bit		4 a great deal		5 a very great deal		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
		1	A <sup>b</sup>	0	0.0	4	66.7	2	33.3	0	0.0		
	F <sup>c</sup>	1	4.3	11	47.8	7	30.4	2	8.7	2	8.7	2.70	1.02
2	A	3	50.0	3	50.0	0	0.0	0	0.0	0	0.0	1.50	0.55
	F	6	26.1	11	47.8	4	17.4	1	4.3	1	4.3	2.13	1.01
3	A	2	33.3	2	33.3	1	16.7	0	0.0	1	16.7	2.33	1.51
	F	11	47.8	7	30.4	2	8.7	1	4.3	2	8.7	1.96	1.26
4	A	4	66.7	2	33.2	0	0.0	0	0.0	0	0.0	1.33	0.52
	F	5	22.7	9	40.9	5	22.7	3	13.6	0	0.0	2.27	0.99
5	A	3	50.0	2	33.3	1	16.7	0	0.0	0	0.0	1.67	0.82
	F	10	43.5	3	13.0	3	13.0	2	8.7	5	21.7	2.52	1.65
6	A	1	16.7	0	0.0	2	33.3	0	0.0	3	50.0	3.67	1.63
	F	1	4.3	3	13.0	3	13.0	5	21.7	11	47.8	3.96	1.26
7	A	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0	2.00	0.89
	F	5	21.7	4	17.4	5	21.7	2	8.7	7	30.4	3.09	1.56
8	A	0	0.0	3	50.0	1	16.7	2	33.3	0	0.0	2.83	0.98
	F	0	0.0	4	17.4	4	17.4	9	39.1	6	26.1	3.74	1.05
9	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.75
	F	4	17.4	7	30.4	3	13.0	0	0.0	9	39.1	3.13	1.63
10	A	0	0.0	5	83.3	1	16.7	0	0.0	0	0.0	2.17	0.41
	F	0	0.0	6	26.1	5	21.7	4	17.4	8	34.8	3.61	1.23
11	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.75
	F	5	21.7	13	56.5	2	8.7	2	8.7	1	4.3	2.17	1.03
12	A	3	50.0	2	33.3	1	16.7	0	0.0	0	0.0	1.67	0.82
	F	6	26.1	11	47.8	3	13.0	3	13.0	0	0.0	2.13	0.97
13	A	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0	1.67	0.52
	F	4	18.2	6	27.3	10	45.5	2	9.1	0	0.0	2.46	0.91
14	A	4	66.7	2	33.3	0	0.0	0	0.0	0	0.0	1.33	0.52
	F	9	39.1	10	43.5	4	17.4	0	0.0	0	0.0	1.78	0.74
15	A	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0	1.67	0.52
	F	9	39.1	10	43.5	1	4.3	0	0.0	2	13.0	2.04	1.30
16	A	5	83.3	0	0.0	1	16.7	0	0.0	0	0.0	1.33	0.82
	F	13	56.5	7	30.4	1	4.3	1	4.3	1	4.3	1.70	1.06
17	A	1	16.7	4	66.7	0	0.0	1	16.7	0	0.0	2.17	0.98
	F	4	17.4	10	43.5	4	17.4	2	8.7	3	13.0	2.57	1.27
18	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.75
	F	13	56.5	7	30.4	2	8.7	1	4.3	0	0.0	1.61	0.84
19	A	4	66.7	2	33.3	0	0.0	0	0.0	0	0.0	1.33	0.52
	F	5	21.7	13	56.5	2	8.7	2	8.7	1	4.3	2.17	1.03
20	A	3	50.0	2	33.3	1	16.7	0	0.0	0	0.0	1.67	0.82
	F	12	52.2	7	30.4	3	13.0	0	0.0	1	4.3	1.74	1.01
21	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.75
	F	5	21.7	8	34.8	7	30.4	1	4.3	2	8.7	2.44	1.16
22	A	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0	1.67	0.52
	F	7	30.4	9	39.1	3	13.0	2	8.7	2	8.7	2.26	1.23

<sup>a</sup>as listed in questionnaire  
<sup>b</sup>administration perceptions  
<sup>c</sup>faculty perceptions

TABLE XXVI  
 FREQUENCY, PERCENTAGE FREQUENCY AND MEAN SCORES OF COLLEGE 4 ADMINISTRATION AND  
 FACULTY PERCEPTIONS OF THE DEGREE OF CONTROL EXERCISED BY  
 VARIOUS INDIVIDUALS AND GROUPS IN FORMULATING POLICIES

