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AN ANALYSIS OF THE ROLE OF THE CHIEF ACADEMIC  
OFFICER IN PUBLIC COMMUNITY/JUNIOR  
COLLEGES IN KANSAS AND OKLAHOMA

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## CHAPTER I

### THE RESEARCH PROBLEM

Anyone who has reviewed recent advertisements of positions available in the field of higher education is probably aware that most community/junior colleges have an administrative position, the incumbent of which is responsible for the management of instruction. Beyond that point, the advertisements reveal little consensus among colleges as to what that administrator does, what qualifications are necessary for fulfilling the requirements of the position, or even what the position is called. While advertisements may be written to allow the employer some flexibility and some discretion in considering applicants, the lack of universality also indicates the state of ambiguity in which the role of chief academic officer exists.

Administrators in elementary and secondary schools are usually required to achieve specified levels of education and to give evidence of satisfactory completion of training considered essential to the positions. In universities, the route to administrative positions is, if not prescribed, at least commonly understood to include earning a doctorate and working one's way up the channels from lower level positions. There seem to be fewer common requirements and assumptions for the administrative positions in community/junior colleges. The requirements for the position of the chief academic officer especially seem to vary from institution to institution.

While the community/junior college in general and some particular aspects of it, such as students and curriculum, have been written about extensively, there appears to be no concise, well-developed body of knowledge about community/junior college administration. Furthermore, the roles of individual positions have apparently not been studied in depth. Research on the role of the chief academic officer, for example, seems to have focused primarily on individual tasks performed.

As background for understanding the existing status of the role of the chief academic officer, it is helpful to realize that the particular phenomenon in American higher education known as the junior college (and more recently as the community college) has always been amorphous. Ambiguity has accompanied the junior college since its inception: even its origins are not clearly defined. Individual junior colleges began in different ways and fulfilled a variety of purposes. Diversity of purpose added to the amorphism of the junior college as an entity by making it difficult to define and to classify. Diverse origins and uncertainty about the exact nature of the colleges have created a mixed pattern of governance. In some states, community/junior colleges are part of a state system of higher education. In others, they are controlled by the same bodies that supervise elementary and secondary schools. In still others, they are autonomous, either individually or as a group.

Besides the diversity of origin, purpose, and governance, the community/junior college can claim variety among the personnel who staff the colleges. Faculty and administrators come from universities and four-year colleges, secondary schools, and graduate programs. Few persons are trained specifically for community/junior college work.

The amorphism resulting from such diversity produces a complex situation which requires management. The administrator charged with managing the people and programs which fulfill the instructional mission of the community/junior college is the chief academic officer. Of the community/junior college administrative roles, that of the chief academic officer seems to be among the least well-defined. In addition, the term "role," while widely used in the English language, is apparently not yet commonly or consensually defined as a technical term which represents a specific concept in theory and empirical study.

The purpose of this research was to add to the understanding and definition of the role of the chief academic officer in the community/junior college. The role was studied from the perspectives of three institutional positions: the chief academic officers, their superordinates, and their immediate subordinates. Respondents were asked to record their perceptions of actual and preferred involvement of chief academic officers in each of ten selected functions. The perceptions were quantified in terms of frequency, intensity, and proportion of involvement in the specified functions. It was expected that the study would help answer the following questions:

1. How is the chief academic officer's actual role performance in each of ten selected functions perceived by role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement?
2. How is the preferred role performance of chief academic officers in each of ten selected functions perceived by role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement?
3. How is the chief academic officer's actual role performance in each of ten selected functions perceived by immediate superordinates of role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement.

4. How is the preferred role performance of chief academic officers in each of ten selected functions perceived by immediate superordinates of role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement?
5. How is the chief academic officer's actual role performance in each of ten selected functions perceived by selected types of immediate subordinates of role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement?
6. How is preferred role performance of chief academic officers in each of ten selected functions perceived by selected types of immediate subordinates of role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement?

The following hypotheses were tested:

1. There is no significant correlation between the chief academic officers' perception of the actual frequency of involvement and their perception of the preferred frequency of involvement in each of ten selected functions.
2. There is no significant correlation between the chief academic officers' perception of the actual intensity of involvement and their perception of the preferred intensity of involvement in each of ten selected functions.
3. There is no significant correlation between the chief academic officers' perception of the actual proportion of involvement and their perception of the preferred proportion of involvement in each of ten selected functions.
4. There is no significant difference among chief academic officers, their immediate superordinates, and selected types of their immediate subordinates on their perceptions of the actual role of the officers, with role being measured in terms of frequency, intensity, and proportion of involvement in each of ten selected functions.
5. There is no significant difference among chief academic officers, their immediate superordinates, and selected types of their immediate subordinates on their perceptions of preferred role for the position, with role being measured in terms of frequency, intensity, and proportion of involvement in each of ten selected functions.

### Significance of the Study

This study has the potential of making a contribution to knowledge in at least three ways. First, it may allow one to compare the role of the chief academic officer with other administrative roles, and it may expand the data base for further studies in related areas. A study of the deanship in colleges and universities is being conducted under the auspices of the University Council for Educational Administration. While research on the role of the chief academic officer in community/junior colleges is not directly related to the larger study, some comparisons should be possible between selected aspects of the two studies. Second, the results of this study may be useful to college and university personnel who are responsible for programs which train community/junior college administrators, to community/junior college officials who are selecting persons to fill chief academic officer positions, and to incumbent chief academic officers who are interested in professional development programs. Third, the study should contribute to refinement of knowledge about the role of the chief academic officer in the community/junior college, a specific area which has not been previously explored in depth.

### Limitations

This study was not intended to be generalizable to the entire population of community/junior colleges, but to describe the perceptions of incumbents, immediate superordinates, and selected types of immediate subordinates regarding the role of chief academic officers in Kansas and Oklahoma two-year colleges. Furthermore, the study was limited to public two-year degree-granting institutions. No attempt was made to evaluate

the effectiveness achieved by chief academic officers. No effort was made to distinguish among pivotal, relevant, and peripheral role behaviors.

### Definitions

To assure common understanding, two terms used throughout the study are defined here. Other terms with precise or special usage are defined as they occur in the study.

Chief Academic Officer. "Chief academic officer" refers to the role incumbent of the position designated in an institution's division of labor as having primary responsibility for the instructional program. Such an officer may bear a title such as academic dean, dean of academic affairs, dean of the faculty, dean of the college, dean of instruction, or academic vice-president.

Community/Junior College. A "community/junior college" is a public two-year degree-granting college. "The community/junior college" is used as a general rubric for all such two-year colleges.

### Summary

The community/junior college is especially noted among institutions of higher education for its diversity of origin, purpose, governance, and personnel. The amorphous nature of this type of institution presents a challenge to its administrators, particularly to the administrator who manages the instructional program. The purpose of this research is to help refine the definition of the role of that administrator, the chief academic officer.

## CHAPTER II

### REVIEW OF THE LITERATURE

A search of the literature for studies of the role of the chief academic officer of the community/junior college revealed little specific research. The background for the study was developed by examining literature related to the concepts of role, chief academic officer, and community/junior college. First, the development of administration in higher education was traced through the evolution of the position of dean.<sup>1</sup> Second, the development of the junior college, which originated in approximately the same time period as the deanship was examined. Third, the use of "role" as a theoretical term was researched to provide a conceptual framework for the problem. Finally, the literature directly related to the role of the chief academic officer in the community/junior college was reviewed.

#### Administration in Higher Education

A limited review of the history and development of administration of higher education and an examination of the evolution of the role of the dean provided some insights into current usage. One of the earliest

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<sup>1</sup>A majority of the titles designating the chief academic officer use the term "dean": academic dean, dean of instruction, dean of academic affairs, dean of the faculty, and dean of the college.

antecedents of the modern administrative role in higher education was the rector, elected by proctors representing the faculties of masters in the University of Paris.<sup>2</sup> Dibden said both the title and the office of dean were found in the medieval universities, and a precedent could be traced in ecclesiastical usage. The lineage of the ecclesiastical usage was traceable to military and civil administrative officers in Roman times. The dean was apparently always an organization man, Dibden concluded.<sup>3</sup> Administrators in the medieval period were masters who were members of a collegium and who had been elected by their colleagues to perform a few necessary administrative tasks, but administration was not their primary function.

#### Administration as a Primary Function

In American colonial colleges, administration was established as a primary function rather than as a secondary or subsidiary one. Lay boards appointed a strong president (a concept borrowed from the English college "head") to whom they delegated powers of administration.<sup>4</sup> The president was the major officer of the early colleges. Although the few faculty members no doubt provided advice on matters of concern to them, such as appointment, promotion, and curriculum, the presidency emerged as the significant administrative and decision-making position. The

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<sup>2</sup>Hastings Rashdall, The Universities of Europe in the Middle Ages, ed. F. M. Powicke and A. B. Emdon, I (Oxford: Clarendon Press, 1936), pp. 181, 327-334.

<sup>3</sup>Arthur J. Dibden, ed., The Academic Deanship in American Colleges and Universities (Carbondale: Southern Illinois University Press, 1968), p. 1.

<sup>4</sup>John S. Brubacher and Willis Rudy, Higher Education in Transition (3rd ed.; New York: Harper, 1976), pp. 25, 28-30.



president appointed and promoted faculty as well as supervising the college as a whole. In addition, in most cases he was responsible for curriculum and instruction, the library, student records, fund-raising, business management, and a teaching assignment.<sup>5</sup>

#### Evolution of the Administrative Role

Even as late as the nineteenth century, the individual presidents still possessed a great deal of authority and could nearly single-handedly shape institutional direction. Kerr summarized the influence of the presidents, citing attempts at reform by Francis Wayland in his "fight for the German system" at Brown in the 1850s and by Henry Tappan at Michigan. He credited Charles W. Eliot of Harvard with establishing the elective system and Daniel Coit Gilman of Johns Hopkins with establishing the research emphasis. Kerr's summary included the contributions of Charles Van Hise ("The Wisconsin Idea"), the counterrevolution of A. Lawrence Lowell at Harvard, and the ideas of Robert M. Hutchins at Chicago.<sup>6</sup> To these men, and others like them, Kerr gave the appellation "giant," as befitting presidents of that period when administration and the presidency were synonymous.

#### Creation of the Deanship

As higher education became more complex, and as the administrative function expanded, the administrative role could no longer be fulfilled

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<sup>5</sup>Ibid., p. 27.

<sup>6</sup>Clark Kerr, The Uses of the University: With a Postscript, 1972 (Cambridge: Harvard University Press, 1972), pp. 12-13.

by one person. The need for additional heads and hands in administration led to the creation of the deanship. The relative age of the position was indicated by McGrath: "Of the administrative offices in American institutions of higher education, the deanship is surpassed in age only by the presidency itself."<sup>7</sup> He identified the first usage of the title as the designation in 1816 for the head of a professional division, the medical school at Harvard. The first deanship of a liberal arts college was established at Yale in 1854. The incumbent, John A. Porter, had no peers with whom to associate, according to McGrath, because the "office was not common for several decades."<sup>8</sup> The first dean of the college was appointed when President Eliot of Harvard named Professor Ephraim Gurney to the position in 1870. Gurney was an "academic dean" whose main administrative task was "to take the burden of discipline" from President Eliot.<sup>9</sup> Because the reasons for the creation of the position were probably neither clear nor simple, Gould suggested:

It is tempting to speculate that deanships were late in appearing because the president could handle all administrative affairs when colleges were small; because until the astoundingly rapid growth of the natural and social sciences in the twentieth century one man could still know enough about the several academic disciplines to make reasonable assessments of the proficiency of faculty personnel; because presidents were jealous of their prerogatives and did not wish to share them; or because,

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<sup>7</sup>Earl J. McGrath, "The Office of the Academic Dean," The Administration of Higher Institutions Under Changing Conditions, ed. Norman Burns (Chicago: University of Chicago Press, 1947), p. 40.

<sup>8</sup>Ibid.

<sup>9</sup>Brubacher and Rudy, p. 335.

given a willingness to share, there was too little money to pay faculty salaries, let alone that of an additional administrator.<sup>10</sup>

Although various kinds of clerical help were used in college management, the deanship was one of the first ways of expanding the administrative role. Early usage of the term "dean" included both the head of an academic division and a central administrative position having overall responsibility for the academic program of an institution. According to McGinnis, the term had been associated with many aspects of college and university administration. However, he wrote in 1933 that the position of dean was "of relatively recent origin" and that the office had not taken on "real significance" until about 1890.<sup>11</sup>

#### Expansion of the Deanship

The expansion of the deanship, which began after Harvard recognized the need for such an officer, was traced by McGinnis through Amherst in 1880, Yale in 1884, the University of Chicago in 1892 (which elected a full set of deans), and Columbia in 1896.<sup>12</sup> A significant change in the deanship was made in 1890. According to Brubacher and Rudy, in that year Harvard divided the position into two offices: an academic dean and a dean of student affairs. Then a universal pattern of the paired offices developed, with academic deans (of colleges or special

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<sup>10</sup>John Wesley Gould, The Academic Deanship (New York: Bureau of Publications, Teachers College, Columbia University, 1964), p. 2.

<sup>11</sup>F. A. McGinnis, "The Dean and His Duties," Journal of Higher Education, IV (April, 1933), p. 191.

<sup>12</sup>Ibid.

faculties) who were educational administrators and deans of students (deans of men or women as appropriate) who were concerned with the students' extracurricular life.<sup>13</sup>

The pattern of increasingly rapid expansion of the position was indicated in a study by Ward who found that one-half of the institutions he studied in 1934 had established the deanship after 1913.<sup>14</sup> In twenty-one years, as many deanships were created as were developed in the forty-three years following Harvard's initiation of the position. The year of 1913 was also identified by Dupont as the time by which the office had become "quite universal."<sup>15</sup> Once the position became accepted in administration, colleges began to develop it in various ways. Ward reported that many of the colleges he studied had created the office of the dean outright while others had developed it from another position such as the vice-presidency, a faculty committee, the office of registrar, or the post of secretary of the college.<sup>16</sup>

#### Summary

The position of dean apparently evolved from the need for additional administrative personnel as a natural accompaniment to the development

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<sup>13</sup>Brubacher and Rudy, p. 335.

<sup>14</sup>Merle S. Ward, Philosophies of Administration Current in the Deanship of the Liberal Arts College (New York: Bureau of Publications, Teachers College, Columbia University, 1934), pp. 22, 72.

<sup>15</sup>Gerald E. Dupont, "The Dean and His Office," The Problems of Administration in the American College, ed. Roy J. Deferrari (Washington, D. C.: Catholic University of America Press, 1956), p. 55.

<sup>16</sup>Ward, pp. 22, 72.

and increasing complexity of higher education. While McGrath set the year of the first dean of a professional division as 1816, other sources maintained that the first dean of the college was appointed by President Eliot at Harvard in 1870. The deanship was then adopted by other colleges and continued to develop. The position was divided into two offices, one for academic affairs and one for student affairs. The office had become common by 1913.

### The Community/Junior College

The two-year, degree-granting college, eclectic in its development, provides a uniquely American approach to higher education. Emerging from the needs of local communities, the junior college has taken one hundred years to evolve as an institutional type within higher education.

#### Origins of the Community/Junior College

The institutions now commonly known as community or junior colleges are traceable to several different types of origins. Good and Teller said that many of the forty junior colleges which claimed to have started before 1873 originated as decapitants of four-year colleges.<sup>17</sup> Other sources date the origin in the late 1800s.<sup>18</sup> David Starr Jordan is credited with labeling the concept,<sup>19</sup> and William Rainey Harper of The University of Chicago initiated it in 1892 by dividing the college

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<sup>17</sup>Harry G. Good and James D. Teller, A History of American Education (New York: Macmillan, 1973), p. 451.

<sup>18</sup>Terry O'Banion, Teachers for Tomorrow: Staff Development in the Community-Junior College (Tucson: University of Arizona Press, n.d.), p. 3.

<sup>19</sup>Ibid.

program into two parts, which by 1900 he was calling "junior college" and "senior college."<sup>20</sup> Monroe credited Harper with being influential in the establishment of "the first public junior college" in Joliet, Illinois, in 1901.<sup>21</sup>

Besides creating parts within the university, turning weak four-year schools into stronger junior colleges, and creating new institutions to offer only the first two years of traditional undergraduate work, public school systems added two years of college to a secondary curriculum to create a junior college.<sup>22</sup>

#### Evolution of Functions

Typically, the earliest junior colleges were, in their close relationship with the universities, responsible for providing the first two years of college and thus were fulfilling a transfer function. Before the junior college became a separate type of institution in higher education with both autonomy and identity, an evolutionary process occurred. The institutions first became identified by a common name. The acceptance in the second decade of the twentieth century of the label of "junior college" was significant.<sup>23</sup> The term "junior," however, still tied the two-year institutions to the universities in a subordinate status. As late as 1922, at the second meeting of the American Association of Junior Colleges, the junior

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<sup>20</sup>Brubacher and Rudy, p. 254.

<sup>21</sup>Charles R. Monroe, Profile of the Community College (San Francisco: Jossey-Bass, 1972), p. 9.

<sup>22</sup>Brubacher and Rudy, p. 254.

<sup>23</sup>Brubacher and Rudy, p. 254.

college was still defined only by its transfer function.<sup>24</sup>

Between 1920 and 1940, two changes assisted the junior college movement toward independence. During the 1920s, the junior colleges began meeting the needs of the high school graduate who was not academically oriented.<sup>25</sup> This effort focused on providing occupational training. The addition of a function which was not dependent upon four-year colleges aided the move toward separate identity. The second factor which promoted independence was growth in the number of junior colleges. While thirty-nine public junior colleges existed at the end of World War I, the number increased to 258 by 1940.<sup>26</sup> In fact, Bushnell identified the period between the wars as the beginning of the emergence of the junior college as a separate institution.<sup>27</sup>

Between 1945 and 1965, adult education and community service were added to the existing functions of transfer and occupational programs.<sup>28</sup> By 1969, Johnson had identified six characteristics and trends--i.e., the transfer program, technical-vocational education, the comprehensive junior college, open-door admission, guidance as an important responsibility, and the community college emphasis.<sup>29</sup> The nature of the modern

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<sup>24</sup>B. Lamar Johnson, Islands of Innovation Expanding: Changes in the Community College (Beverly Hills, Calif.: Glencoe Press, 1969), p. 37.

<sup>25</sup>Frederick Rudolph, The American College and University (New York: Vintage Books, 1962), p. 463.

<sup>26</sup>O'Banion, p. 5.

<sup>27</sup>David S. Bushnell, Organizing for Change: New Priorities for Community Colleges (New York: McGraw-Hill, 1973), p. 85.

<sup>28</sup>James W. Thornton, Jr., The Community Junior College (3rd ed.; New York: John Wiley & Sons, 1972), p. 55.

<sup>29</sup>Johnson, pp. 37-42.

community/junior college is indicated by Cohen's evaluation:

The community college is--or attempts to be--all things to all people, trying valiantly to serve simultaneously as custodian, trainer, stimulant, behavior-shaper, counselor, adviser, and caretaker to both young and old. To a greater or lesser degree, it succeeds in most of its many endeavors.<sup>30</sup>

### Effects of Diversity on Administration

Although many variables in each local situation affect the operation of the individual colleges, diversity is one characteristic easily identified as common among community/junior colleges. The diversity includes the personnel who staff the colleges. Faculty and administrators come from such varied sources as universities, four-year colleges, secondary schools, and graduate programs.<sup>31</sup> There is little uniformity among their backgrounds, and few, if any, are trained specifically for work in the community/junior college. Many are high school teachers who see a move to the two-year college as professional advancement. Others are subject matter specialists who might prefer to teach in a four-year college or university but who settle for the two-year college temporarily until a position opens up in a four-year school. Still others are technicians or vocational specialists who have been trained to do a job outside academe. Many community/junior college instructors are community residents who work fulltime in nonacademic employment and teach one or two courses in their specialties for the college.

Besides the variation in personnel, the diversity of function

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<sup>30</sup>Arthur M. Cohen, Dateline '79: Heretical Concepts for the Community College (Beverly Hills, Calif.: Glencoe Press, 1969), p. xvi.