Individual or group	Degree of control										Mean	S.D.
	1 None		2 Some		3 Quite a bit		4 A great deal		5 A very great deal			
	n	%	n	%	n	%	n	%	n	%		
College president	0	0.0	1	16.7	0	0.0	2	33.3	3	50.0	4.17	1.17
Admin staff <sup>a</sup>	0	0.0	1	4.3	4	17.4	6	26.1	12	52.2	4.26	0.92
Academic council	0	0.0	1	16.7	1	16.7	3	50.0	1	16.7	3.67	1.03
Individual faculty	1	4.3	4	17.4	2	8.7	13	56.5	3	13.0	3.57	1.08
Students	0	0.0	1	16.7	3	50.0	2	33.3	0	0.0	3.17	0.75
College board	2	8.7	10	43.5	7	30.4	3	13.0	1	4.3	2.61	0.99
Colleges commission	0	0.0	5	83.3	1	16.7	0	0.0	0	0.0	2.17	0.41
	6	26.1	17	73.9	0	0.0	0	0.0	0	0.0	1.74	0.45
	1	16.7	5	83.3	0	0.0	0	0.0	0	0.0	1.83	0.41
	11	47.8	12	52.2	0	0.0	0	0.0	0	0.0	1.52	0.51
	0	0.0	3	60.0	2	40.0	0	0.0	0	0.0	2.40	0.55
	1	4.5	7	31.8	2	9.1	7	31.8	5	22.7	3.36	1.29
	0	0.0	0	0.0	4	80.0	1	20.0	0	0.0	3.20	0.45
	2	9.5	9	42.9	4	19.0	4	19.0	2	9.5	2.76	1.18

<sup>a</sup> excluding the president      <sup>b</sup> administration perceptions      <sup>c</sup> faculty perceptions



TABLE XXXVII

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE 5 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE EXISTING DISTRIBUTION OF CONTROL IN POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 Admin dominance		2 Admin primacy		3 Shared		4 Faculty primacy		5 Faculty dominance		Mean	S. D.
		n	%	n	%	n	%	n	%	n	%		
1	A <sup>b</sup>	3	18.8	6	37.5	6	37.5	1	6.7	0	0.0	2.31	0.87
	F <sup>c</sup>	44	62.0	18	25.4	9	12.7	0	0.0	0	0.0	1.31	0.72
2	A	3	20.0	5	33.3	6	40.0	1	6.7	0	0.0	2.33	0.90
	F	19	26.8	34	47.9	13	18.3	5	7.0	0	0.0	2.06	0.86
3	A	0	0.0	1	6.2	3	18.8	5	31.3	7	43.8	4.13	0.96
	F	3	4.2	3	4.2	4	5.6	19	26.8	42	59.2	4.32	1.05
4	A	1	6.2	4	25.0	5	31.3	2	12.5	4	25.0	3.25	1.29
	F	7	10.1	21	30.4	19	27.5	10	14.5	12	17.4	2.99	1.25
5	A	3	20.0	6	40.0	4	26.7	2	13.3	0	0.0	2.33	0.98
	F	24	33.8	30	42.3	10	14.1	7	9.9	0	0.0	2.00	0.94
6	A	1	6.2	6	37.5	7	43.8	2	12.5	0	0.0	2.63	0.81
	F	21	29.6	27	38.0	18	25.4	2	2.8	3	4.2	2.14	1.02
7	A	8	50.0	7	43.8	1	6.2	0	0.0	0	0.0	1.56	0.63
	F	65	92.9	3	4.3	1	1.4	0	0.0	1	1.4	1.13	0.56
8	A	5	31.3	6	37.5	5	31.3	0	0.0	0	0.0	2.00	0.82
	F	39	54.9	23	32.4	8	11.3	0	0.0	1	1.4	1.61	0.80
9	A	11	68.8	3	18.8	2	12.5	0	0.0	0	0.0	1.44	0.73
	F	61	88.4	6	8.7	1	1.4	0	0.0	1	1.4	1.17	0.59
10	A	0	0.0	3	18.8	13	81.3	0	0.0	0	0.0	2.81	0.60
	F	21	30.0	24	34.3	22	31.4	3	4.3	0	0.0	2.10	0.89
11	A	4	25.0	8	50.0	4	25.0	0	0.0	0	0.0	2.00	0.73
	F	42	60.0	19	27.1	7	10.0	1	1.4	1	1.4	1.57	0.84
12	A	3	18.3	8	50.0	5	31.3	0	0.0	0	0.0	2.13	0.72
	F	19	27.1	36	51.4	14	20.0	0	0.0	1	1.4	1.97	0.78
13	A	3	23.1	3	23.1	6	42.6	1	7.7	0	0.0	2.39	0.96
	F	20	34.5	22	37.9	11	19.0	2	3.4	3	5.2	2.07	1.07
14	A	2	12.5	8	50.0	4	25.0	2	12.5	0	0.0	2.38	0.89
	F	33	47.1	28	40.0	6	8.6	2	2.9	1	1.4	1.71	0.85
15	A	3	20.0	9	60.0	2	13.3	1	6.7	0	0.0	2.07	0.80
	F	50	78.1	9	14.1	3	4.7	1	1.6	1	1.6	1.34	0.78
16	A	12	75.0	2	12.5	1	6.2	0	0.0	1	6.2	1.50	1.10
	F	64	94.1	2	2.9	1	1.5	0	0.0	1	1.5	1.12	0.56
17	A	5	31.3	6	37.5	3	18.8	2	12.5	0	0.0	2.13	1.03
	F	47	68.1	17	26.6	4	5.8	0	0.0	1	1.4	1.62	0.74
18	A	0	0.0	2	11.8	3	17.6	7	41.2	5	29.4	3.88	0.99
	F	7	10.3	10	14.7	13	19.1	18	26.5	20	29.4	3.50	1.33
19	A	6	35.3	9	52.9	1	5.9	1	5.9	0	0.0	1.82	0.81
	F	52	75.4	11	15.9	5	7.2	0	0.0	1	1.4	1.36	0.75
20	A	3	18.8	7	43.8	5	31.3	1	6.2	0	0.0	2.25	0.86
	F	42	62.7	11	16.4	11	16.4	0	0.0	3	4.5	1.67	1.05
21	A	6	40.0	6	40.0	2	13.3	1	6.7	0	0.0	1.87	0.92
	F	41	59.4	22	31.9	4	5.8	1	1.4	1	1.4	1.54	0.80
22	A	7	50.0	5	35.7	1	7.1	1	7.1	0	0.0	1.71	0.91
	F	53	77.9	9	13.2	5	7.6	0	0.0	1	1.5	1.34	0.75

<sup>a</sup>as listed in questionnaire  
<sup>b</sup>administration perceptions  
<sup>c</sup>faculty perceptions

TABLE XXXVIII

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE S ADMINISTRATION AND FACULTY PERCEPTIONS OF THE PREFERRED DISTRIBUTION OF CONTROL IN POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 Admin dominance		2 Admin primacy		3 Shared		4 Faculty primacy		5 Faculty dominance		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
1	A	0	0.0	4	26.7	10	66.7	1	6.7	0	0.0	2.80	0.56
	F	1	1.4	7	9.9	59	83.1	3	4.2	1	1.4	2.94	0.50
2	A	0	0.0	4	26.7	9	60.0	2	13.3	0	0.0	2.87	0.64
	F	0	0.0	7	9.9	44	62.0	18	25.4	2	2.8	3.21	0.65
3	A	0	0.0	0	0.0	3	18.8	8	50.0	5	31.3	4.13	0.72
	F	2	2.8	1	1.4	7	9.9	17	23.9	44	62.0	4.41	0.94
4	A	0	0.0	2	12.5	7	43.8	4	25.0	3	18.8	3.50	0.97
	F	4	5.7	6	8.6	30	42.9	15	21.4	15	21.4	3.44	1.10
5	A	0	0.0	6	40.0	7	46.7	2	13.3	0	0.0	2.73	0.70
	F	1	1.4	6	8.5	39	54.9	20	28.2	5	7.0	3.31	0.79
6	A	0	0.0	5	31.3	9	56.3	2	12.5	0	0.0	2.81	0.66
	F	0	0.0	11	15.5	46	64.8	9	12.7	5	7.0	3.31	0.75
7	A	2	12.5	10	62.5	4	25.0	0	0.0	0	0.0	2.13	0.62
	F	7	9.9	18	25.4	33	46.5	10	14.1	3	4.2	2.78	0.96
8	A	0	0.0	7	43.8	9	56.3	0	0.0	0	0.0	2.56	0.51
	F	4	5.7	19	27.1	31	44.3	14	20.0	2	2.9	2.87	0.90
9	A	2	13.3	7	46.7	6	40.0	0	0.0	0	0.0	2.27	0.70
	F	4	5.7	15	21.4	44	62.9	6	8.6	1	1.4	2.79	0.74
10	A	0	0.0	1	6.2	15	93.8	0	0.0	0	0.0	2.94	0.25
	F	1	1.4	9	12.9	44	62.9	11	15.7	5	7.1	3.14	0.79
11	A	0	0.0	8	50.0	8	50.0	0	0.0	0	0.0	2.50	0.52
	F	0	0.0	22	31.4	40	57.1	5	7.1	3	4.3	2.84	0.74
12	A	0	0.0	6	40.0	9	60.0	0	0.0	0	0.0	2.60	0.51
	F	0	0.0	15	21.4	47	67.1	7	10.0	1	1.4	2.91	0.61
13	A	0	0.0	3	27.3	7	63.6	1	9.1	0	0.0	2.82	0.60
	F	2	3.3	7	11.7	41	68.3	7	11.7	3	5.0	3.03	0.76
14	A	1	7.1	4	28.6	7	50.0	2	14.3	0	0.0	2.71	0.83
	F	7	10.0	16	22.9	38	54.3	6	8.6	3	4.3	2.74	0.91
15	A	1	6.7	9	60.0	4	26.7	1	6.7	0	0.0	2.33	0.72
	F	20	32.3	24	38.7	15	24.2	2	3.2	1	1.6	2.03	0.92
16	A	8	50.0	6	37.5	1	6.2	0	0.0	1	6.2	1.75	1.07
	F	34	50.0	16	23.5	16	23.5	1	1.5	1	1.5	1.81	0.95
17	A	0	0.0	4	25.0	10	62.5	2	12.5	0	0.0	2.88	0.62
	F	3	4.3	18	26.1	37	53.6	10	14.5	1	1.4	2.83	0.79
18	A	0	0.0	0	0.0	5	29.4	9	52.9	3	17.6	3.88	0.70
	F	1	1.4	2	2.9	17	24.6	21	30.4	28	40.6	4.06	0.95
19	A	1	5.9	8	47.1	7	41.2	1	5.9	0	0.0	2.47	0.72
	F	13	18.8	25	36.2	28	40.6	2	2.9	1	1.4	2.32	0.87
20	A	0	0.0	7	43.8	8	50.0	0	0.0	1	6.2	2.69	0.79
	F	7	10.3	19	27.9	39	57.4	2	2.9	1	1.5	2.57	0.78
21	A	2	13.3	5	33.3	6	40.0	2	13.3	0	0.0	2.53	0.92
	F	4	5.8	14	20.3	43	62.3	5	7.2	3	4.3	2.84	0.82
22	A	2	14.3	6	42.9	5	35.7	1	7.1	0	0.0	2.36	0.84
	F	5	7.2	24	34.8	37	53.6	1	1.4	2	2.9	2.58	0.78