<sup>31</sup>O'Banion, p. 52.



causes the programs to range from the purely academic to the very practical. Obviously, the varied personnel and programs must be unified somehow into a coherent instructional effort. This is the task of the chief academic officer. While other administrators wrestle with financial management, oversee students' extracurricular life, and provide personal and career counseling, it is the chief academic officer who is responsible for the quality of education each student receives.

### Summary

The community/junior college, as it exists today, is an eclectic institution, attempting to fulfill the varied needs of its clientele by providing diverse programs to achieve its many functions. The focus of the community/junior college, its instructional mission, is affected by the chief academic officer and by the way that officer performs in his or her role.

### The Concept of Role

Although frequently used in the English language, the term "role" is apparently not yet commonly or consensually defined as a specific concept in theory and empirical study. Because of its widespread familiarity, "role" is often used technically without careful definition. The user assumes that the writer and the reader have immediate consensus on meaning. As a result of this false assumption, the concept of "role" tends to be vague, nebulous, and nondefinitive.<sup>32</sup>

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<sup>32</sup>Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley & Sons, 1958), p. 4.

While no unified, coherent body of knowledge about "role" yet exists,<sup>33</sup>

one theory of occupational roles was stated by Talcott Parsons:

The overwhelming bulk of personal service takes place in occupational roles. This means that it is contracted for on some sector of the labor market. It is not based on ascription of status, through kinship or otherwise, but depends on the specific terms settled between the management of the organization and the incumbent.<sup>34</sup>

### Development of the Concept of Role

Antecedents. The work by Biddle and Thomas did much to dispel the vagueness of the term "role" as it is used in an organizational context. The development of the concept, as they traced it, included such antecedents as Durkheim's classic work (1893) on the division of labor and Sumner's work (1906) which proposed a distinction between folkways and mores and offered a taxonomy of prescriptive phenomena. Other early precursors included James (1890); Baldwin (1897), and Cooley (1902), who added the the theory of self. Piaget (1932) worked with rules and rule-complying behavior.<sup>35</sup>

Early Uses. The word "role" apparently entered the English language from the French, in which "role" was used in the same sense as the "roll" containing an actor's part.<sup>36</sup> The first usage in the

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<sup>33</sup>Leila Calhoun, Social Role Theory: Its Component Parts and Some Applications (Washington: Catholic University of America Press, 1964), p. 2.

<sup>34</sup>Talcott Parsons, "Social Systems," The Sociology of Organizations: Basic Studies, ed. Oscar Grusky and George A. Miller (New York: Free Press, 1970), p. 77.

<sup>35</sup>Bruce J. Biddle and Edwin J. Thomas, Role Theory: Concepts and Research (New York: John Wiley & Sons, 1966), p. 4.

<sup>36</sup>The Oxford English Dictionary, VIII (London: Oxford University Press, 1933), p. 755.

theatrical sense was recorded as 1606. According to Biddle and Thomas, the earliest uses of "role" as a sociological term were in 1920 when Simmel referred to "Spielen einer Rolle" (playing a role) and when Park and Burgess used "role" in the title of an article in Introduction to the Science of Sociology.<sup>37</sup> However, the word was not used technically in writings on role problems until the 1930s. In 1934, George Herbert Mead published Mind, Self, and Society, which contained a concept of "role-taking" and related ideas. In that same year, Jacob Moreno's first publication, Theatre of Spontaneity, brought recognition in the United States for the experimental work he had done with role players in the theatre of spontaneity in Vienna. His contribution to the development of the concept of role was distinguishing between Mead's "role-taking" and role-playing. Role-taking he saw as "an attitude already frozen in the behavior of the person" while role-playing was "an act, a spontaneous playing."<sup>38</sup>

Refinement of the Term. Ralph Linton (1945) is credited with making the distinction still used by most modern writers between status (position) and role and with linking individual behavior and the social structure.<sup>39</sup> Linton also used role as normative cultural patterns with three separate elements of (1) an aggregate of individuals, (2) an organized system of patterns by which interrelations and activities of these individuals are controlled, and (3) as

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<sup>37</sup>The title used was "The Self as the Individual's Conception of His Role," for an article written by Alfred Binet.

<sup>38</sup>Biddle and Thomas, pp. 6-7.

<sup>39</sup>Ibid., p. 7.

esprit de corps which provides motive power for expressing these patterns.<sup>40</sup>

### Role-Related Terms

It was not until after World War II that extensive use of role-related terms appeared in titles of empirical studies, although "role playing" appeared in 1944 as a major index category in Psychological Abstracts and "role" appeared in 1945.<sup>41</sup> The concept of role was pivotal in Parsons' theoretical framework for analysis of social systems, was a crucial element in central problems of social psychology as used by Newcomb (1951) and Sarbin (1954), and was a strategic concept for Cameron's (1947) analysis of pathological behavior.<sup>42</sup>

### Current Usage of "Role"

The more recent history of the concept of "role" has been a progressive elaboration and refinement of language.<sup>43</sup> The current usage of the term owes much to James, Baldwin, and Cooley's self, Dewey's analysis of habit and conduct, Sumner's conceptions of folkways and mores, Maine's idea of status, Simmel's interaction, and Durkheim and Ross's social force. The concepts of person, social type, personality, and function were in the "thoughtways" of the time.<sup>44</sup>

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<sup>40</sup>Gross, Mason, and McEachern, pp. 3, 11-12.

<sup>41</sup>Biddle and Thomas, p. 7.

<sup>42</sup>Gross, Mason, and McEachern, p. 3.

<sup>43</sup>Biddle and Thomas, pp. 7-8.

<sup>44</sup>Biddle and Thomas, p. 5.

Current role definitions are of three types: (1) those which equate role with or define it to include normative cultural patterns, (2) those in which role is treated as an individual's definition of his situation with reference to his and others' social positions, and (3) those which deal with role as actual behavior of actors occupying social positions.<sup>45</sup>

Levinson used the same three types as partitions of what he called a "unitary" use of the term, which he said includes:

. . . structurally given demands (norms, expectations, taboos, responsibilities and the like) associated with a given social position . . . , the member's orientation or conception of the part he is to play in the organization . . . , the actions of the individual members--actions seen in terms of their relevance for the social structure (that is, seen in relation to the prevailing norms).<sup>46</sup>

Levinson commented that such a unitary use is based on the assumption of "close fit between behavior and disposition (attitude, values), between societal prescription and individual adaptation."<sup>47</sup> In other words, he questioned the underlying assumption that the role incumbent's behavior will reflect his values and that the individual incumbent will be able to read what society expects his role to be and adapt himself to meet those expectations. Because of the questionable validity of the assumption, Levinson recommended that researchers eliminate the unitary approach and study the partitions separately.<sup>48</sup>

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<sup>45</sup>Gross, Mason, and McEachern, pp. 11-14.

<sup>46</sup>Daniel J. Levinson, "Role, Personality, and Social Structure," Journal of Abnormal and Social Psychology, LVIII (March, 1959), p. 172.

<sup>47</sup>Ibid.

<sup>48</sup>Levinson, p. 173.

The kind of definition which provoked Levinson's criticism can be illustrated by Cameron's definition of role as:

. . . a comprehensive and coherent organization in behavior  
 or functionally related interlocking attitudes and responses  
 . . . a product of social learning which has been culturally  
 defined by the behavior of others.<sup>49</sup>

Others have concurred in defining the role broadly. For example, Tyler traced role definition to Weber's concept of the way labor is divided among a number of positions.<sup>50</sup> Kahn and others said an individual's role is his part in the total pattern of activity.<sup>51</sup>

Some sources, however, have used more limited definitions. Wilson and Kolb's network of definitions culminated in the definition of role as "a pattern of behavior corresponding to a system of rights and duties and associated with a particular position in a social group."<sup>52</sup> Biddle and Thomas also used the partition of behavior when they said a "characteristic role" refers to behaviors frequently emitted.<sup>53</sup>

Bertrand provided a systems definition, identifying role as the second structural unit of social systems, consisting of a more or less integrated subset of norms (the smallest unit).<sup>54</sup>

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<sup>49</sup>Gross, Mason, and McEachern, p. 38.

<sup>50</sup>William B. Tyler, "Measuring Organizational Specialization: The Concept of Role Variety," Administrative Science Quarterly, XVIII (September, 1973), p. 383.

<sup>51</sup>Robert L. Kahn and others, Organizational Stress: Studies in Role Conflict and Ambiguity (New York: John Wiley & Sons, 1964), p. 34.

<sup>52</sup>Gross, Mason, and McEachern, p. 38.

<sup>53</sup>Biddle and Thomas, p. 31.

<sup>54</sup>Alvin L. Bertrand, Social Organization: A General Systems and Role Theory Perspective (Philadelphia: F. A. Davis, 1972), p. 35.

### A Process Definition

Several concepts emerge as being common to the various definitions of role. Among these are position and behavior. A process definition helps to fit these and other related ideas into an overall framework. First, a need of some sort is evidenced and recognized. Second, an organization is begun to meet the need. Third, as rules and regulations institutionalize the organization, a hierarchy of positions is established to provide efficiency through division of labor.<sup>55</sup> Finally, individual role behaviors of incumbents in the positions develop into identifiable patterns which are then generalized as role performance.<sup>56</sup> Role performance is determined by social norms, demands, and rules; by role performance of others; by those who observe and react to the performance; and by a role incumbent's particular capabilities and personality.<sup>57</sup> "Role" in this sense becomes the dynamic aspect of the more static "position."

### Summary

The concept of role apparently has as its antecedents work done in that late 1800s which related to the theory of self. Although the earliest use of role in a non-theatrical sense was in 1920, "role" as a technical term did not appear in writings until the 1930s. Linton's

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<sup>55</sup>According to Biddle and Thomas, p. 28, Linton used "position" as a category of individuals performing a role.

<sup>56</sup>Role behavior was further partitioned by Schein into pivotal, relevant, and peripheral behavior, as cited in Lyman W. Porter, Edward E. Lawler III, and J. Richard Hackman, Behavior in Organizations (New York: McGraw-Hill, 1975), p. 167.

<sup>57</sup>Biddle and Thomas, p. 4.

work in 1945 distinguished between status (position) and role and linked individual behavior with the social structure. After World War II, role-related terms appeared in titles of empirical studies.

Role is currently used in a unitary approach to mean the conceptualization by an incumbent of his situation, the way he does the work of his position, and the norms or external expectations from the culture of what incumbents in the position should do. In addition to the unitary usage, role may be defined by any one of the three partitions.

#### The Role of the Dean

Early studies of the deanship were informal, with formal writing following when the office expanded and became more visible. Although Dibden chose 1930 as the point at which the writings were becoming more abundant,<sup>58</sup> Ward reported in 1934 that the deanship was still not uniformly organized.<sup>59</sup> One of the most significant works on the deanship was Gould's study; however, he found that a concise definition of authority, duties, and responsibilities was still lacking in 1964.<sup>60</sup>

Some of the respondents in Gould's study rejected the idea that the "academic deanship can or should be standardized from institution to institution" while others felt the need for a more precise definition of the role. The study, which was restricted to the academic dean's role in liberal arts colleges, pointed out confusion, not just in role, but also in title. Gould defined academic dean as "that officer to

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<sup>58</sup>Dibden, p. 1.

<sup>59</sup>Ward, p. 18.

<sup>60</sup>Gould, p. 8.



whom the board and the president assign a considerable, if not full measure of responsibility for the educational program."<sup>61</sup> Gould found that in some colleges this person served as dean and registrar or dean and admissions officer, but he was not the officer designated dean of admissions or dean of registration. Sometimes he was vice-president for academic affairs. Continuing evolution of the role was evidenced in the developing trend for the academic dean to be more concerned with faculty and less with students.<sup>62</sup>

#### Major Duties of the Dean

In considering the major duties of the dean, Gould used McGrath's identification of (1) considering the ends and means of education, (2) selecting the faculty, and (3) preparing the budget.<sup>63</sup> Gould himself examined the role from two viewpoints: those responsibilities most demanding of administrative time and those most demanding of administrative skill. The highest index of respondents indicated the responsibilities most demanding of administrative time were (1) routine administrative duties, (2) faculty relations, and (3) committee work. In the responsibilities most demanding of administrative skills, however, faculty relations moved to first place, followed by curriculum work and budget work. Committee work dropped to seventh place and routine duties

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<sup>61</sup>Ibid.

<sup>62</sup>Ibid., pp. 10-15.

<sup>63</sup>Gould, p. 12; McGrath, pp. 43-47.

to ninth.<sup>64</sup> Gould found no clear distinctions among roles of deans who were chief academic officers of private colleges, of small liberal arts colleges, and of colleges of liberal arts and sciences in state universities.<sup>65</sup>

Gould's study, while significant in 1964 for his purposes, does not describe the condition currently existing in community/junior colleges. Furthermore, the responses reflect only the deans' perceptions of role performance. Also, not included among Gould's areas of responsibilities was faculty development, which has become of increasing concern in the 1970s as demand for new faculty members decreased. Corson proposed that, in view of lack of faculty initiative, the academic administrators could substantially reinvolve themselves in the tasks of educational programming and faculty development. He ascribed responsibility for these tasks primarily to deans and secondarily to provosts and vice-presidents for academic affairs. He further identified the reason for the need for reinvolvement of academic administrators as the development of institutional research and the critical nature of institutional finances.<sup>66</sup>

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<sup>64</sup>Gould, pp. 31-32. The fourteen areas of responsibilities Gould used were: (1) routine administrative duties (correspondence, scheduling, catalogs, reports, and questionnaires); (2) faculty relations and morale; (3) committee work; (4) recruitment of faculty; (5) student counseling; (6) curriculum work; (7) budget work, promotions, evaluation of personnel; (8) policy making, planning, goal setting, institutional studies, study of other institutions; (9) admissions problems, registration problems, foreign students; (10) work with department heads; (11) work with other administrators, advising the president, relations with other colleges in the university; (12) public relations, alumni relations, speaking engagements, professional association meetings, college functions; (13) seeing parents, students; and (14) enforcing regulations, discipline.

<sup>65</sup>Ibid., pp. 25-26.

<sup>66</sup>John J. Corson, The Governance of Colleges and Universities (New York: McGraw-Hill, 1975), p. 107.

O'Banion and Gaff pointed out the same need for faculty development in the community/junior college.<sup>67</sup>

#### The Role in the Community/Junior College

In the absence of documentation of the history of the role in community/junior colleges, it can be assumed the need for a chief academic officer developed in a manner similar to that found in the four-year institution. Anderson commented in 1973 that had he done his study ten years earlier the chief academic officers would still have been the presidents of the colleges.<sup>68</sup> The deanship had been developed in the four-year institutions long before the need for such a position was recognized in the community/junior college. It was, therefore, natural for the two-year colleges to adopt the existing position to fill their administrative need.

Significance of the Role. The role of the chief academic officer in the community/junior college is especially significant because of the "prime emphasis," as indicated by O'Banion, on superior teaching, superior instructors, and superior methods of instruction. He stressed the need for student program development and for faculty pre-service and in-service development programs in the community/junior colleges.<sup>69</sup>

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<sup>67</sup>O'Banion, p. 52, and Jerry G. Gaff, Toward Faculty Renewal (San Francisco: Jossey-Bass, 1975).

<sup>68</sup>William M. Anderson, Characteristics, Preparation and Attitudes of Selected Public Junior-Community College Deans of Instruction, U.S., Educational Resources Information Center, ERIC Document ED 100 421, 1973.

<sup>69</sup>O'Banion, pp. 51, 83, 116-117.

Besides the specific focus of responsibility for the program of instruction, the chief academic officer is charged with participation in the overall operation of the institution. In today's complex community/junior college, he or she is involved in such areas as governance, financing, staffing, and student clientele.

In the four-year college or university, there is usually a vice-president for academic affairs, as well as deans of academic units. The chief academic officer in the community/junior college performs some of the functions of both of those positions since the heads of the colleges' smaller academic units usually act as teaching chairpersons.

Previous Studies of the Role. A search for information providing studies of the role of the administrator in charge of instruction in the community/junior college revealed that most of the work had been concentrated on listing the duties of the academic dean.<sup>70</sup> In 1942, Carpenter and Johnson wrote that a majority of junior colleges expected "the dean" to perform at least ninety-three specific duties. Of this number, fifty-five were related to students, thirty-one were related to teaching staff, one each was related to the public and to school authorities, and five were related to school publicity.<sup>71</sup> Weldon Day's 1968 dissertation listed 168 duties.<sup>72</sup> Vincent Guarna's 1969 study asked a

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<sup>70</sup>K. B. Robin, Dean of Instruction: A Critical Look, U.S., Educational Resources Information Center, ERIC Document ED 099 021, November, 1974, p. 1.

<sup>71</sup>W. W. Carpenter and J. R. Johnson, "The Junior College Dean," Junior College Journal, XIII (September, 1942), p. 20.

<sup>72</sup>Weldon E. Day, "An Analysis of Selected Duties of Academic Deans of Public Junior Colleges" (Doctoral dissertation, Texas Technological College, 1968).

number of instructional deans to rank a series of seventy-eight selected duties in terms of their importance. He found the top six, which were all "extremely important," to be: (1) coordinating and supervising departments and/or divisions of instruction; (2) formulating educational policy; (3) interpreting and administering academic policies; (4) recommending or approving promotions, demotions, or dismissal of faculty members; (5) recommending selection, assignment and salary of faculty members; (6) providing for faculty participation in curriculum making.<sup>73</sup>

Anderson reported on characteristics, preparation, and attitudes of deans of instruction. He found conflict between the role the chief academic officers were playing and the role as they would like it. The areas in which conflict was noted were under-preparation for certain functions, time required for routine duties, and underusage of personally preferred administrative and instructional practices (as well as some overuse of practices which were not personally preferred).<sup>74</sup>

Robin's small, non-random survey produced a list of functions for the dean of instruction. These functions included curriculum planning, staff selection, collective bargaining, division/department chairman, evaluation, staff development, external liaison, budget, and assistant to the president. He also listed miscellaneous duties in a category which he designated "and such other duties as may be assigned by the president."<sup>75</sup>

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<sup>73</sup>Vincent Guarna, "Analysis of Duties of Community College Instructional Deans" (Doctoral dissertation, University of Michigan, 1969).

<sup>74</sup>Anderson, p. 12.

<sup>75</sup>Robin, pp. 11-12.

Latta and Hartung developed a profile of the junior college dean of instruction as male (93 percent), forty-six years old, married (86 percent), and living with a spouse and two or three children. The deans surveyed in this study were asked if they performed certain functions. Of those in public institutions, 94 percent supervised faculty, 77 percent supervised other personnel, 77 percent prepared catalogs, 74 percent employed faculty, 72 percent prepared class schedules, 67 percent dismissed faculty, 65 percent prepared exam schedules, and 27 percent taught classes. Other duties were listed in order of frequency as: curriculum development, budget preparation, counseling, public relations, and acting president in the president's absence. The authors noted that these functions were not necessarily performed by the dean alone, but were frequently shared.<sup>76</sup>

### Summary

The role of the chief academic officer lacked precise definition as late as 1964. In the 1960s, Gould and Dibden added to the literature about the role of the dean, attempting to define the role through task analysis (Gould) and collection of varied comments about the role (Dibden).

The role as it exists in the community/junior college has not been studied exhaustively, perhaps because of the relative recency of the position. A few persons have attempted to list the duties of the chief academic officer; however, as far as it is possible to determine, no

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<sup>76</sup>E. Michael Latta and A. Bruce Hartung, "The Junior College Dean: The Man and the Position," Junior College Journal, XLI (August-September, 1970), pp. 19-22.

one has attempted to categorize those duties in order to analyze them by dimensions of involvement.

### Summary

The deanship is a concept borrowed for American higher education to denote the person in charge of the instructional program of a division of a college or of the central administration of such a program. Traceable to the medieval colleges in its educational use and to earlier antecedents in ecclesiastical, military, and civil terminology, the first dean in a central administrative position was appointed at Harvard in 1870. Adopted by other colleges, the position evolved into two offices, one for academic affairs and one for student affairs. The office was a common one by 1913.