<sup>a</sup>as listed in questionnaire  
<sup>b</sup>administration perceptions  
<sup>c</sup>faculty perceptions

TABLE XXXIX

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE 5 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE DEGREE OF CONFLICT OVER THE DISTRIBUTION OF CONTROL IN POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 none		2 some		3 quite a bit		4 a great deal		5 a very great deal		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
1	A <sup>b</sup>	4	23.5	8	47.1	3	17.6	2	11.8	0	0.0	2.18	0.95
	F <sup>c</sup>	5	7.2	33	47.8	20	29.0	9	13.0	2	2.9	2.57	0.92
2	A	3	17.6	5	29.4	7	41.2	2	11.8	0	0.0	2.47	0.94
	F	7	10.0	39	55.7	17	24.3	4	5.7	3	4.3	2.39	0.91
3	A	9	56.3	6	37.5	1	6.2	0	0.0	0	0.0	1.50	0.63
	F	49	70.0	20	28.6	1	1.4	0	0.0	0	0.0	1.31	0.50
4	A	4	25.0	11	68.8	1	6.2	0	0.0	0	0.0	1.81	0.54
	F	28	40.6	37	53.6	3	4.3	1	1.4	0	0.0	1.67	0.63
5	A	6	37.5	7	43.8	2	12.5	0	0.0	1	6.2	1.94	1.06
	F	8	11.6	32	46.4	18	26.1	10	14.5	1	1.4	2.48	0.93
6	A	2	12.5	8	50.0	3	18.0	1	6.2	2	12.5	2.56	1.21
	F	7	10.1	22	31.9	20	29.0	11	15.9	9	13.0	2.90	1.19
7	A	4	25.0	9	56.3	1	6.2	0	0.0	2	12.5	2.19	1.22
	F	7	10.1	20	29.0	13	18.8	12	17.4	17	24.6	3.17	1.36
8	A	3	18.8	10	62.5	0	0.0	2	12.5	1	6.2	2.25	1.13
	F	11	15.9	33	47.8	19	27.5	2	2.9	4	5.8	2.35	0.98
9	A	2	12.5	10	62.5	1	6.2	1	6.2	2	12.5	2.44	1.21
	F	9	13.2	21	30.9	25	36.8	5	7.4	8	11.8	2.74	1.15
10	A	4	25.0	8	50.0	3	18.8	0	0.0	1	6.2	2.13	1.03
	F	6	8.7	28	40.6	24	34.8	9	13.0	2	2.9	2.61	0.93
11	A	3	20.0	8	53.3	1	6.7	3	20.0	0	0.0	2.27	1.03
	F	4	6.0	34	50.7	19	28.4	7	10.4	3	4.5	2.57	0.93
12	A	6	40.0	6	40.0	2	13.3	1	6.7	0	0.0	1.87	0.92
	F	13	19.1	30	44.1	16	23.5	6	8.8	3	4.4	2.35	1.03
13	A	9	60.0	6	40.0	0	0.0	0	0.0	0	0.0	1.40	0.51
	F	28	42.4	35	53.0	2	3.0	1	1.5	0	0.0	1.64	0.62
14	A	4	25.0	10	62.5	1	6.2	1	6.2	0	0.0	1.94	0.77
	F	15	21.7	36	52.2	14	20.3	3	4.3	1	1.4	2.12	0.85
15	A	10	66.7	5	33.3	0	0.0	0	0.0	0	0.0	1.33	0.49
	F	55	79.7	12	17.4	1	1.4	1	1.4	0	0.0	1.25	0.55
16	A	9	56.3	7	43.8	0	0.0	0	0.0	0	0.0	1.44	0.51
	F	46	66.7	14	20.3	7	10.1	1	1.4	1	1.4	1.51	0.85
17	A	4	25.0	8	50.0	4	25.0	0	0.0	0	0.0	2.00	0.73
	F	17	24.6	28	40.6	18	26.1	6	8.7	0	0.0	2.19	0.91
18	A	5	29.4	6	35.3	4	23.5	2	11.8	0	0.0	2.18	1.02
	F	25	36.2	32	46.4	8	11.6	4	5.8	0	0.0	1.87	0.84
19	A	3	17.6	11	64.7	3	17.6	0	0.0	0	0.0	2.00	0.61
	F	31	45.6	25	36.8	9	13.2	2	2.9	1	1.5	1.78	0.90
20	A	8	47.1	5	29.4	3	17.6	1	5.9	0	0.0	1.82	0.95
	F	36	53.7	20	29.9	10	14.9	1	1.5	0	0.0	1.64	0.79
21	A	7	41.2	8	47.1	0	0.0	2	11.8	0	0.0	1.82	0.95
	F	25	36.2	30	43.5	13	18.8	0	0.0	1	1.4	1.87	0.82
22	A	7	46.7	6	40.0	1	6.7	1	6.7	0	0.0	1.73	0.88
	F	20	29.9	32	47.8	8	11.9	4	6.0	3	4.5	2.08	1.03