Developing almost simultaneously with the deanship, the community/junior college emerged from several origins to become the amorphous institution it is today. Instructional matters in the community/junior college are the focus of the chief academic officer, who is usually given the title of dean of instruction or dean of academic affairs.

The concept of role, developed as a technical term since the 1920s, is used to mean the perception an incumbent has of his situation, the way he does his work, and the expectations held for the position by external sources. It may be all of these partitions, or it may be any one of the partitions.

The role of the academic dean in all of higher education lacked precise definition as late as 1964. The role in the community/junior college has been studied only to the extent of listing duties performed by the chief academic officer. The duties have not been categorized into

a list of functions which could be analyzed by dimensions of involvement. This research attempts that task.



## CHAPTER III

### RESEARCH METHODOLOGY

The purpose of this research was to examine the role of the chief academic officer in the community/junior college from three viewpoints-- i.e., those of the role incumbent, his/her superordinates, and his/her immediate subordinates who were either administrators or chairpersons of academic units. The study was designed to explore questions concerning the incumbents' perceptions of their actual role and their preferred role, as well as their superordinates' and subordinates' perceptions of the two aspects of the role. The perceptions were quantified in terms of the dimensions of frequency, intensity, and proportion of involvement in each of ten selected functions.

In addition, the following hypotheses were tested:

1. There is no significant correlation between the chief academic officers' perception of the actual frequency of involvement and their perception of the preferred frequency of involvement in each of ten selected functions.
2. There is no significant correlation between the chief academic officers' perception of the actual intensity of involvement and their perception of the preferred intensity of involvement in each of ten selected functions.
3. There is no significant correlation between the chief academic officers' perception of the actual proportion of involvement and their perception of the preferred proportion of involvement in each of ten selected functions.
4. There is no significant difference among chief academic officers, their immediate superordinates, and selected types of their immediate subordinates on their perceptions of the actual role of the officers, with role being measured in terms of frequency, intensity, and proportion of involvement in each of ten selected functions.

5. There is no significant difference among chief academic officers, their immediate superordinates, and selected types of their immediate subordinates on their perceptions of preferred role for the officers, with role being measured in terms of frequency, intensity, and proportion of involvement in each of ten selected functions.

#### Instrumentation for Collection of Data

Since no instrument was found which could collect the data required to answer the questions and/or to test the hypotheses of this study, an instrument was designed which would measure perceptions of actual and preferred frequency, intensity, and proportion of role involvement in each of ten selected functions. A copy of the instrument, which was completed by role incumbents, superordinates, and subordinates, is included as part of Appendix A.

#### Functions Within the Role of the Chief Academic Officer

It was decided, based primarily on earlier work by Gould and Robin,<sup>1</sup> that the chief academic officer's role performance consisted of behavior in certain activities which could be classified into categories. "Function" was used as a generic term for these categories of activities performed by the chief academic officer. The functions used to categorize role behavior were derived by analyzing Gould's grouping of tasks within areas of responsibility for the academic dean<sup>2</sup> and Robin's

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<sup>1</sup>John Wesley Gould, *The Academic Deanship* (New York: Bureau of Publications, Teachers College, Columbia University, 1964), and K. B. Robin, *Dean of Instruction: A Critical Look, U.S.*, Educational Resources Information Center, ERIC Document ED 099 021, November, 1974.

<sup>2</sup>Gould, pp. 25-26.

functions of the dean of instruction.<sup>3</sup> The individual items listed by Robin under functions were used only as general background since there was cross-ranking in the items and they ranged from specific behaviors to general attitudes. Gould's tasks were accepted as valid role behaviors unless they were not applicable to the community/junior college or they resulted in cross-ranking (committee work, for example, overlapped many of the other activities listed).

The categorical principle used in the development of the functions for this study was the nature of the constituency involved in or affected by the chief academic officer's activities. These constituencies included: (1) persons and groups external to the college; (2) administrators who were not subordinate to the chief academic officer; (3) academic staff; (4) department/division personnel; (5) special interest groups; (6) students; and (7) miscellaneous, including total institution, random individuals, and nonidentifiable constituencies. The resulting categories were sub-divided by type of behavior exhibited in the activities when such sub-division was indicated by number or nature of tasks within the categories.

External Liaison. Robin's function of external liaison was adopted for all those activities in which the chief academic officer represented the college to agencies and constituencies outside the college proper, including the community and the profession. "External liaison" also subsumed Gould's separate tasks of public relations, alumni relations, speaking engagements, professional meetings, and college functions.

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<sup>3</sup>Gould, pp. 25-26.

Administrative Interaction. Gould was concerned about work with other administrators and about relations with other colleges in the university. The latter is not applicable to the community/junior college. However, because of the increasing incidence of the administrative team concept and the interrelationship of academic mission with other positions in the institution, an administrative interaction function was included. "Administrative interaction" included Gould's tasks of policymaking, planning, goal setting, institutional studies, and advising the president, as well as Robin's function of serving as assistant to the president.

Academic Staff Selection. Robin included staff selection on his list, and Gould's tasks included recruitment of faculty. In common usage, recruitment is often considered to be one step in the overall selection process; therefore, "selection" was chosen as the broader term for denoting a sub-division of the chief academic officer's activities relating to academic staff. The choice of "academic staff" to designate this constituency was made to accommodate Gould's limited "faculty" and Robin's more ambiguous "staff." It was decided that using "academic staff selection" to denote the function allowed room for the activities of selecting staff other than faculty, but included instructional staff as well. Academic staff selection included such activities as recruitment of faculty and academic staff, selection of academic personnel, and documentation of and record maintenance for the hiring process.

Academic Staff Development. "Academic staff development" was chosen to designate the function which would include Robin's concern

with staff development and evaluation and Gould's tasks of promotions and of evaluation of personnel. O'Banion indicated that development of the instructional staff is a concern of the chief academic officer.<sup>4</sup> Such development activities are related to evaluation and promotion of academic personnel, as well as other developmental activities not yet commonly specified in the literature.

Staff Interaction. Robin's function of collective bargaining and Gould's task of faculty relations and morale seemed not to fit in the category of staff development. Although there is some interrelationship between faculty relations and staff development, development activities are directed more toward individual staff members while collective bargaining and faculty relations and morale require interaction through group process. It was therefore decided to categorize as "staff interaction" such activities as collective bargaining or professional negotiations and faculty relations and morale. Professional negotiations was included because one state represented in the study has statutory professional negotiations.

Division/Department Activities. The function of division/department activities was derived from Robin's division/department chairman function and Gould's task of work with department heads. Typical division/department activities included supervising academic divisions, working with chairpersons, or, in some cases, actually performing the duties of a chairperson.

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<sup>4</sup>Terry O'Banion, Teachers for Tomorrow: Staff Development in the Community-Junior College (Tucson: University of Arizona Press, n.d.), p. 52.

Curriculum Development. Curriculum activities often involve several of the constituencies in an institution. It was, therefore, decided that "curriculum development," as a major concern of chief academic officers, should designate a separate function. It included Robin's curriculum planning function and Gould's task of curriculum work. It could not be assumed that either "planning" or "work" included all activities related to curriculum in which the chief academic officer might participate. "Development" seemed to be a more comprehensive term, and, if adopted, would also include Robin's task of evaluation as it related to the instructional program.<sup>5</sup> Curriculum development as a function was assumed to include such activities as research, planning, and work on curriculum, as well as evaluation of the instructional program.

Budget Planning and Management. Also involving persons from several constituencies in the institution, budget preparation activities seemed to be in a category by themselves. Gould included budget work as a task, and Robin listed budget as a function. Neither term seemed to describe precisely the role of the chief academic officer since Gould's term implied a less formal relationship than may exist while Robin's term could imply total responsibility for the budget. Using "budget planning and management" as the designation for budget activities refined Robin's term and added precision to Gould's "work." The activities in the function were preparing, presenting, defending the budget, as well as administering financial matters.

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<sup>5</sup>Since Robin's evaluation function included both curriculum and staff evaluation, it was included under both curriculum development and staff development in this study.

Student Interaction. Although the student personnel division is now responsible for many of the student-related activities which were previously a part of the duties of the chief academic officer, student contacts are still a portion of the role. Gould's particular concerns of student counseling, seeing parents and students, and enforcing regulations and discipline have evolved into interaction with students about various aspects of their academic programs. Activities involving records, recruitment and admission of students, and articulation for student transfer are often considered to be academic matters. The function also subsumes Gould's concern with admission and registration problems.

Routine Administrative Duties. The area of routine administrative duties, which Gould found to be one of the most time-consuming tasks, was a portion of Robin's miscellaneous category. He did not attempt to give the category the same functional weight he had given other types of activities. For the purposes of this study, it was assumed that correspondence, scheduling, catalogs, reports, and questionnaires are essential because of their influence on other functions. Gould's term was adopted for the function.

Conclusion. To prevent the list of functions from being too inclusive, provision was made for respondents to indicate that the function was one in which the chief academic officers were never involved. To prevent the list from being too exclusive, space was provided for respondents to write in other functions.

To provide guidelines for interpretation without restricting responses, a definition sheet accompanied the survey. A copy of the

sheet is included as Appendix B. On the sheet, function was defined as a "broad, general term for a class of activities performed by the chief academic officer." Below this, the selected functions were listed in alphabetical order, and examples of activities were given for each. It was noted below the list of functions that the examples were intended to be illustrative and that those given might or might not be exhaustive of activities for a particular function.

#### Dimensions of Role Involvement

In order to quantify the chief academic officer's behavior, either actual or preferred, in the functions of the role, some dimensions were necessary. The conceptualization of the relationship among the functions, the dimensions, and the types of respondents is illustrated in the model in Figure 1.

Frequency of Behavior. The frequency with which the chief academic officer participated in the activities in each of the functions was one means of quantifying behavior. The dimension of frequency of behavior was defined numerically as the number of activities, of every ten related to the function being considered, in which the chief academic officers were involved (actual) or should have been involved (preferred). On the portion of the survey measuring actual frequency, the explanation given with the directions was in the form of a question: Of every ten institutional activities related to each function, in how many does the chief academic officer actually participate? On the portion of the survey related to preferred frequency, the question was: Of every ten institutional activities related to each function, in how many do you believe chief academic officers should participate?



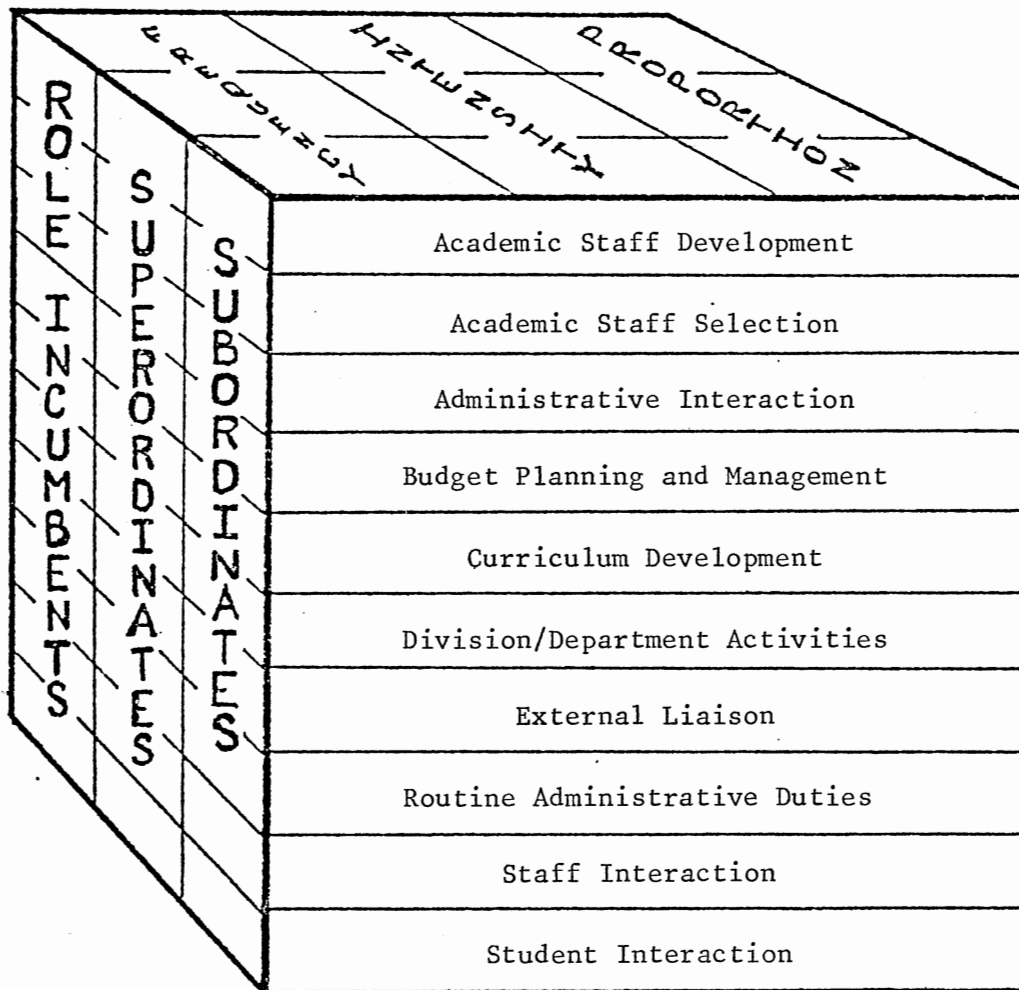


Figure 1. Model of REsearch Design for Perceptions (Actual or Preferred) of the Role of the Chief Academic Officer of Community/ Junior Colleges

Intensity of Behavior. The chief academic officer might participate in every activity of each function, but the degree of involvement in each function could range from merely knowing of the existence of the activities to assuming total responsibility for their outcome. Since the purpose of the study did not include evaluation of the performance of any individual chief academic officer, it was necessary to quantify the dimension of depth of involvement without using terminology that would imply that any degree of involvement was better than any other. For this dimension, "intensity of behavior" was chosen as a designation which would be relatively free from judgmental connotations.

Intensity of behavior was quantified on a scale from zero to ten, with one representing minimum involvement and ten representing maximum involvement. To provide some guidelines for responses, increasing levels of intensity were represented by such values as: 0--no involvement; 1--minimally involved, has knowledge when activities occur; 2--advises concerning activities in the function; 3--serves as a resource for activities; 4--facilitates the activities of others; 5--reviews, critiques activities and results; 6--coordinates, collects, compiles results of others' activity; 7--makes a contribution to the activity, assumes participating role; 8--recommends procedure or policy, supervises activity; 9--assumes responsibility for, but does not direct all activities, 10--maximally involved, directs, controls, takes ultimate responsibility for activities.

Intensity of behavior was defined as the depth of involvement the chief academic officer exhibits, or should exhibit, in the function being considered. The question accompanying the instructions for the actual intensity portion of the survey was: In each of the ten functions

listed, how intensely is the chief academic officer actually involved? The question on the preferred intensity section was: In each of the functions listed, how intensely do you believe chief academic officers should be involved?

Proportion of Involvement. Proportion of involvement was defined as the portion of the chief academic officer's total role required to fulfill the duties of the function being considered. If role is defined as the total pattern of behavior an incumbent exhibits in fulfilling the functions related to his/her position, then role can be assumed to be an entity (all of the role performance that is available for a particular position). If total role performance includes all behavior in all functions, each function would be allocated some portion of the total. Then, if total role performance equals one hundred percent of an incumbent's activities in the position, each of the functions should require a percentage (or proportion) of the available role performance, and the total for all functions would be one hundred percent. Therefore, proportion of involvement was the third dimension used to quantify the chief academic officer's role behavior.

On the actual proportion of behavior section of the survey, the question was stated: What percentage of the total role of the chief academic officer do you believe is actually devoted to each of the functions listed? For preferred proportion, the question was: What percentage of the total role of the chief academic officer do you believe should be devoted to each of the functions listed?

## The Survey Instrument

Using the three dimensions of frequency, intensity, and proportion and the two perceptions of actual behavior and preferred behavior mandated a six-part survey: actual frequency, actual intensity, actual proportion, preferred frequency, preferred intensity, preferred proportion. The ten selected functions were repeated in each part, along with space for an open response in each part. Copies of the final survey form and of an earlier experimental form are included as Appendix A.

The order of the parts was determined on the basis of perceived difficulty, beginning with actual frequency as being the least difficult. Actual intensity was presented next to capitalize on the set of mind already existing from the perception of actuality in the previous part. It was also decided that separating the actual and preferred perceptions of frequency and intensity would reduce the possibility that the perceptions of actual and preferred would influence each other. Since actual intensity required the respondent to quantify a concept rather than to select an existing numerical response, mind-set linking actual and preferred perceptions of the same dimension was interrupted by the different type of mental activity required in the intervening part. In the first four parts, the responses to the functions were independent of each other. In the sections relating to proportion, the respondents were required to think of the functions as interrelated parts of the total role. Because of the necessity to interrelate the functions, the two sections relating to proportion were perceived as the most difficult of the six parts. They were, therefore, placed as the last two parts of the survey instrument.

Several approaches were tried in an effort to design an instrument that was minimally threatening in both length and complexity. The final instrument required one page, front and back.

### The Pilot Study

A pilot study was run, using twenty faculty members and administrators as participants. Each participant was asked to fill out the survey as if he/she were answering about his/her own chief academic officer and also to provide feedback on problems or difficulties associated with the instrument. Of the twenty, eighteen (90 percent) filled out and returned the survey. Seven responded positively to the definition sheet. Although one participant indicated that the survey caused him to think, no one indicated the instrument was too difficult to complete. Some uncertainty as to which title corresponded to the term "chief academic officer" resulted in adding the chief academic officer's name in a footnote to each memo of explanation in the final study to associate the appropriate title at the participant's institution with the role of chief academic officer.

Several of the faculty participants in the pilot study indicated their association with the chief academic officer was sufficiently distant that they found it difficult to give a definitive response. Those who indicated this reaction also said that had the instrument been designed to measure the role of their immediate superordinate they would have had no such difficulty. The results of the pilot study are presented as Appendix C.

### The Population Studied

The population selected for the study was the chief academic officers in all public community/junior colleges in the states of Kansas and Oklahoma. There are nineteen such colleges in Kansas and fourteen in Oklahoma for a total population of thirty-three. Because of the limited number of institutions, the total population was used. Three types of respondents were used--i.e., the thirty-three chief academic officers, the thirty-three immediate superordinates of the chief academic officers, and selected types of subordinates of the chief academic officers. The superordinate was defined as that person who supervised the chief academic officer and to whom the chief academic officer reported. The types of subordinates selected were department/division chairpersons or academic administrators who were supervised by the chief academic officer and who reported directly to the chief academic officer. It was decided, on the basis of the pilot study, not to include faculty members even if they reported directly to the chief academic officer.

### Research Procedures

A two-level study design was used. First, to initiate the study, a letter was sent to the chief academic officer of each institution. A copy of the letter is included as part of Appendix D. The letter explained the study and its significance and requested participation by the institution and the chief academic officer. The procedure and the code number were explained and confidentiality was assured. Included with each letter was a data sheet, the survey instrument, the sheet of definitions, and a stamped and addressed return envelope. A copy of the data sheet is included as part of Appendix D. The chief academic officers

were identified from a list published by the Oklahoma State Regents for Higher Education and from the Directory of the Kansas Association of Community Colleges. Currency was verified by telephone calls to the Oklahoma State Regents and to the Kansas Association of Community Colleges.

On the data sheet, the chief academic officer was asked to indicate whether or not the institution would participate and to fill out the data sheet regardless of whether the institution participated. The chief academic officers of eighteen institutions (55 percent) responded to the first contact, and seventeen (52 percent) agreed to participate. Institutional response rates are summarized in Table I.