<sup>a</sup>as listed in questionnaire  
<sup>b</sup>administration perceptions  
<sup>c</sup>faculty perceptions

**TABLE XL**  
**FREQUENCY, PERCENTAGE FREQUENCY AND MEAN SCORES OF COLLEGE 5 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE DEGREE OF CONTROL EXERCISED BY VARIOUS INDIVIDUALS AND GROUPS IN FORMULATING POLICIES**

Individual or group	Degree of control										Mean	S.D.
	1 None		2 Some		3 Quite a bit		4 A great deal		5 A very great deal			
	n	%	n	%	n	%	n	%	n	%		
College president	0	0.0	0	0.0	1	6.2	8	50.0	7	43.8	4.38	0.62
Admin staff <sup>a</sup>	0	0.0	0	0.0	2	2.9	23	32.9	45	64.3	4.61	0.55
Individual faculty	0	0.0	3	18.8	7	43.8	4	25.0	2	12.5	3.31	0.95
Students	1	1.4	13	18.8	13	18.8	21	30.4	21	30.4	3.70	1.14
College board	1	6.2	9	56.3	5	31.3	1	6.2	0	0.0	2.38	0.72
Colleges commission	24	34.8	39	56.5	5	7.2	1	1.4	0	0.0	1.75	0.65
	1	6.7	9	60.0	5	33.3	0	0.0	0	0.0	2.27	0.59
	26	37.7	37	53.6	6	8.7	0	0.0	0	0.0	1.71	0.62
	0	0.0	3	18.8	6	37.5	3	18.8	4	25.0	3.50	1.10
	1	1.5	18	26.5	16	23.5	22	32.4	11	16.2	3.35	1.09
	0	0.0	4	25.0	4	25.0	3	18.8	5	31.3	3.56	1.21
	6	9.7	21	33.9	15	24.2	16	25.8	4	6.5	2.86	1.11

<sup>a</sup> excluding the president      <sup>b</sup> administration perceptions      <sup>c</sup> faculty perceptions