One month after the first letter was sent, a second letter was mailed to those chief academic officers who had not responded. This letter reminded the chief academic officers of the previous request and included new materials in case the original set had been mislaid. A copy of this letter is included as part of Appendix D. Eight chief academic officers responded to the second letter, with six agreeing to participate. The cumulative response at that point was twenty-six replies (79 percent), with twenty-three institutions (70 percent) agreeing to participate. The chief academic officers of two of the non-participating institutions returned completed data sheets, making that response a total of twenty-five (76 percent).

The third contact was a telephone call made three weeks after the first follow-up was mailed. Of the seven chief academic officers who had not previously responded, one agreed to personal but not institutional participation. One of the chief academic officers who agreed to participate did not follow through with distribution of the materials.

TABLE I  
RESPONSE RATES FOR INSTITUTIONS<sup>a</sup>

| Contact | Participating Institutions |         |                   |                    | Non-Participating Institutions |         |                   |                    |
|---------|----------------------------|---------|-------------------|--------------------|--------------------------------|---------|-------------------|--------------------|
|         | Number                     | Percent | Cumulative Number | Cumulative Percent | Number                         | Percent | Cumulative Number | Cumulative Percent |
| No. 1   | 17                         | 52      | 17                | 52                 | 1                              | 3       | 1                 | 3                  |
| No. 2   | 6                          | 18      | 23                | 70                 | 2                              | 6       | 3                 | 9                  |
| No. 3   | 5                          | 15      | 28                | 85                 | 0                              | 0       | 3                 | 9                  |
| No. 4   | 1                          | 3       | 29                | 88                 | 1                              | 3       | 4                 | 12                 |
| Total   | 29                         | 88      | --                | ---                | 4                              | 12      | -                 | --                 |

<sup>a</sup>Total possible was 33.



The cumulative response to all contacts was twenty-eight fully participating institutions (85 percent), one partial participation (3 percent), and four non-participating institutions (12 percent).

The second level of the design was securing survey responses from the superordinates and the subordinates of the chief academic officers. Originally, the intention was to seek subordinates' responses from only the chairpersons of academic divisions/departments. However, the data sheets returned by the chief academic officers indicated a lack of uniformity in classification of personnel. For example, some institutions included the library as an academic division headed by a chairperson while others indicated that although the chief academic officer supervised the person in charge of the library, the position was classified as administrative. The same situation occurred in the nursing area. The study design was therefore revised to include responses from administrative personnel (i.e., non-faculty) directly supervised by the chief academic officer. The change in design was explained to the chief academic officer in a personal note included in the packet of materials sent to him/her for distribution.

The packet of materials to be distributed to each participant was sent to those chief academic officers who had indicated on the data sheet that they would disseminate them. Materials were sent directly to participants if their chief academic officer had indicated he/she preferred not to distribute them. Each set contained a memo of explanation in addition to the definition sheet, the coded survey sheet, and a return envelope. The memo explained the purposes of the study, stressed that neither individuals nor institutions would be identified in the study, and asked the participants to complete the survey and

return it in the envelope provided. A copy of the memo is included as part of Appendix E. The code on the survey instrument identified the state in which the institution was located, the institution itself, and the position of the respondent (i.e., academic officer, superordinate, department/division chairperson, or administrative staff supervised by the chief academic officer). For the subordinates, it also coded the area of assignment. This was coded in advance if the information was available from the chief academic officers' data sheets. Subordinates were also asked to identify their areas of responsibility on the survey sheet to provide a check on the precoded surveys and to allow coding of those which could not be coded in advance. Although the area identification was not a variable in this study, collecting the information allowed easier tabulation of responses and made follow-up less cumbersome.

Twenty (71.4 percent of twenty-eight possible) of the superordinate responses were received as a result of the first contact. The response rates of individual participants are summarized in Table II. Of the subordinate responses, 153 (65.7 percent of 233 possible) were received after the first contact.

Approximately three weeks after the first subordinate response was received from an institution, a follow-up memo was sent. A copy of this memo is included as part of Appendix E. The memo thanked those who had completed and returned the survey and asked those who had not yet completed it to please do so. In the case of participants to whom the original materials had been sent directly, the memo and a new set of materials were mailed only to those who had not responded. The chief academic officers who had agreed to distribute the materials were sent memos for all subordinates. Any of those who had mislaid the original

TABLE II  
RESPONSE RATES FOR INDIVIDUALS

| Contact            | Chief Academic Officers |              |                           |                            | Superordinates  |              |                           |                            | Subordinates     |              |                           |                            |
|--------------------|-------------------------|--------------|---------------------------|----------------------------|-----------------|--------------|---------------------------|----------------------------|------------------|--------------|---------------------------|----------------------------|
|                    | No.                     | Per-<br>cent | Cumu-<br>lative<br>Number | Cumu-<br>lative<br>Percent | No.             | Per-<br>cent | Cumu-<br>lative<br>Number | Cumu-<br>lative<br>Percent | No.              | Per-<br>cent | Cumu-<br>lative<br>Number | Cumu-<br>lative<br>Percent |
| No. 1              | 23                      | 79.3         | 23                        | 79.3                       | 20              | 71.4         | 20                        | 71.4                       | 153              | 65.7         | 153                       | 65.7                       |
| No. 2              | 1                       | 3.5          | 24                        | 82.8                       | 2               | 7.1          | 22                        | 78.5                       | 12               | 5.2          | 165                       | 70.9                       |
| No. 3              | 2                       | 6.9          | 26                        | 89.7                       | --              | ----         | --                        | ----                       | ---              | ----         | ---                       | ----                       |
| Total <sup>d</sup> | 26 <sup>a</sup>         | 89.7         | --                        | ----                       | 22 <sup>b</sup> | 78.6         | --                        | ----                       | 165 <sup>c</sup> | 70.8         | ---                       | ----                       |

<sup>a</sup>Total possible was 29.

<sup>b</sup>Total possible was 28.

<sup>c</sup>Total possible was 233.

<sup>d</sup>Total percentages are figured separately and may differ from the cumulative percent because of rounding off to the nearest tenth.

materials but still wished to respond could ask the chief academic officer for a new set. This approach made it unnecessary for the chief academic officers to follow up personally on non-respondents. Memos to superordinates were included in a sealed envelope along with the other memos.

As a result of the follow-up, two additional superordinates, twelve additional subordinates, and one chief academic officer responded. The cumulative response after the follow-up was twenty-two superordinates (78.6 percent of the participating institutions), 165 subordinates (70.8 percent), and twenty-four chief academic officers (82.8 percent). A second follow-up to the chief academic officers elicited two more responses for a final total of twenty-six (89.7 percent of those who had agreed to participate and 78.8 percent of the original number of institutions). A second follow-up was not used for the superordinates and subordinates.

#### Summary

An instrument was designed to measure incumbents', superordinates', and subordinates' perceptions of the role of the chief academic officer in community/junior colleges. The instrument was derived by synthesizing earlier work to identify relevant functions and by adding dimensions of frequency, intensity, and proportion of involvement to quantify perceptions of actual and preferred role performance in each of the selected functions.

The survey instrument was tested in a pilot study before being distributed to Kansas and Oklahoma public community/junior colleges which agreed to participate in the study.

Of thirty-three institutions in the target population, twenty-eight agreed to participate fully while one chief academic officer agreed only to participate personally. Twenty-six chief academic officers (89.7 percent of those agreeing to participate), twenty-two superordinates (78.6 percent), and 165 subordinates (70.8 percent) participated.

## CHAPTER IV

### PRESENTATION OF THE FINDINGS

#### Introduction

A composite profile of the chief academic officer in community/ junior colleges in Kansas and Oklahoma was derived from the data sheets returned by twenty-eight of the thirty-three officers. At the time of this study, the typical chief academic officer held a position called "dean of instruction" in a college enrolling approximately 2,200 students. The academic organization which he<sup>1</sup> supervised was likely to be partitioned into units called divisions. In addition to six division chairpersons, the chief academic officer supervised three administrators in the organizational hierarchy. He was in his seventh year in the position, and he had come to the present assignment with about six years of experience in other college positions. He had probably held some other administrative position prior to the current one. He held three college degrees, with the doctorate as the highest, having earned his highest degree within the previous nine years from an institution in the state in which he was employed. His major field for the highest degree was some area of education. If he were writing a job description for his position, he would list among the most important qualifications

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<sup>1</sup>Only two of the chief academic officers were women.

those of administrative experience, ability to work with people, and teaching experience.<sup>2</sup>

A composite profile, such as that presented above, while useful in establishing a general picture of the chief academic officer and his position, has the disadvantage of concealing the diversity existing in the actual role performance. The profile does not reveal how role incumbents molded the role to fit their own abilities and expectations or how the role was shaped by the perceptions and expectations of those relevant others with whom they interacted.

This study was designed to examine the role performance of chief academic officers, seeking quantifiable answers to some questions about that role performance. In general terms, those questions were: (1) How did chief academic officers and relevant others perceive the role as it was actually performed and as they preferred it to be performed? (2) Was the chief academic officers' perception of actual role performance correlated significantly with their perception of preferred role performance? (3) Did chief academic officers, their superordinates, and their subordinates differ significantly in their perceptions of the actual role and in their perceptions of preferred role?

The report of the findings of this study is divided into parts relating to the three questions listed above. First, the perceptions of actual and preferred performance in all functions and those in each function will be reported as they were quantified in the frequency,

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<sup>2</sup>The data upon which this profile was based are included as Appendix F.

intensity, and proportion dimensions by the chief academic officers, their superordinates, and their subordinates. The six research questions posed earlier were answered in this part of the report. In the second part, the question of correlation as it was framed in the first three hypotheses to be tested will be considered. In the third part, differences among the three types of participants in the study in their perceptions of actual role and of preferred role will be examined by exploring data relevant to the last two hypotheses.<sup>3</sup>

#### Perceptions of Role Performance in Functions

For the purposes of this study, role performance was assumed to be divided among certain fairly discrete functions. In the case of the role performance of chief academic officers, ten functions were generated from the literature about the topic, with primary reference to Gould and Robin.<sup>4</sup> Those functions, in alphabetical order, were: academic staff development, academic staff selection, administrative interaction, budget planning and management, curriculum development, division/department activities, external liaison, routine administrative duties, staff interaction, and student interaction. In order to test the validity of the ten functions, an open category was included in the instrument used for the study to allow respondents to write in other functions. The responses in that category will also be discussed in the report.

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<sup>3</sup>The research questions and hypotheses were stated on pages 3-4.

<sup>4</sup>John Wesley Gould, The Academic Deanship (New York: Bureau of Publications, Teachers College, Columbia University, 1964), pp. 31-32; K. B. Robin, Dean of Instruction: A Critical Look, U.S., Educational Resources Information Center, ERIC Document ED 099 021, November, 1974, pp. 1-12.



The survey instrument elicited six perceptions of each function-- i.e., actual frequency of involvement, actual intensity of involvement, actual proportion of involvement, preferred frequency of involvement, preferred intensity of involvement, and preferred proportion of involvement.

The questions in the frequency and intensity dimensions were structured in such a way that the means of the responses represented the percentage of involvement in all activities in role performance. Furthermore, the means of responses in each function were the percentage of involvement in all the institutional activities in an individual function when the decimal point was moved one place to the right. For illustration, if a mean for perception of actual frequency in a function were 8.4, this could be read as 8.4 percent participation in all activities in total role performance, and it could also be read as 84 percent participation in the specific function in which the mean occurred.

The perceptions of total actual performance and total preferred performance in frequency and intensity dimensions were obtained for each type of respondent by summing their responses for all functions and dividing the sum by the total number of responses. In the proportion dimension, the respondents were instructed to consider role performance as an entity (equal to 100 percent) and to allocate a percentage (or proportion) of the total role performance to each of the ten selected functions. The results in this dimension, therefore, provided only the perception of the portion of the role allocated to each function, with a controlled total of 100 percent for the performance in all functions.

The research questions relevant to perceptions of role performance were: (1) How is the chief academic officer's actual role performance

in each of ten selected functions perceived by role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement? (2) How is the chief academic officer's preferred role performance in each of ten selected functions perceived by role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement? (3) How is the chief academic officer's actual performance in each of ten selected functions perceived by immediate superordinates of the role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement? (4) How is the chief academic officer's preferred performance in each of ten selected functions perceived by immediate superordinates of the role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement? (5) How is the chief academic officer's actual role performance in each of ten selected functions perceived by selected types of immediate subordinates of role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement? (6) How is the chief academic officer's preferred role performance in each of ten selected functions perceived by selected types of immediate subordinates of role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement?

#### Overall Perceptions in All Functions

The means of the respondents' responses for each of the dimensions in both actual and preferred perspectives were charted to illustrate the relationship among the functions. Because of the structure of the

survey instrument, the charts also illustrate the overall perception of the chief academic officers, the superordinates, and the subordinates for each of the perspectives in each dimension--i.e., actual frequency, actual intensity, actual proportion, preferred frequency, preferred intensity, and preferred proportion.<sup>5</sup>

Chief Academic Officers' Perceptions. As illustrated in Figure 2, the means of the chief academic officers' responses for actual frequency of involvement in the functions ranged from 9.0 (90 percent) in academic staff selection to 4.2 (42 percent) in student interaction. As well as representing 90 percent of the activities in the function of academic staff selection, the 9.0 mean also represents 9.0 percent of all the activities in all functions. The 4.2 mean indicates 42 percent participation in the function of student interaction and 4.2 percent participation in all the activities in all functions. The total of all the means was 73.2 percent which indicated the chief academic officers perceived that they did not participate in 26.8 percent of the institutional activities in all the listed functions. The total participation rate of 73.2 percent corresponds to the overall mean of 7.3 percent which represents the chief academic officers' perception of their average actual participation in each of the ten functions.

Examination of Figure 2 shows that the chief academic officers indicated they had average participation higher than the overall mean of 7.3 in the functions of academic staff selection (9.0 percent), academic staff development (8.5 percent), administrative interaction

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<sup>5</sup>The data upon which this study is based are included as Appendix G.

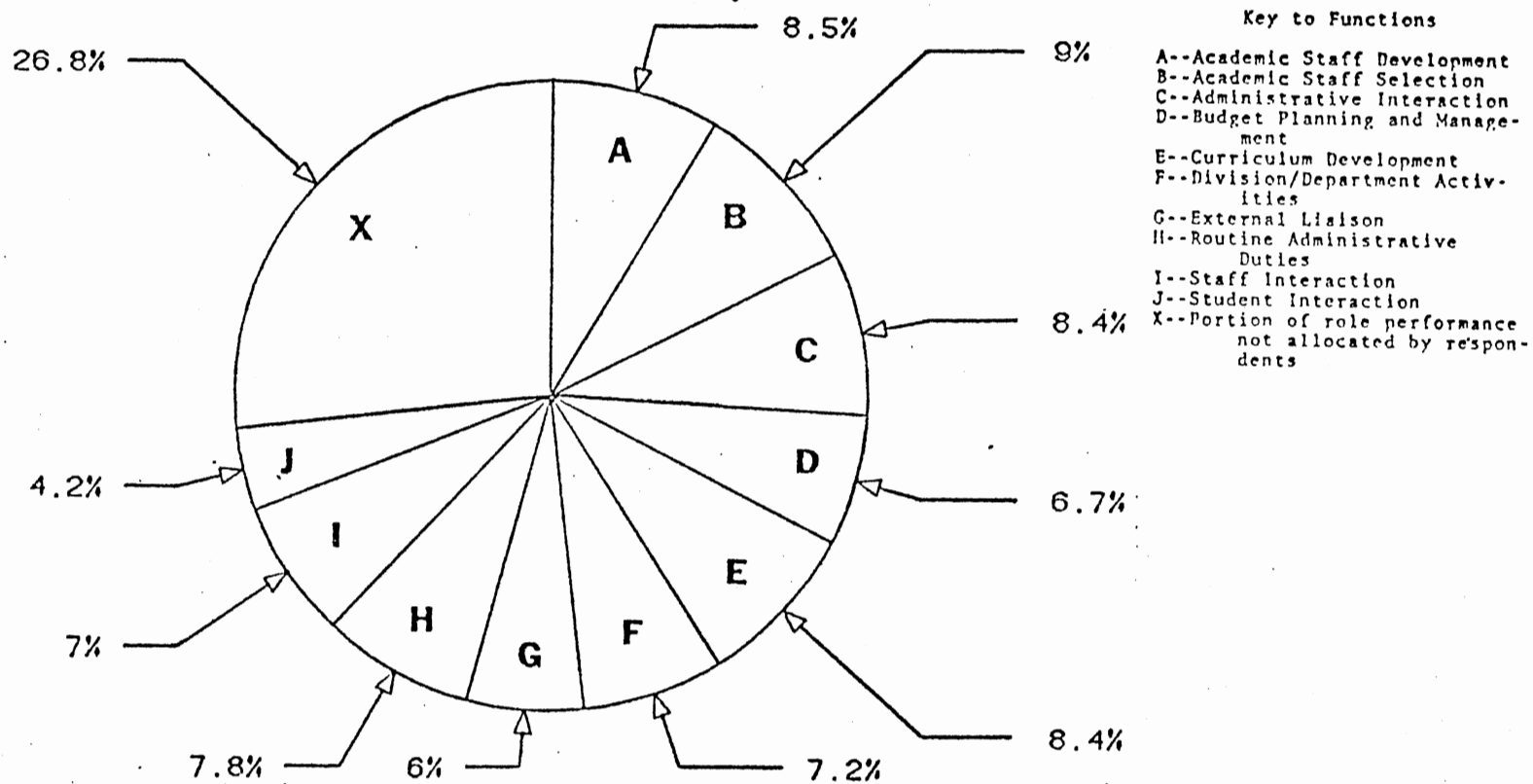


Figure 2. Actual Frequency of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by the Role Incumbents

(8.4 percent), curriculum development (8.4 percent), and routine administrative duties (7.8 percent). The role incumbents perceived the average frequency of participation to be lower than the overall mean in division/department activities (7.2 percent), staff interaction (7.0 percent), budget planning and management (6.7 percent), external liaison (6.0 percent), and student interaction (4.2 percent).

The chief academic officers' perception of their overall actual intensity of involvement in all functions, as illustrated in Figure 3, was 76.1 percent. The officers indicated they exhibited an average intensity in all the listed functions which was 23.9 percent less than the maximum intensity possible. The corresponding mean for actual intensity in all functions was 7.6 percent. The role incumbents' means in the functions indicated they perceived themselves as exhibiting average or higher intensity in academic staff selection (9.2 percent), curriculum development (8.7 percent), administrative interaction (8.5 percent), academic staff development (8.4 percent), routine administrative duties (8.2 percent), and division/department activities (7.6 percent). The functions in which they perceived involvement which was less than the average intensity were staff interaction (7.4 percent), budget planning and management (7.2 percent), external liaison (6.4 percent), and student interaction (4.5 percent).