TABLE XLI

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE & ADMINISTRATION AND FACULTY PERCEPTIONS OF THE EXISTING DISTRIBUTION OF CONTROL IN POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 Admin dominance		2 Admin primacy		3 Shared		4 Faculty primacy		5 Faculty dominance		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
1	A	1	6.7	2	33.3	2	33.3	1	16.7	0	0.0	2.50	1.03
	F	6	13.3	20	44.4	18	40.0	1	2.2	0	0.0	2.31	0.73
2	A	1	16.7	1	16.7	1	16.7	3	50.0	0	0.0	3.00	1.27
	F	0	0.0	15	33.3	24	53.3	5	11.1	1	2.2	2.82	0.72
3	A	0	0.0	0	0.0	2	33.3	2	33.3	2	33.3	4.00	0.89
	F	5	11.1	9	20.0	12	26.7	10	22.2	9	20.0	3.20	1.29
4	A	0	0.0	0	0.0	2	33.3	2	33.3	2	33.3	4.00	0.89
	F	1	2.3	6	14.0	16	37.2	11	25.6	9	20.9	3.49	1.06
5	A	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0	2.00	0.89
	F	19	42.2	22	48.9	4	8.9	0	0.0	0	0.0	1.67	0.64
6	A	0	0.0	3	50.0	3	50.0	0	0.0	0	0.0	2.50	0.55
	F	9	20.0	19	42.2	14	31.1	2	4.4	1	2.2	2.27	0.92
7	A	4	66.7	0	0.0	2	33.3	0	0.0	0	0.0	1.67	1.03
	F	35	77.8	9	20.0	1	2.2	0	0.0	0	0.0	1.24	0.48
8	A	0	0.0	1	20.0	4	40.0	2	40.0	0	0.0	3.20	0.84
	F	0	0.0	12	26.7	24	53.3	9	20.0	0	0.0	2.93	0.69
9	A	1	20.0	0	0.0	4	80.0	0	0.0	0	0.0	2.60	0.89
	F	8	17.8	9	20.0	28	62.2	0	0.0	0	0.0	2.44	0.79
10	A	0	0.0	1	16.7	4	66.7	0	0.0	1	16.7	3.17	0.98
	F	2	4.5	20	45.5	21	47.7	1	2.3	0	0.0	2.48	0.63
11	A	1	16.7	4	66.7	1	16.7	0	0.0	0	0.0	2.00	0.63
	F	20	45.5	19	43.2	5	11.4	0	0.0	0	0.0	1.66	0.68
12	A	0	0.0	3	50.0	3	50.0	0	0.0	0	0.0	2.50	0.55
	F	4	8.9	27	60.0	14	31.1	0	0.0	0	0.0	2.22	0.60
13	A	0	0.0	2	33.3	4	66.7	0	0.0	0	0.0	2.67	0.52
	F	14	32.6	10	23.3	17	39.5	2	4.7	0	0.0	2.16	0.93
14	A	0	0.0	6	100.0	0	0.0	0	0.0	0	0.0	2.00	0.00
	F	15	34.1	23	52.3	6	13.6	0	0.0	0	0.0	1.80	0.67
15	A	3	50.0	2	33.0	0	0.0	1	16.7	0	0.0	1.83	1.17
	F	31	70.5	11	25.0	2	4.5	0	0.0	0	0.0	1.34	0.57
16	A	5	83.3	0	0.0	0	0.0	1	16.7	0	0.0	1.50	1.23
	F	43	95.6	2	4.4	0	0.0	0	0.0	0	0.0	1.04	0.21
17	A	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0	1.67	0.52
	F	23	52.3	13	29.5	8	18.2	0	0.0	0	0.0	1.66	0.78
18	A	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0	4.60	0.55
	F	1	2.3	4	9.1	1	2.3	9	20.5	29	65.9	4.39	1.06
19	A	1	16.7	5	83.3	0	0.0	0	0.0	0	0.0	1.83	0.41
	F	21	47.7	17	38.6	5	11.4	1	2.3	0	0.0	1.68	0.77
20	A	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0	2.00	0.89
	F	11	25.0	15	34.1	17	38.6	1	2.3	0	0.0	2.18	0.84
21	A	1	16.7	4	66.7	1	16.7	0	0.0	0	0.0	2.00	0.63
	F	24	54.5	16	36.4	4	9.1	0	0.0	0	0.0	1.55	0.66
22	A	4	66.7	1	16.7	1	16.7	0	0.0	0	0.0	1.50	0.84
	F	31	68.9	12	26.7	2	4.4	0	0.0	0	0.0	1.36	0.57

<sup>a</sup>as listed in questionnaire  
<sup>b</sup>administration perceptions  
<sup>c</sup>faculty perceptions