Because of the controlled total of 100 percent in the proportion dimension, the mean of the chief academic officers' responses for actual proportion in all functions was 10.0 percent. As illustrated in Figure 4, the chief academic officers perceived themselves as allocating more than the average portion of role performance to the functions of routine administrative duties (16.5 percent), administrative interaction

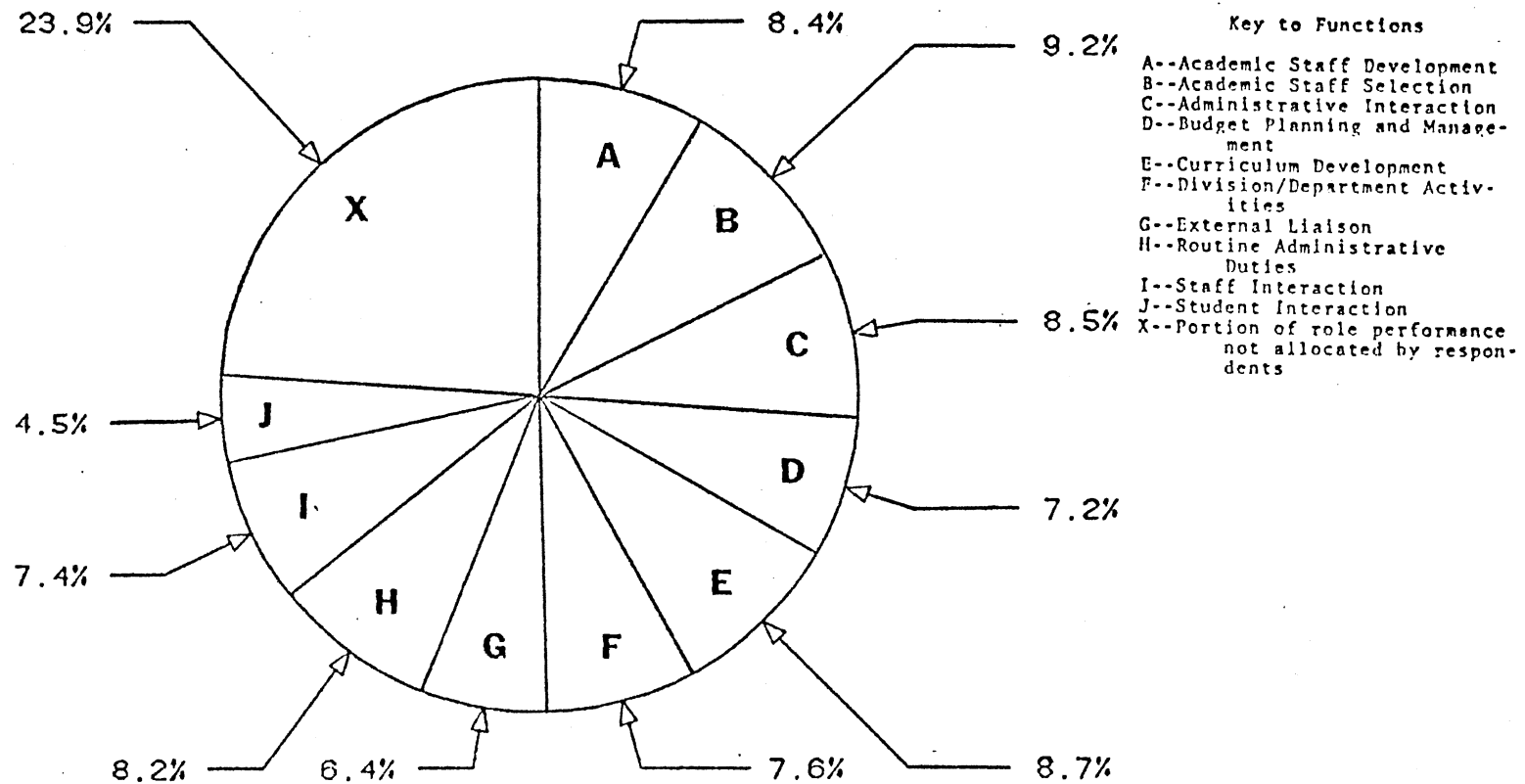


Figure 3. Actual Intensity of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by the Role Incumbents

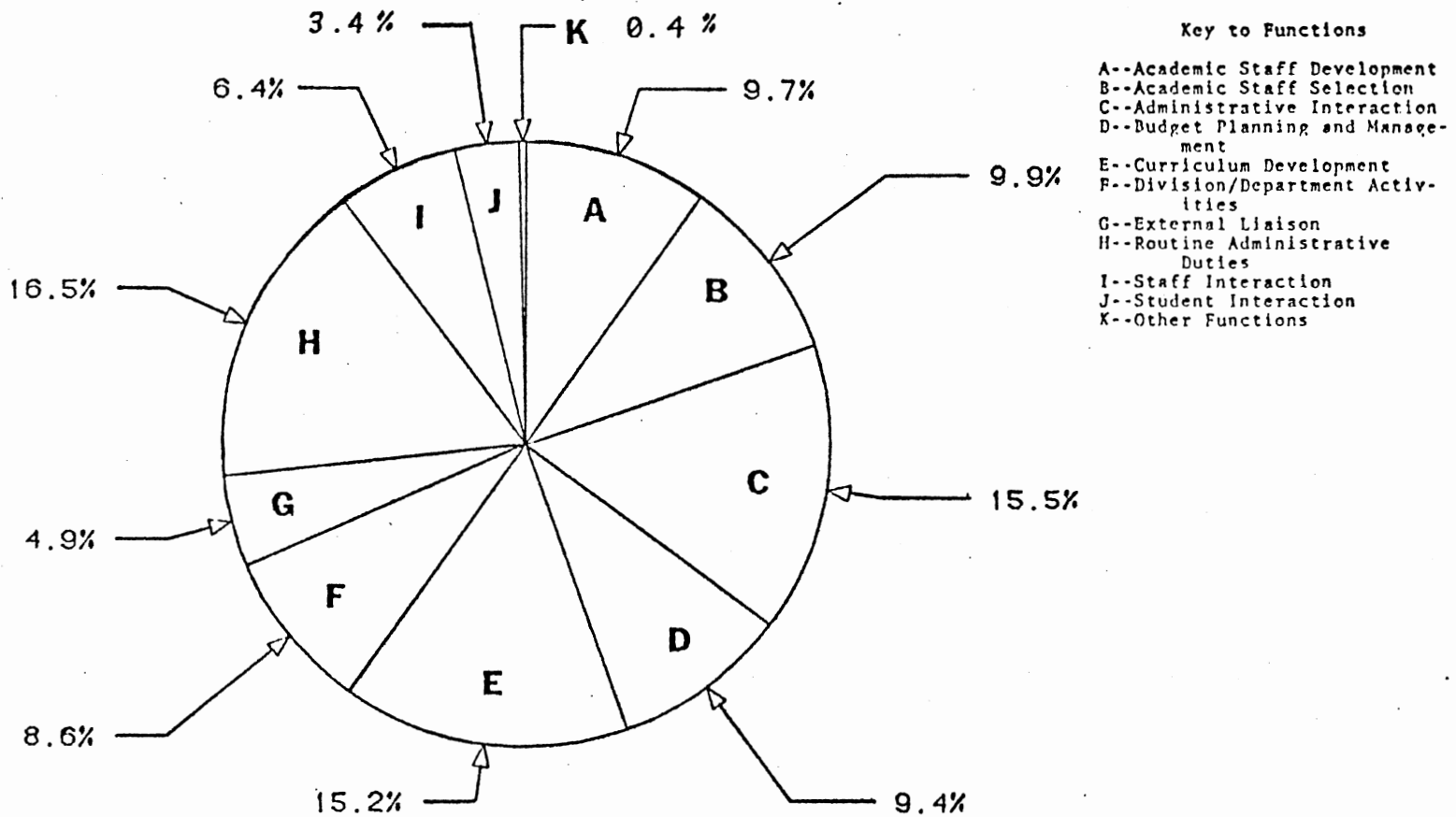


Figure 4. Actual Proportion of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by the Role Incumbents

(15.5 percent), and curriculum development (15.2 percent). The functions perceived by the role incumbents as receiving less than the average portion of role performance were academic staff selection (9.9 percent), academic staff development (9.7 percent), budget planning and management (9.4 percent), division/department activities (8.6 percent), staff interaction (6.4 percent), external liaison (4.9 percent), and student interaction (3.4 percent). Functions other than those listed were perceived as receiving 0.4 percent of the role performance.

The chief academic officers' perceptions of their preferred frequency of involvement in all functions is illustrated in Figure 5. Overall, they indicated a preference for involvement in 76 percent of all activities in all functions. In other words, they preferred not to be involved in 24 percent of the institutional activities in the listed functions. The average of their responses for all functions was 7.6 percent. In the area of preferred frequency, the role incumbents' responses resulted in averages which exceeded the overall mean in the functions of academic staff selection (9.2 percent), curriculum development (8.7 percent), administrative interaction (8.6 percent), academic staff development (8.5 percent), and budget planning and management (8.2 percent). The functions in which the chief academic officers' average response indicated they preferred a frequency of participation lower than the overall mean of 7.6 were staff interaction (7.2 percent), routine administrative duties (7.0 percent), division/department activities (6.9 percent), external liaison (6.5 percent), and student interaction (5.2 percent).

As illustrated in Figure 6, the chief academic officers indicated an overall preference of 77.3 percent for intensity of involvement in all functions, leaving an average of 22.7 percent of the possible



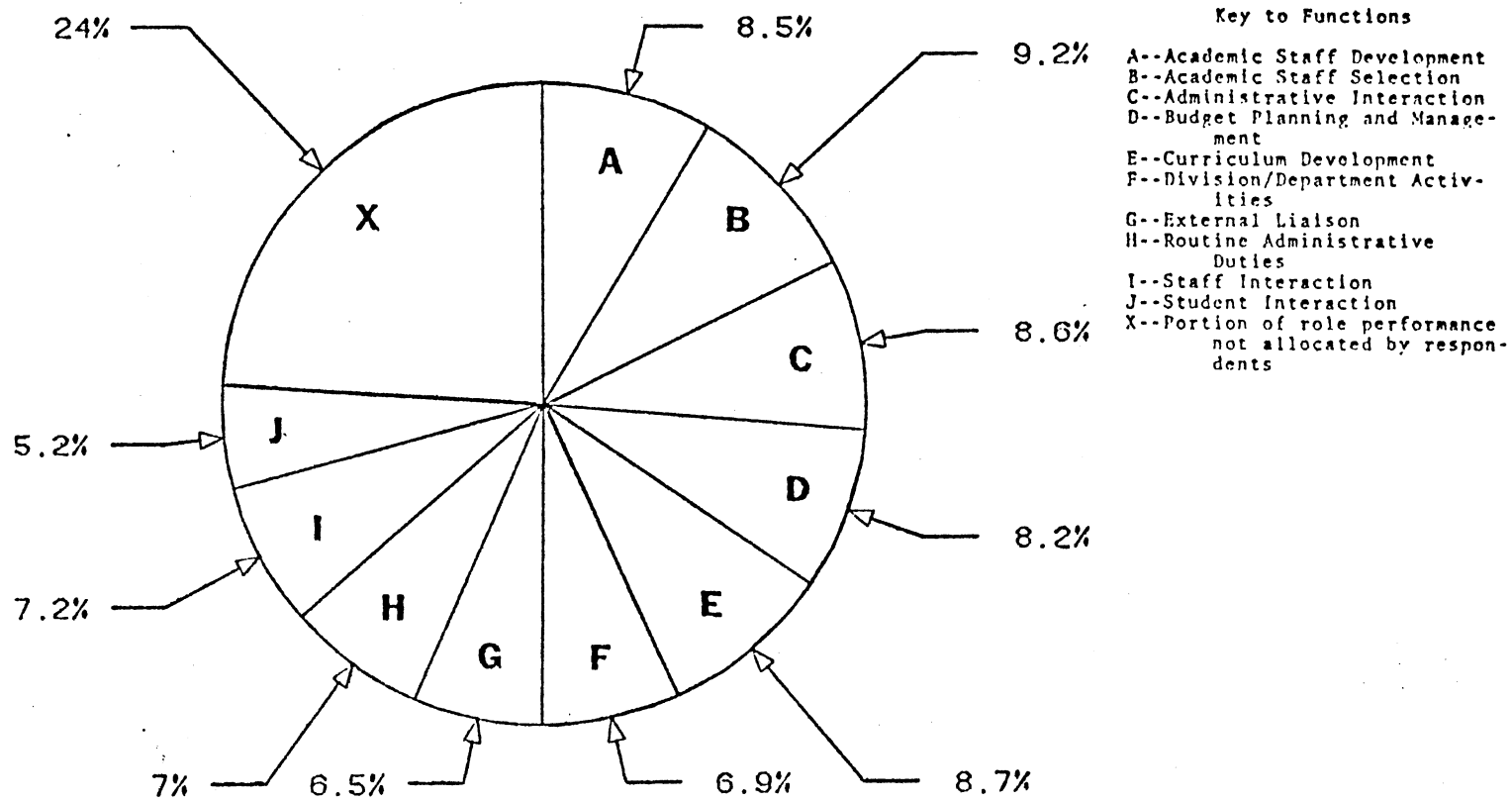


Figure 5. Preferred Frequency of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by the Role Incumbents

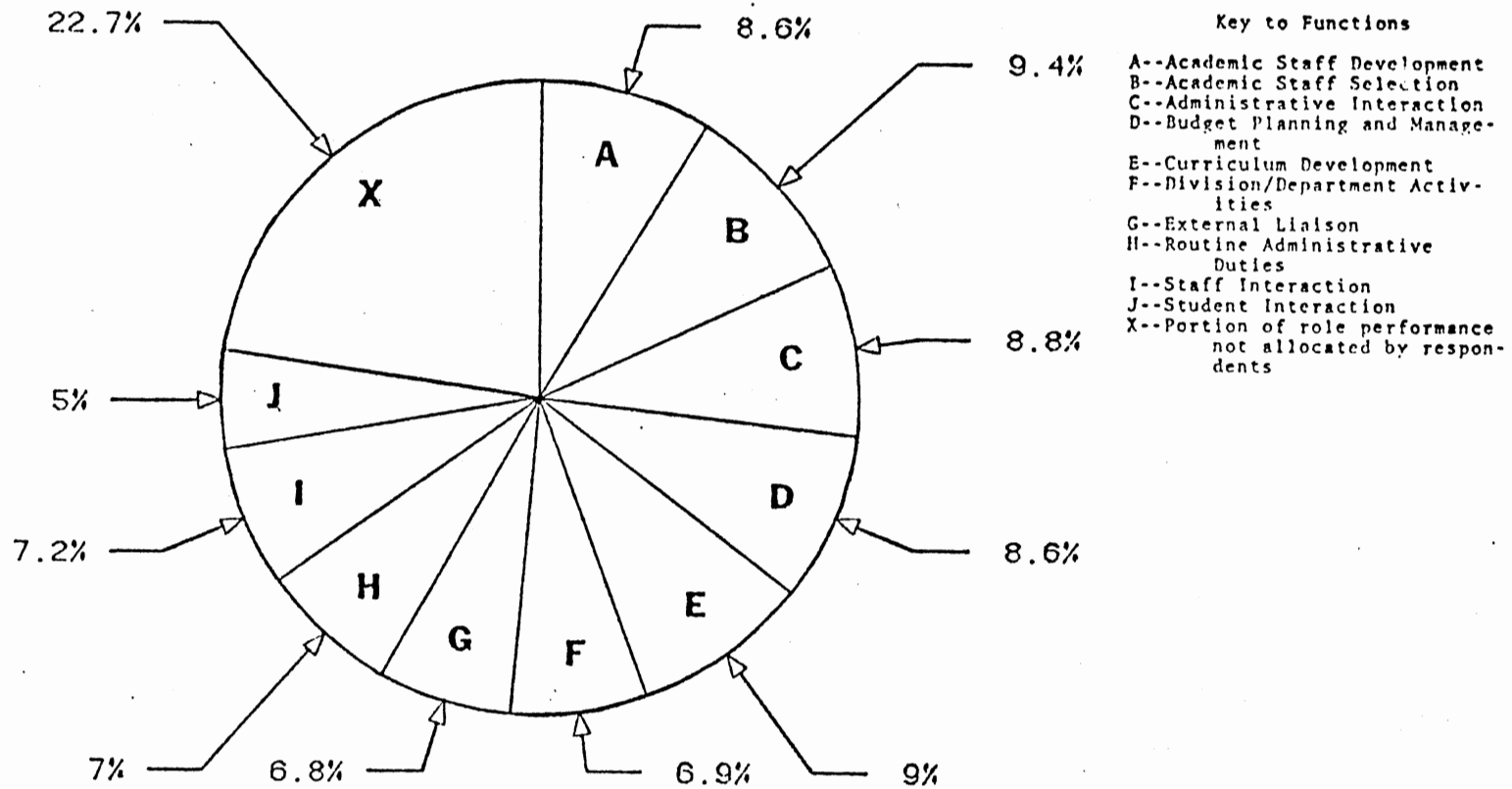


Figure 6. Preferred Intensity of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by the Role Incumbents

intensity unused. The average intensity preferred by role incumbents in the functions was 7.7. The functions in which the chief academic officers preferred intensity higher than the overall mean to be exhibited were academic staff selection (9.4 percent), curriculum development (9.0 percent), administrative interaction (8.8 percent), academic staff development (8.6 percent), and budget planning and management (8.6 percent). The role incumbents indicated a preference for average intensity lower than the overall mean in the functions of staff interaction (7.2 percent), routine administrative duties (7.0 percent), division/department activities (6.9 percent), external liaison (6.8 percent), and student interaction (5.0 percent).

The chief academic officers' perceptions of their preferred proportion of role allocation are illustrated in Figure 7. The role incumbents would prefer a portion of role performance larger than the average allocation of 10.0 percent to be given to the functions of curriculum development (16.4 percent), administrative interaction (14.4 percent), academic staff development (11.4 percent), budget planning and management (10.9 percent), academic staff selection (10.6 percent), and routine administrative duties (10.6 percent). The functions in which the chief academic officers would prefer the proportion to be less than the average were division/department activities (8.3 percent), staff interaction (7.3 percent), external liaison (5.5 percent), and student interaction (4.5 percent). The officers also indicated they preferred to see an average of 0.2 percent of their role performance allocated to functions other than those listed.

Superordinates' Perceptions. The superordinates of the chief

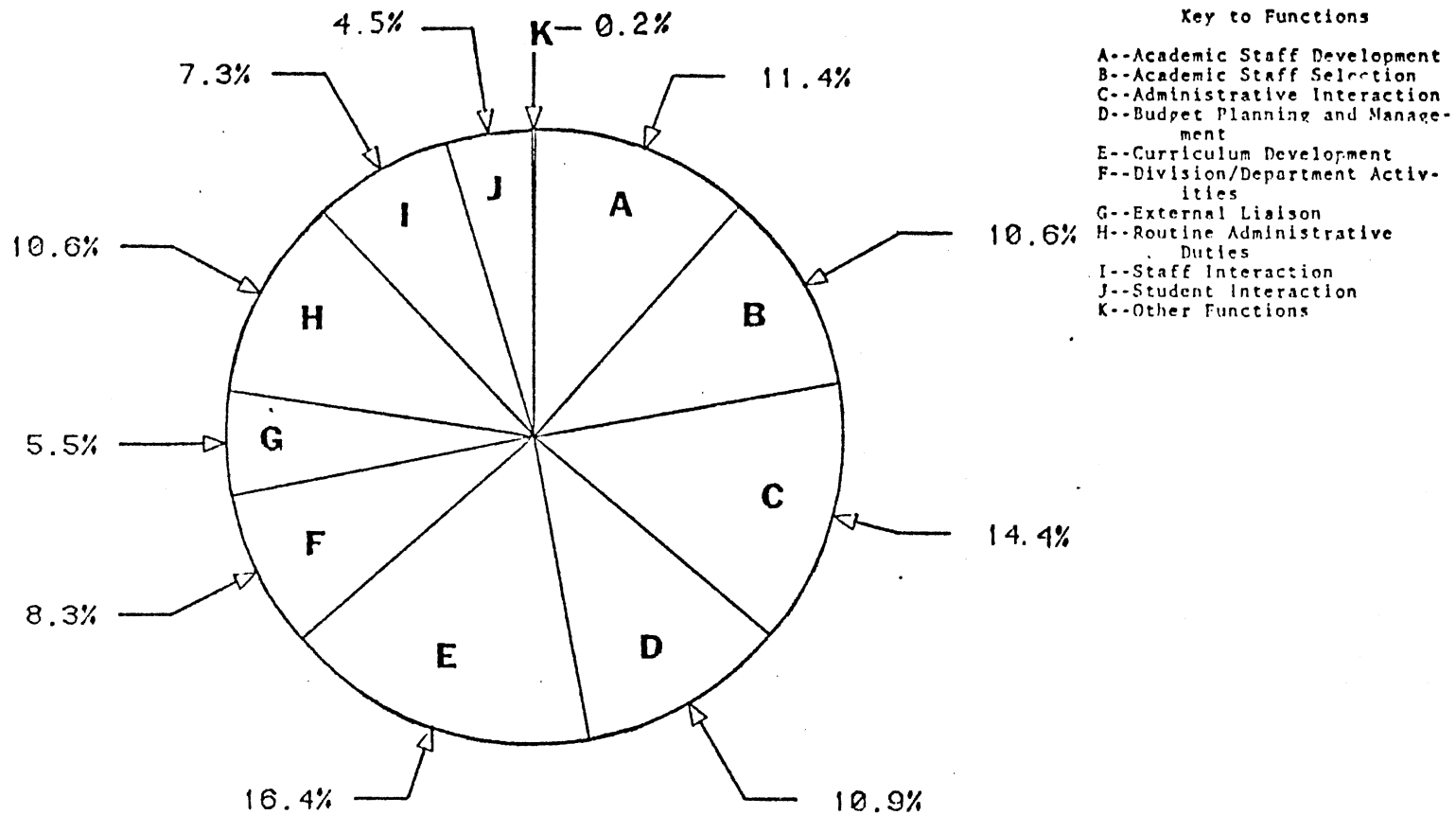


Figure 7. Preferred Proportion of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by the Role Incumbents

academic officers perceived that the officers' frequency of participation averaged 66.1 percent in all activities in all functions, with 33.9 percent of the activities in the functions not receiving attention from the role incumbents, as illustrated in Figure 8. The superordinates perceived six functions to have an average frequency of participation equalling or exceeding the overall mean of 6.6 percent. Those functions were academic staff selection (8.1 percent), administrative interaction (7.8 percent), curriculum development (7.6 percent), academic staff development (7.3 percent), division/department activities (7.3 percent), and routine administrative duties (6.6 percent). The functions in which the superordinates perceived that the role incumbents participated less than the overall mean were staff interaction (6.4 percent), budget planning and management (6.1 percent), external liaison (4.6 percent), and student interaction (4.3 percent).

As illustrated in Figure 9, the superordinates perceived the role incumbents to exhibit 66.4 percent of the intensity possible in all functions, leaving 33.6 percent of the intensity not expanded. Functions in which the superordinates perceived the chief academic officers to be exhibiting an average intensity higher than the overall mean of 6.6 percent were curriculum development (7.9 percent), academic staff selection (7.8 percent), administrative interaction (7.6 percent), academic staff development (7.0 percent), routine administrative duties (6.8 percent), division/department activities (6.8 percent), and budget planning and management (6.7 percent). The three functions which the superordinates perceived to have averages below the overall mean were staff interaction (6.4 percent), external liaison (5.4 percent), and student interaction (4.0 percent).

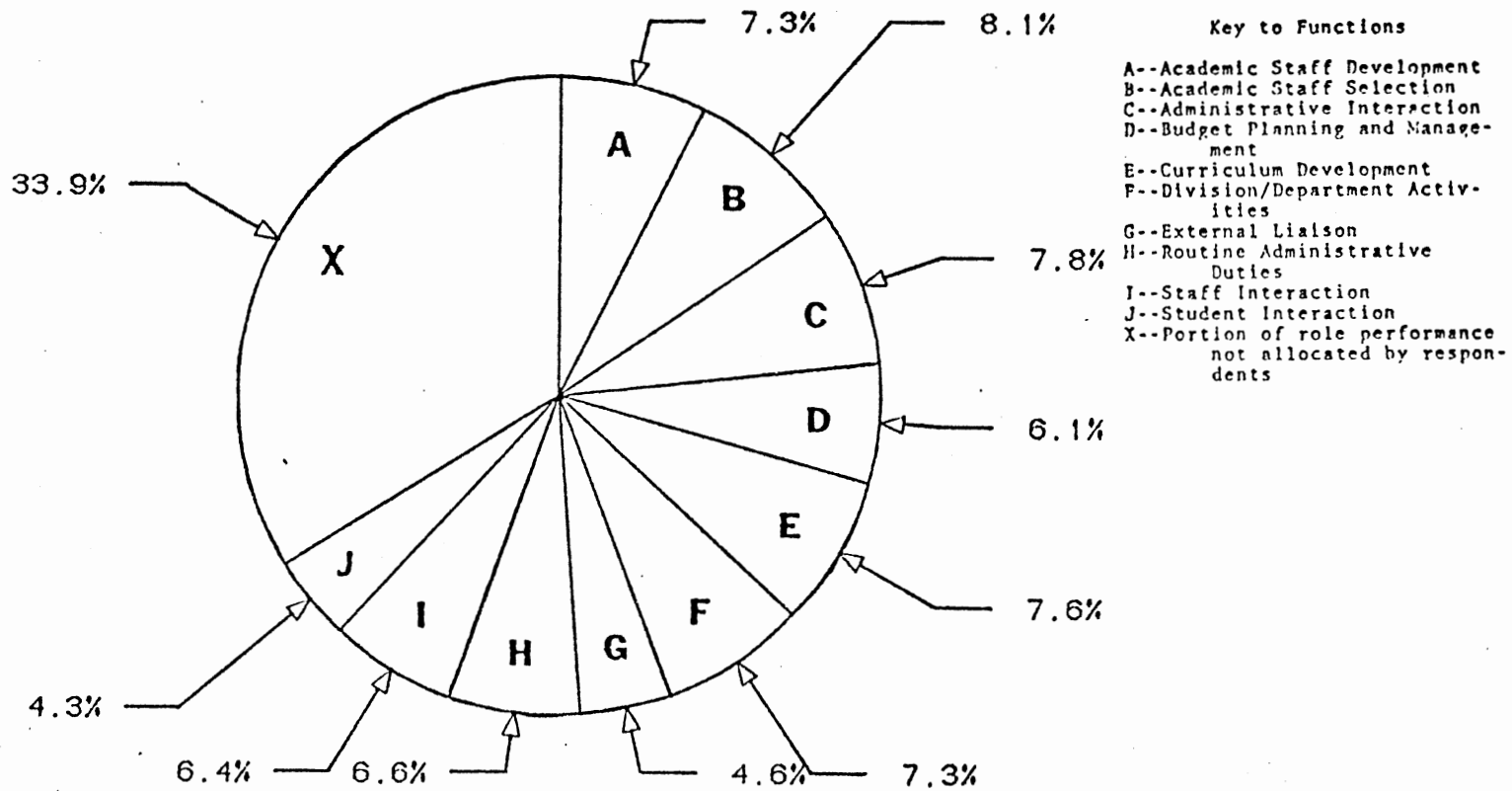


Figure 8. Actual Frequency of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by Their Superordinates

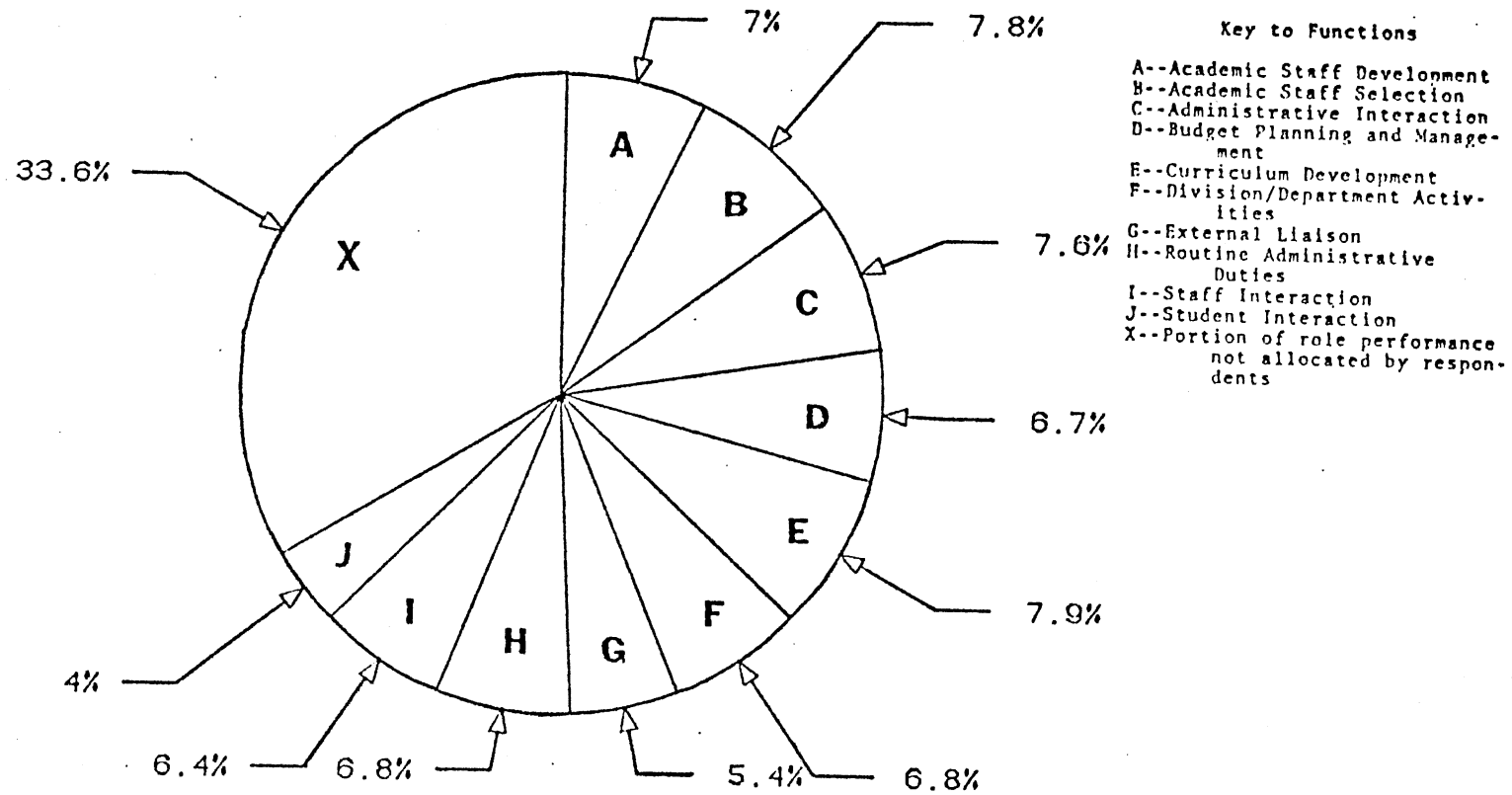


Figure 9. Actual Intensity of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by Their Superordinates

The superordinates' responses, as illustrated in Figure 10, indicated they perceived the chief academic officers to be allocating portions of role performance exceeding the overall mean of 10.0 percent to six functions--i.e., routine administrative duties (13.9 percent), curriculum development (13.2 percent), administrative interaction (12.0 percent), academic staff development (10.9 percent), budget planning and management (10.3 percent), and division/department activities (10.3 percent). The superordinates perceived the officers to be allocating portions of role performance less than the overall mean to the functions of academic staff selection (8.8 percent), staff interaction (8.5 percent), external liaison (5.9 percent), and student interaction (5.4 percent). The superordinates also perceived the role incumbents to be giving 0.8 percent of their role performance to functions other than those listed.

The frequency with which the superordinates preferred the chief academic officers to perform their role totaled 68.1 percent participation in all functions, as illustrated in Figure 11. In other words, the superordinates preferred that the officers not participate in 31.9 percent of the institutional activities in the functions used to define the role. From the superordinates' viewpoint, the functions in which chief academic officers should participate at a frequency exceeding the overall mean of 6.8 were academic staff development (8.3 percent), academic staff selection (8.2 percent), curriculum development (8.1 percent), administrative interaction (7.5 percent), and division/department activities (7.4 percent). Those functions in which the superordinates preferred the officers to participate at a frequency less than the overall mean were budget planning and management (6.7 percent), staff interaction (6.3 percent), routine administrative duties (5.9 percent), external liaison



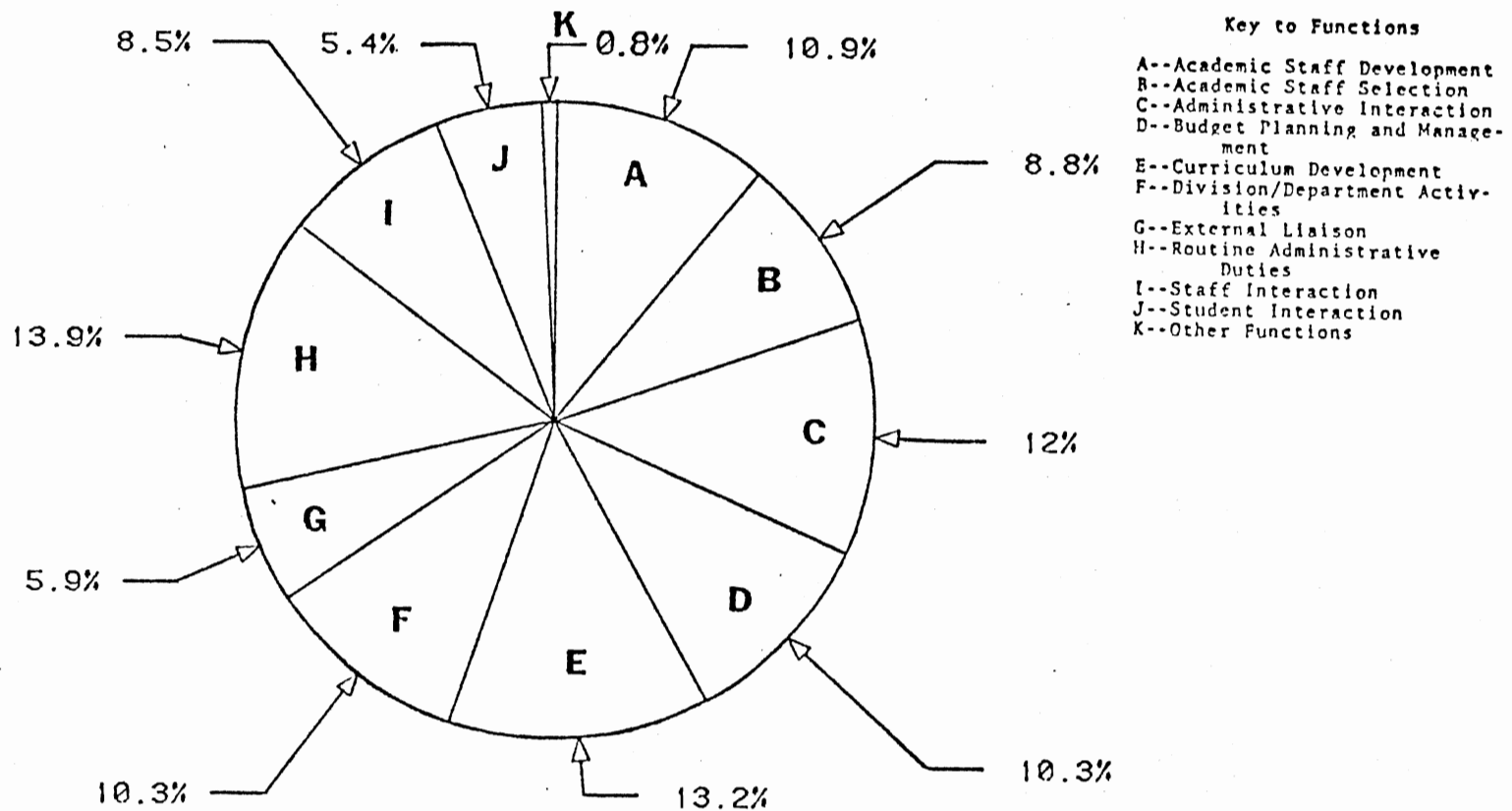


Figure 10. Actual Proportion of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by Their Superordinates

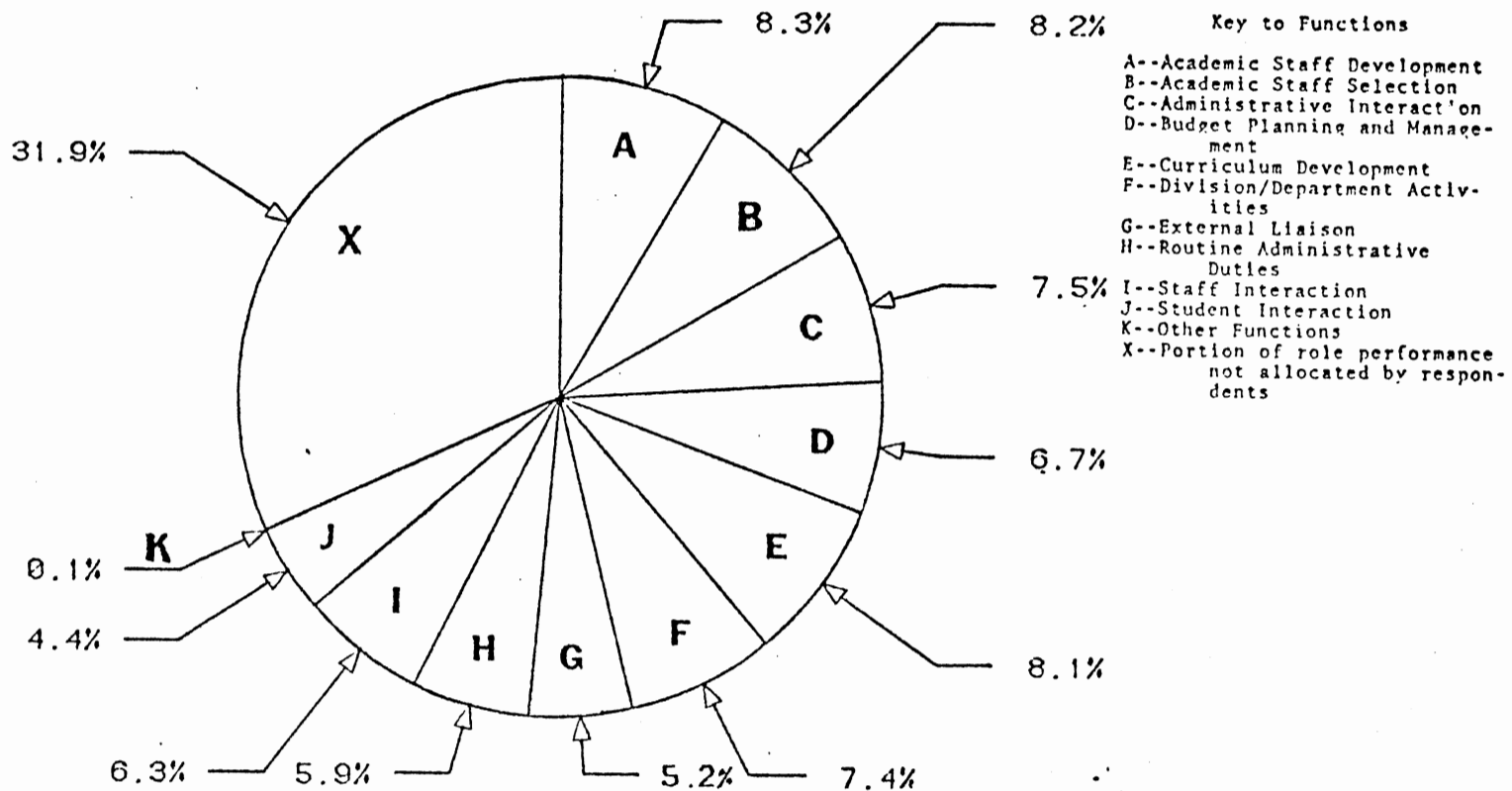


Figure 11. Preferred Frequency of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by Their Superordinates

(5.2 percent), and student interaction (4.4 percent). The superordinates also indicated a preference for 0.1 percent frequency of participation in functions other than those listed.

As illustrated in Figure 12, the superordinates preferred the chief academic officers to be involved in all functions at a level of 72.8 percent of the intensity possible. On the other hand, the superordinates preferred that the officers not use 27.2 percent of the maximum intensity. The overall mean of 7.3 in the superordinates' perceptions of preferred intensity was exceeded by the individual averages of curriculum development (8.6 percent), academic staff development (8.4 percent), academic staff selection (8.2 percent), administrative interaction (7.9 percent), and division/department activities (7.6 percent). The superordinates preferred chief academic officers to exhibit levels of intensity lower than the overall mean in budget planning and management (7.2 percent), staff interaction (7.2 percent), routine administrative duties (6.6 percent), external liaison (6.1 percent), and student interaction (5.0 percent).