TABLE XLII

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE & ADMINISTRATION AND FACULTY PERCEPTIONS OF THE PREFERRED DISTRIBUTION OF CONTROL IN POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 Admin dominance		2 Admin primacy		3 Shared		4 Faculty primacy		5 Faculty dominance		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
1	A	1	16.7	1	16.7	3	50.0	1	16.7	0	0.0	2.67	1.03
	F	0	0.0	8	17.8	34	75.6	2	4.4	1	2.2	2.91	0.96
2	A	0	0.0	1	16.7	3	50.0	2	33.3	0	0.0	3.17	0.75
	F	0	0.0	3	6.7	30	66.7	10	22.2	2	4.4	3.24	0.65
3	A	0	0.0	0	0.0	2	33.3	3	50.0	1	16.7	3.83	0.75
	F	1	2.2	2	4.4	8	17.8	15	33.3	19	42.2	4.09	1.00
4	A	0	0.0	0	0.0	2	33.3	3	50.0	1	16.7	3.83	0.75
	F	0	0.0	2	4.7	15	34.9	11	25.6	15	34.9	3.91	0.95
5	A	0	0.0	2	33.3	4	66.7	0	0.0	0	0.0	2.67	0.52
	F	0	0.0	5	11.1	20	44.4	18	40.0	2	4.4	3.38	0.75
6	A	0	0.0	1	16.7	5	83.3	0	0.0	0	0.0	2.83	0.41
	F	0	0.0	5	11.1	24	53.3	13	28.9	3	6.7	3.31	0.76
7	A	3	50.0	0	0.0	3	50.0	0	0.0	0	0.0	2.00	1.10
	F	0	0.0	17	37.8	27	60.0	0	0.0	1	2.2	2.67	0.60
8	A	0	0.0	0	0.0	5	100.0	0	0.0	0	0.0	3.00	0.00
	F	0	0.0	6	13.3	24	53.3	12	26.7	3	6.7	3.27	0.78
9	A	0	0.0	3	50.0	3	50.0	0	0.0	0	0.0	2.50	0.55
	F	0	0.0	2	4.4	42	93.3	1	2.2	0	0.0	2.98	0.26
10	A	0	0.0	0	0.0	5	83.3	1	16.7	0	0.0	3.17	0.41
	F	0	0.0	3	6.8	28	63.6	10	22.7	3	6.8	3.30	0.70
11	A	0	0.0	1	16.7	5	83.3	0	0.0	0	0.0	2.83	0.41
	F	1	2.2	13	28.9	28	62.2	3	6.7	0	0.0	2.73	0.62
12	A	0	0.0	1	16.7	5	83.3	0	0.0	0	0.0	2.83	0.41
	F	0	0.0	7	15.6	36	80.0	2	4.4	0	0.0	2.89	0.44
13	A	0	0.0	0	0.0	5	100.0	0	0.0	0	0.0	3.00	0.00
	F	1	2.3	6	13.6	34	77.3	2	4.5	1	2.3	2.91	0.60
14	A	0	0.0	6	100.0	0	0.0	0	0.0	0	0.0	2.00	0.00
	F	0	0.0	20	44.4	23	51.1	2	4.4	0	0.0	2.60	0.58
15	A	1	16.7	4	66.7	1	16.7	0	0.0	0	0.0	2.00	0.63
	F	8	17.8	21	46.7	16	35.6	0	0.0	0	0.0	2.18	0.72
16	A	2	33.3	3	50.0	0	0.0	1	16.7	0	0.0	2.00	1.10
	F	22	48.9	19	42.2	4	8.9	0	0.0	0	0.0	1.60	0.65
17	A	1	16.7	2	33.3	3	50.0	0	0.0	0	0.0	2.33	0.82
	F	1	2.2	15	33.3	25	55.6	4	8.9	0	0.0	2.71	0.66
18	A	0	0.0	0	0.0	1	20.0	2	40.0	2	40.0	4.20	0.84
	F	0	0.0	1	2.3	3	6.8	13	29.5	27	61.4	4.50	0.73
19	A	0	0.0	5	83.3	1	16.7	0	0.0	0	0.0	2.17	0.41
	F	1	2.2	25	55.6	18	40.0	0	0.0	1	2.2	2.44	0.66
20	A	1	16.7	2	33.3	3	50.0	0	0.0	0	0.0	2.33	0.82
	F	1	2.3	9	20.5	28	63.6	5	11.4	1	2.3	2.91	0.71
21	A	0	0.0	2	33.3	4	66.7	0	0.0	0	0.0	2.67	0.52
	F	0	0.0	14	31.1	25	55.6	5	11.1	1	2.2	2.84	0.71
22	A	4	33.3	2	33.3	2	33.3	0	0.0	0	0.0	2.00	0.89
	F	1	2.2	22	48.9	21	46.7	1	2.2	0	0.0	2.49	0.59

<sup>a</sup>As listed in questionnaire  
<sup>b</sup>Administration perceptions  
<sup>c</sup>Faculty perceptions

TABLE XLIII

FREQUENCY, PERCENTAGE FREQUENCY, AND MEAN SCORE OF COLLEGE & ADMINISTRATION AND FACULTY PERCEPTIONS OF THE DEGREE OF CONFLICT OVER THE DISTRIBUTION OF CONTROL IN POLICY FORMULATION IN TWENTY-TWO AREAS OF GOVERNANCE