In the proportion dimension, the superordinates, as illustrated in Figure 13, preferred chief academic officers to allocate portions of role performance exceeding the overall mean of 10.0 percent to only three functions--i.e., academic staff development (15.1 percent), curriculum development (15.1 percent), and administrative interaction (11.3 percent). The superordinates preferred chief academic officers to allocate average portions of role which were less than the overall mean to the functions of academic staff selection (9.9 percent), routine administrative duties (9.5 percent), budget planning and management (9.4 percent), division/department activities (9.1 percent), staff interaction (8.9 percent),

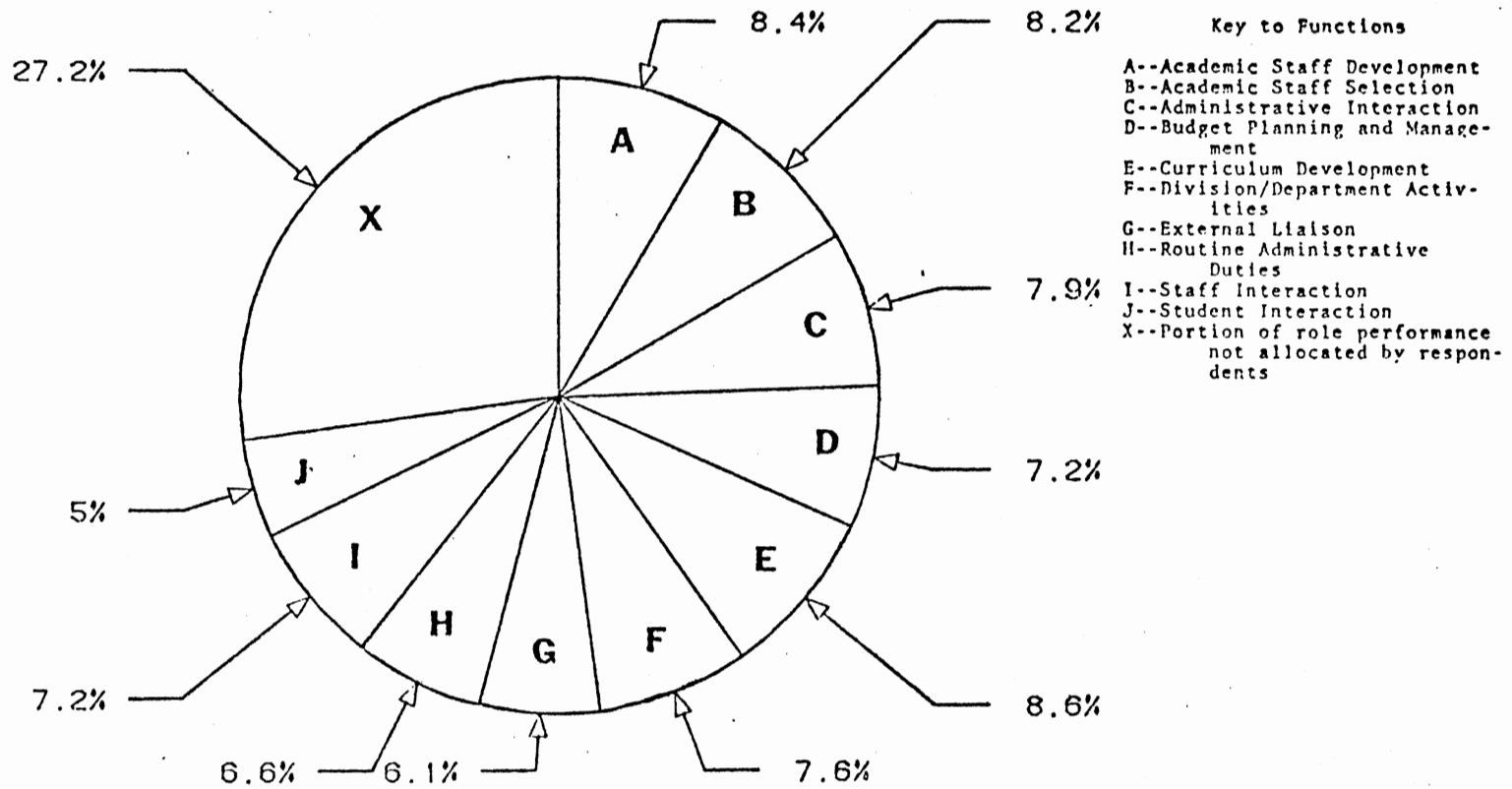


Figure 12. Preferred Intensity of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by Their Superordinates

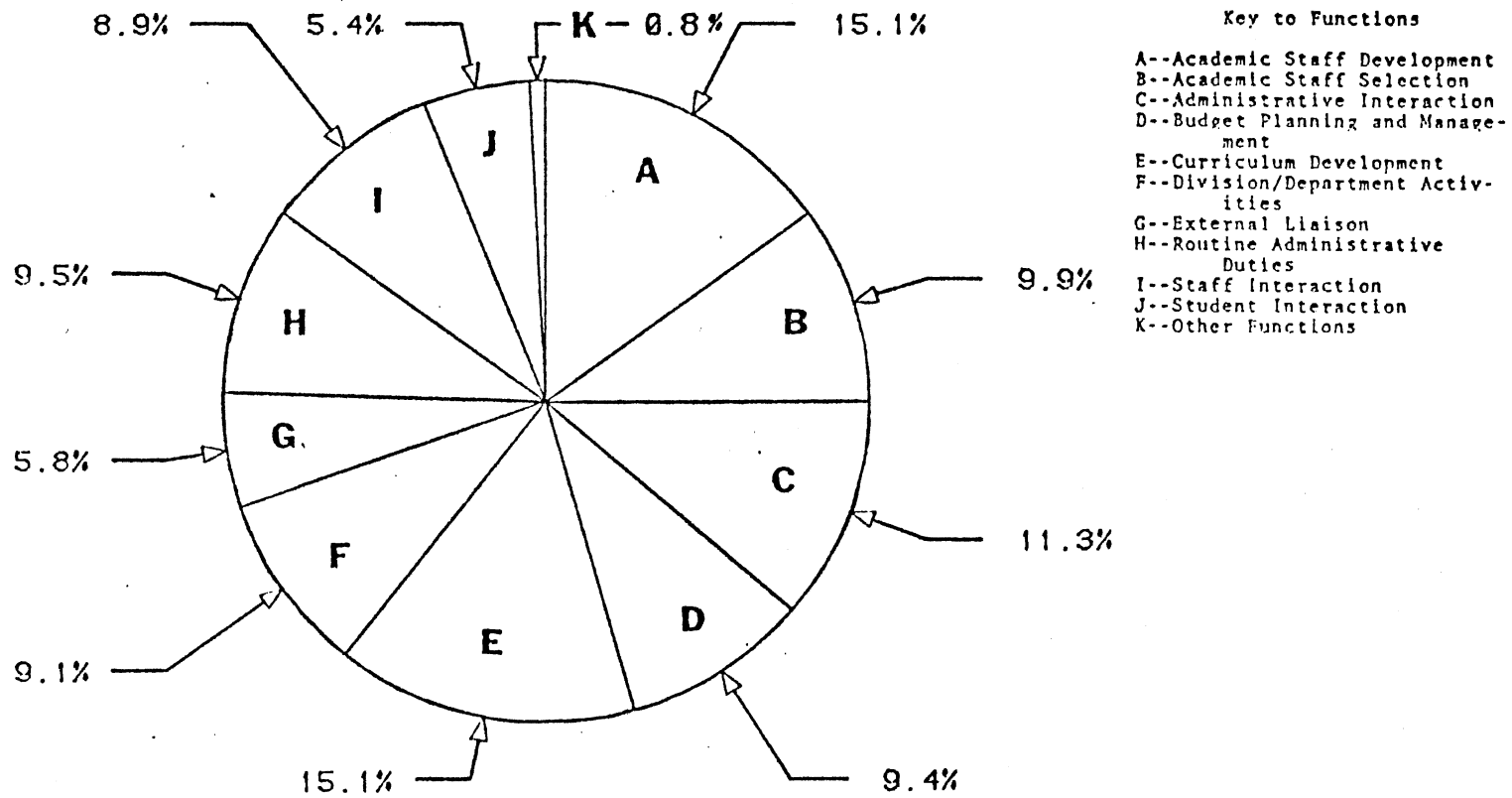


Figure 13. Preferred Proportion of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by Their Superordinates

external liaison (5.8 percent), and student interaction (5.4 percent). The superordinates also indicated a preference for an average of 0.8 percent of the officers' role to be devoted to other functions.

Subordinates' Perceptions. As can be seen in Figure 14, the subordinates' responses indicated they perceived the chief academic officers as participating in 67.0 percent of all the activities in the listed functions, with 33.0 percent of those activities not receiving the attention of the role incumbents. The subordinates perceived that the officers participated in six functions at a frequency equal to or higher than the overall mean of 6.7 for all functions. Those functions included academic staff selection (7.9 percent), administrative interaction (7.8 percent), routine administrative duties (7.4 percent), curriculum development (7.1 percent), budget planning and management (7.0 percent), and academic staff development (6.7 percent). The four functions in which the subordinates perceived the officers' frequency of participation to be lower than the mean were external liaison (6.3 percent), division/department activities (6.2 percent), staff interaction (5.9 percent), and student interaction (4.5 percent). The subordinates also perceived the role incumbents to participate in other functions at a frequency of 0.2 percent.

In their perceptions of actual intensity, as illustrated in Figure 15, the subordinates perceived the chief academic officers to be involved in all functions at an average level of intensity of 66.5 percent, which left 33.5 percent of the possible intensity unused. In the subordinates' perceptions, the officers exceeded the overall mean of 6.7 in the functions of academic staff selection (7.7 percent), administrative interaction (7.7 percent), routine administrative duties (7.3 percent),

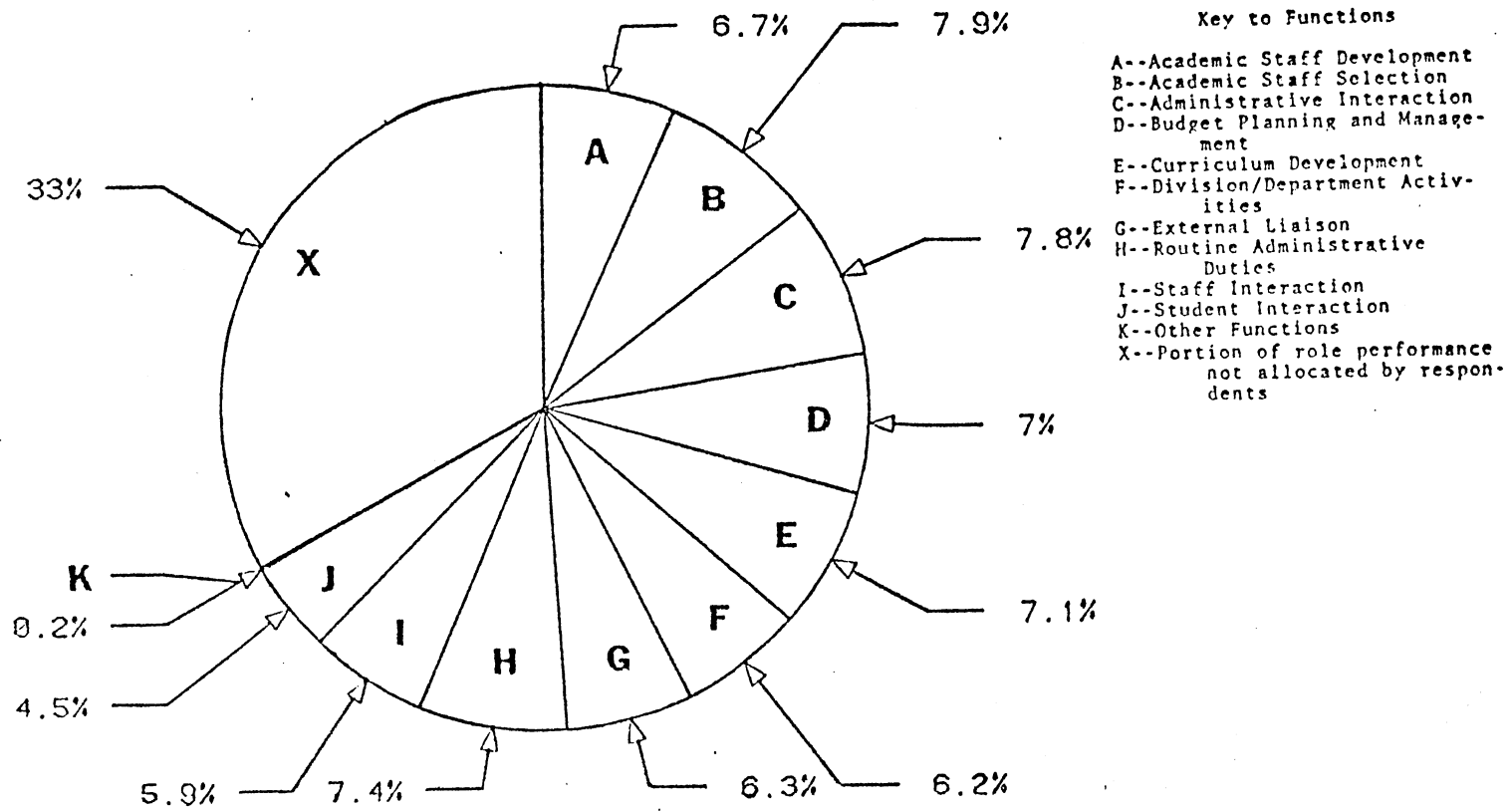


Figure 14. Actual Frequency of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by Their Subordinates

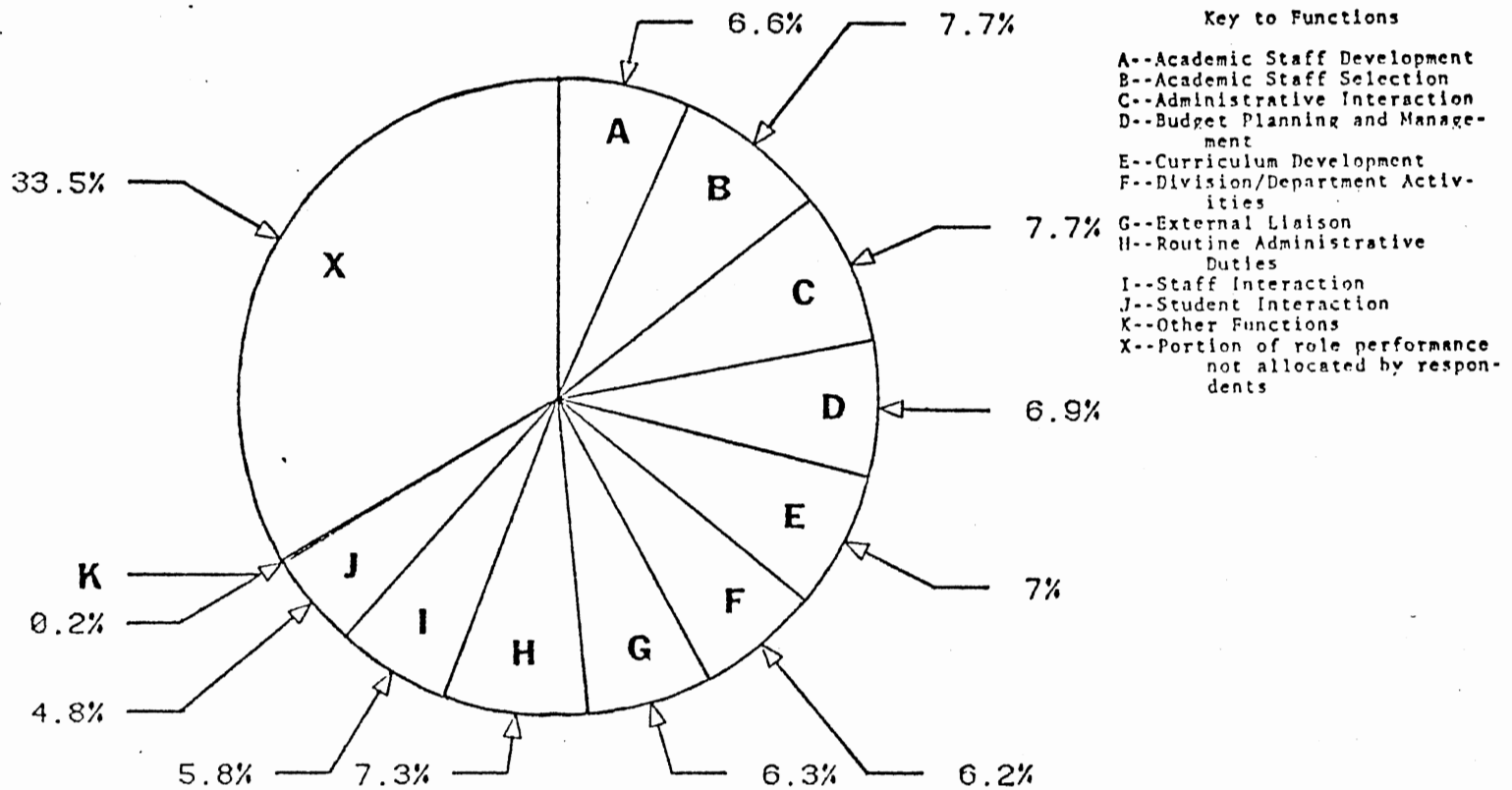


Figure 15. Actual Intensity of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by Their Subordinates



curriculum development (7.0 percent), and budget planning and management (6.9 percent). The functions in which the subordinates perceived the officers to exhibit average intensity levels below the overall mean were academic staff development (6.6 percent), external liaison (6.3 percent), division/department activities (6.2 percent), staff interaction (5.8 percent), and student interaction (4.8 percent). The subordinates' perception of the intensity exhibited in functions other than those listed was 0.2 percent.

In the dimension of proportion, as illustrated in Figure 16, the subordinates perceived that the chief academic officers actually allocated portions of the role exceeding the overall mean of 10.0 percent to administrative interaction (16.0 percent), routine administrative duties (15.3 percent), curriculum development (11.1 percent), and budget planning and management (10.1 percent). The functions which the subordinates perceived were allocated portions of role smaller than the overall mean were academic staff selection (9.6 percent), academic staff development (9.1 percent), division/department activities (8.2 percent), external liaison (7.9 percent), staff interaction (6.8 percent), and student interaction (5.1 percent). The portion of role which the officers gave to functions other than the listed ones was perceived by the subordinates to be 0.9 percent.