Governance area <sup>a</sup>		1 none		2 some		3 quite a bit		4 a great deal		5 a very great deal		Mean	S.D.
		n	%	n	%	n	%	n	%	n	%		
		1	A <sup>b</sup>	1	16.7	3	50.0	0	0.0	2	33.3		
	F <sup>c</sup>	6	13.6	25	56.8	8	16.2	4	9.1	1	2.3	2.30	0.90
2	A	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0	2.00	0.89
	F	9	20.5	26	59.1	7	15.9	2	4.5	0	0.0	2.05	0.75
3	A	5	83.3	1	16.7	0	0.0	0	0.0	0	0.0	1.17	0.41
	F	21	47.7	17	38.6	5	11.4	0	0.0	1	2.3	1.71	0.85
4	A	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0	1.67	0.52
	F	17	37.8	19	42.2	6	13.3	3	6.7	0	0.0	1.89	0.89
5	A	0	0.0	1	16.7	2	33.3	2	33.3	1	16.7	3.50	1.05
	F	0	0.0	8	17.8	12	26.7	14	31.1	11	24.4	3.62	1.05
6	A	0	0.0	2	33.3	1	16.7	3	50.0	0	0.0	3.17	0.98
	F	0	0.0	9	20.5	14	31.8	14	31.8	7	15.9	3.43	1.00
7	A	1	16.7	1	16.7	3	50.0	1	16.7	0	0.0	2.67	1.03
	F	1	2.2	18	40.0	10	22.2	10	22.2	6	13.3	3.04	1.13
8	A	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0	1.67	0.52
	F	14	31.1	24	53.3	7	15.6	0	0.0	0	0.0	1.84	0.67
9	A	1	16.7	1	16.7	2	33.3	0	0.0	2	33.3	3.17	1.60
	F	2	4.5	10	22.7	17	38.6	10	22.7	5	11.4	3.14	1.05
10	A	1	16.7	4	66.7	0	0.0	0	0.0	1	16.7	2.33	1.37
	F	5	11.1	29	64.4	6	13.3	2	4.4	3	6.7	2.31	0.97
11	A	2	33.3	1	16.7	3	50.0	0	0.0	0	0.0	2.17	0.98
	F	2	4.5	22	50.0	13	29.5	5	11.4	2	4.5	2.61	0.92
12	A	0	0.0	3	50.0	1	16.7	1	16.7	1	16.7	3.00	1.27
	F	2	4.4	8	17.8	15	33.3	12	26.7	8	17.8	3.36	1.11
13	A	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0	1.67	0.52
	F	17	39.5	17	39.5	5	11.6	1	2.3	3	7.0	1.98	1.12
14	A	1	16.7	5	83.3	0	0.0	0	0.0	0	0.0	1.83	0.41
	F	6	13.6	27	61.4	6	13.6	3	6.8	2	4.5	2.27	0.95
15	A	3	50.0	3	50.0	0	0.0	0	0.0	0	0.0	1.50	0.55
	F	21	47.7	19	43.2	3	6.8	1	2.3	0	0.0	1.64	0.72
16	A	1	16.7	4	66.7	1	16.7	0	0.0	0	0.0	2.00	0.63
	F	25	56.8	17	38.6	0	0.0	1	2.3	1	2.3	1.55	0.82
17	A	1	16.7	4	66.7	1	16.7	0	0.0	0	0.0	2.00	0.63
	F	7	15.9	17	38.6	16	36.4	2	4.5	2	4.5	2.43	0.97
18	A	1	20.0	2	40.0	2	40.0	0	0.0	0	0.0	2.20	0.84
	F	17	38.6	19	43.2	5	11.4	2	4.5	1	2.3	1.89	0.95
19	A	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.83	0.73
	F	8	17.8	26	57.8	7	15.6	4	8.9	0	0.0	2.14	0.82
20	A	2	33.3	1	16.7	1	16.7	1	16.7	1	16.7	2.67	1.03
	F	8	17.8	14	31.1	12	26.7	9	20.0	2	4.4	2.62	1.13
21	A	3	50.0	1	16.7	2	33.3	0	0.0	0	0.0	1.83	0.98
	F	11	24.4	18	40.0	10	22.2	3	6.7	3	6.7	2.31	1.13
22	A	0	0.0	2	33.3	0	0.0	0	0.0	0	0.0	1.33	0.52
	F	7	15.9	21	47.7	12	27.3	3	6.8	1	2.3	2.22	0.91

<sup>a</sup>as listed in questionnaire  
<sup>b</sup>administration perceptions  
<sup>c</sup>faculty perceptions

TABLE XLIV

FREQUENCY, PERCENTAGE FREQUENCY AND MEAN SCORES OF COLLEGE 6 ADMINISTRATION AND FACULTY PERCEPTIONS OF THE DEGREE OF CONTROL EXERCISED BY VARIOUS INDIVIDUALS AND GROUPS IN FORMULATING POLICIES

Individual or group	Degree of control										Mean	S.D.
	1 None		2 Some		3 Quite a bit		4 A great deal		5 A very great deal			
	n	%	n	%	n	%	n	%	n	%		
College president	0	0.0	0	0.0	3	50.0	3	50.0	0	0.0	3.50	0.55
Admin staff <sup>a</sup>	8	18.2	20	45.5	11	25.0	3	6.8	2	4.5	2.34	1.01
Academic council	0	0.0	2	33.3	2	33.3	2	33.3	0	0.0	3.00	0.89
Individual faculty	0	0.0	6	13.6	23	52.3	11	25.0	4	9.1	3.30	0.82
Students	0	0.0	1	16.7	0	0.0	4	66.7	1	16.7	3.83	0.98
College board	1	2.3	12	27.3	15	34.1	14	31.8	2	4.5	3.09	0.94
Colleges commission	1	16.7	4	66.7	1	16.7	0	0.0	0	0.0	2.00	0.63
	4	9.3	20	46.5	16	37.2	2	4.7	1	2.3	2.44	0.83
	0	0.0	3	50.0	3	50.0	0	0.0	0	0.0	2.50	0.55
	6	14.0	31	72.1	6	14.0	0	0.0	0	0.0	2.00	0.54
	0	0.0	0	0.0	3	50.0	3	50.0	0	0.0	3.50	0.55
	0	0.0	3	6.8	15	34.1	14	31.8	12	27.3	3.80	0.93
	0	0.0	1	16.7	2	33.3	3	50.0	0	0.0	3.33	0.82
	1	2.3	9	20.9	8	18.6	17	39.5	8	18.6	3.51	1.10

<sup>a</sup> excluding the president      <sup>b</sup> administration perceptions      <sup>c</sup> faculty perceptions