As can be seen by examining Figure 17, the subordinates indicated that they preferred for the chief academic officers to participate in 73.8 percent of all activities in all functions, with 26.2 percent of those activities not receiving the officers' attention. The functions in which the subordinates perceived that chief academic officers should participate more frequently than the overall mean of 7.4 were

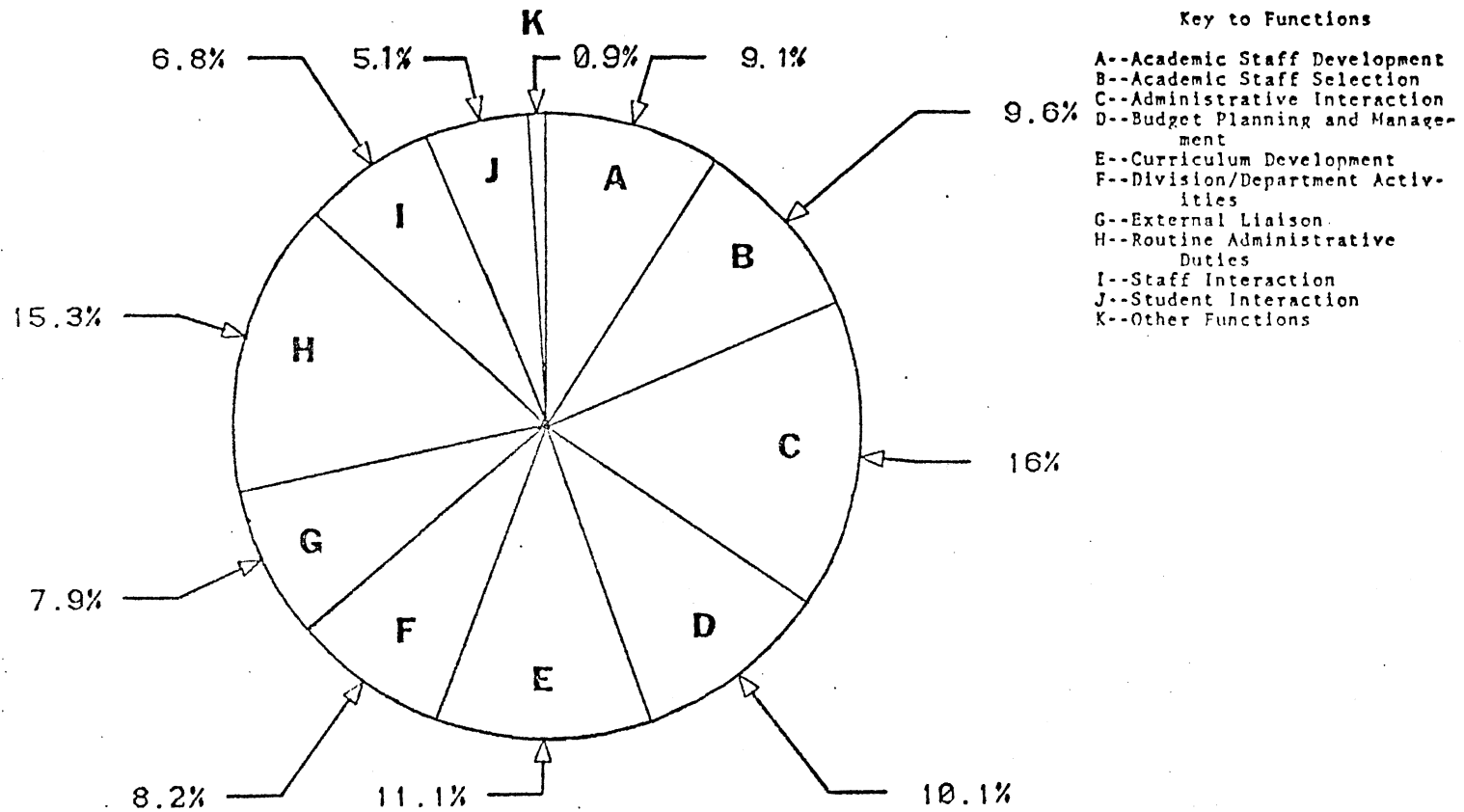


Figure 16. Actual Proportion of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by Their Subordinates

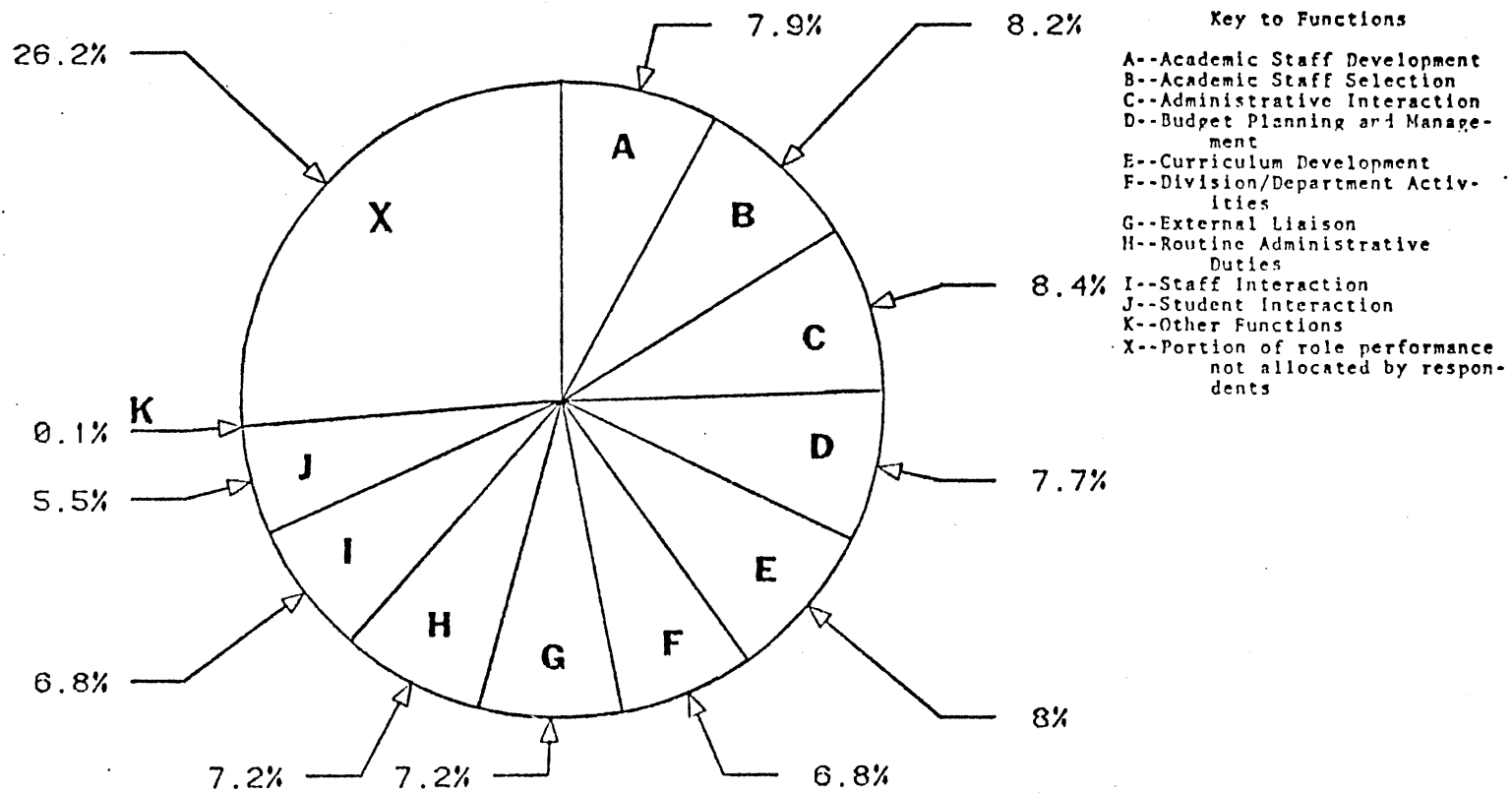


Figure 17. Preferred Frequency of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by Their Subordinates

administrative interaction (8.4 percent), academic staff selection (8.2 percent), curriculum development (8.0 percent), academic staff development (7.9 percent), and budget planning and management (7.7 percent). The functions in which the subordinates preferred the officers' frequency of participation to be less than the overall mean were external liaison (7.2 percent), routine administrative duties (7.2 percent), division/department activities (6.8 percent), staff interaction (6.8 percent), and student interaction (5.5 percent). They preferred the officers' participation in other functions to be 0.1 percent.

In the dimension of intensity, as illustrated in Figure 18, the subordinates' responses indicated they preferred the chief academic officers to exhibit an overall level of intensity of 72.9 percent in all functions. In other words they preferred that the officers not expend 27.1 percent of the maximum intensity possible in all functions. The functions in which the subordinates preferred the chief academic officers to exhibit average intensity levels exceeding the mean of 7.3 were administrative interaction (8.1 percent), academic staff development (8.0 percent), academic staff selection (8.0 percent), curriculum development (7.9 percent), and budget planning and management (7.4 percent). The functions in which the subordinates preferred average intensity levels lower than the overall mean to be shown by the chief academic officers included external liaison (7.2 percent), routine administrative duties (7.1 percent), division/department activities (6.7 percent), staff interaction (6.7 percent), and student interaction (5.5 percent). The subordinates also preferred the chief academic officers to exhibit 0.3 percent intensity in functions other than those listed.

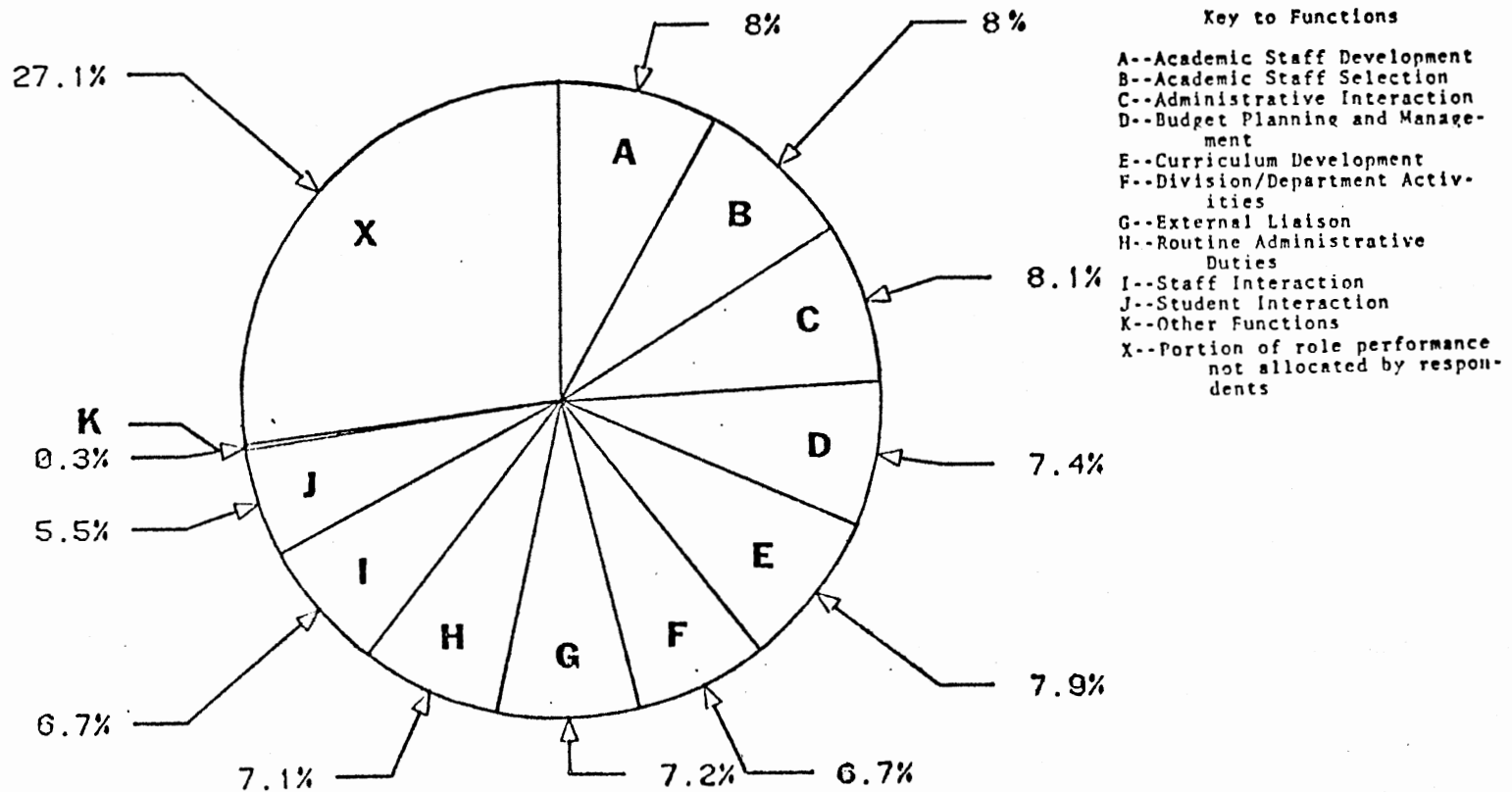


Figure 18. Preferred Intensity of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by Their Subordinates

In their preferences for portions of role allocated by chief academic officers to the functions, the subordinates, as illustrated in Figure 19, had averages exceeding the overall mean of 10.0 percent in the functions of curriculum development (14.3 percent), administrative interaction (13.4 percent), academic staff development (11.8 percent), routine administrative duties (11.3 percent), and budget planning and management (10.5 percent). The functions in which the subordinates preferred the chief academic officers to use portions of role performance smaller than the overall mean were academic staff selection (9.4 percent), division/department activities (8.9 percent), external liaison (8.2 percent), staff interaction (6.8 percent), and student interaction (5.2 percent). The subordinates also indicated they preferred the chief academic officers to allocate 0.4 percent of role performance to functions other than those listed.

#### Academic Staff Development

The function of academic staff development was concerned with activities which related to evaluation and promotion of academic staff. Other activities were not defined specifically because of the evolutionary nature of the function.

Chief Academic Officers' Perceptions. As can be seen by reviewing Table III, chief academic officers perceived their actual participation in academic staff development to be 85 percent in all institutional activities in the function. Considered in relation to actual frequency in all listed functions, academic staff development was perceived as second in priority by the role incumbents. In their perception of

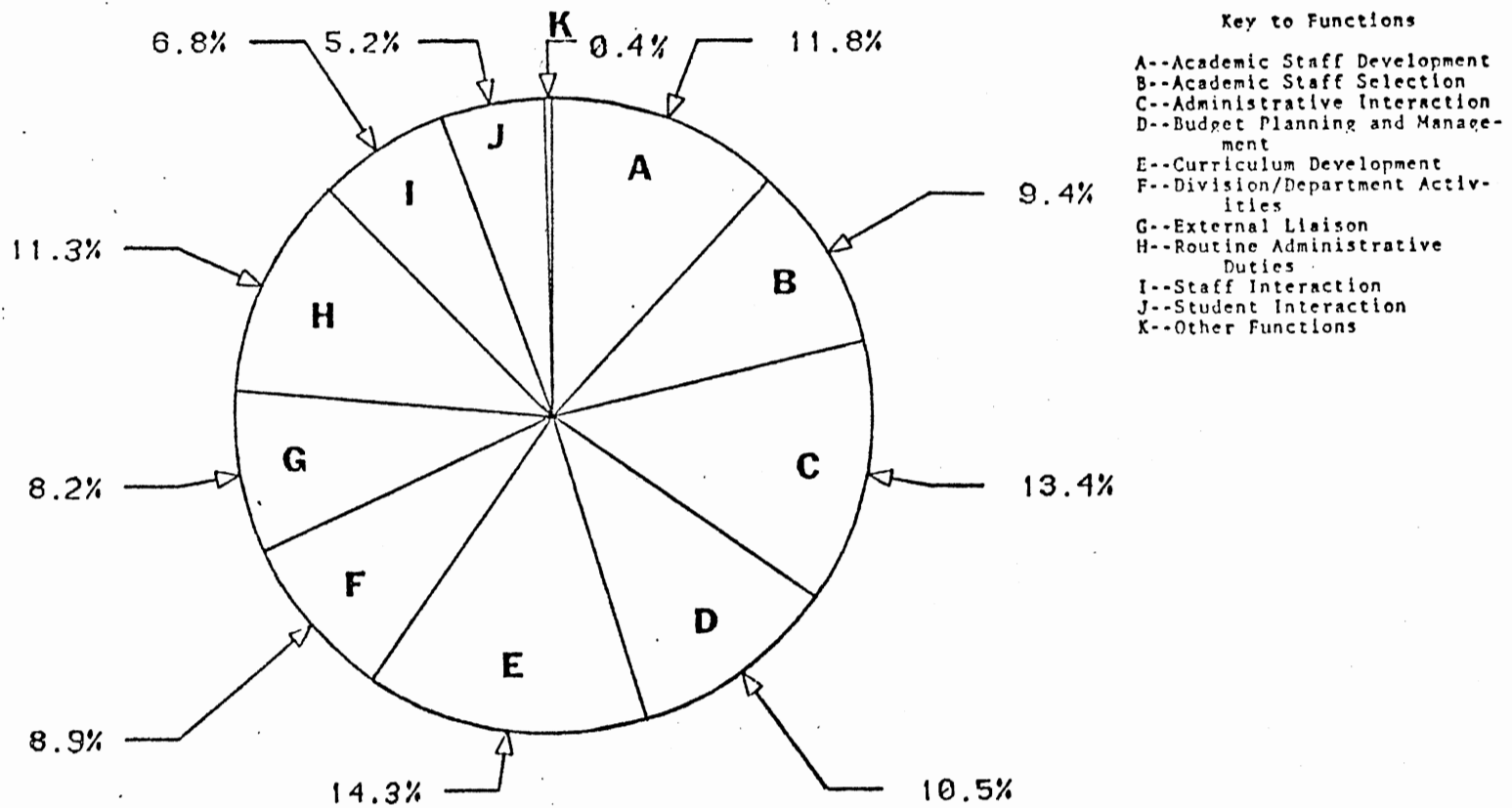


Figure 19. Proportion of Chief Academic Officers' Involvement in Selected Functions of the Role as Perceived by Their Subordinates

preferred frequency of participation, the chief academic officers again indicated 85 percent; however, they preferred to increase frequency in other functions sufficiently to make academic staff development fourth in priority.

The chief academic officers perceived an actual intensity of 84 percent in academic staff development activities, which gave the function fourth place among all the functions in their perception of effort expended. The officers' mean for preferred intensity in this function increased by only two percentage points, leaving academic staff development in a tie for fourth in priority among the functions.

TABLE III  
CHIEF ACADEMIC OFFICERS' PERCEPTIONS OF THEIR  
ROLE PERFORMANCE IN ACADEMIC STAFF  
DEVELOPMENT

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 8.5                | 85      | 2    | 8.5                   | 85      | 4    |
| Intensity  | 8.4                | 84      | 4    | 8.6                   | 86      | 4.5  |
| Proportion | 9.7                | 9.7     | 5    | 11.4                  | 11.4    | 3    |

The chief academic officers' mean perception of actual performance in proportion of role allocated to academic staff development was 9.7 percent, which made it fifth in proportion among all functions. The mean portion allotted to the function in the role incumbents' perceptions



of preferred proportion was 11.4 percent, which was the third highest amount allocated by the officers to a function in preferred proportion.

Superordinates' Perceptions. As can be seen in Table IV, the superordinates of the role incumbents perceived actual role performance in academic staff development to be lower than the role was perceived by the incumbents, giving it a mean participation rate of 73 percent frequency which placed it in a tie for fourth in priority. In preferred performance, the mean participation rate from the superordinates' perspective was increased to 83 percent, making it the highest of all functions in their preference for frequency of participation.

TABLE IV  
SUPERORDINATES' PERCEPTIONS OF ROLE INCUMBENTS'  
PERFORMANCE IN ACADEMIC STAFF DEVELOPMENT

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rate | Mean                  | Percent | Rank |
| Frequency  | 7.3                | 73      | 4.5  | 8.3                   | 83      | 1    |
| Intensity  | 7.0                | 70      | 4    | 8.4                   | 84      | 2    |
| Proportion | 10.9               | 10.9    | 4    | 15.1                  | 15.1    | 1.5  |

In actual intensity of the chief academic officers' involvement, the superordinates perceived 70 percent of possible effort expended in academic staff development, which gave this function a fourth place priority. The superordinates preferred the role incumbents to devote

84 percent intensity to the function of academic staff development, making the function second highest in preferred intensity from the superordinates' perspective.

An allocation of 10.9 percent of actual role performance was perceived by the superordinates as the portion of the role which chief academic officers gave to academic staff development. From the superordinates' perspective, three other functions received higher proportions of the total chief academic officers' role. The superordinates preferred the allocation to be 15.1 percent, which would cause the function to be tied for first place in priority in preferred proportion.

Subordinates' Perceptions. The subordinates' responses concerning the chief academic officers' role performance, as shown in Table V, indicated a perception of 67 percent frequency of participation in activities in academic staff development, giving the function a sixth place ranking among all functions. The subordinates preferred a participation rate of 79 percent which placed the function fourth in their perception of preferred frequency for all the functions.

TABLE V

SUBORDINATES' PERCEPTIONS OF ROLE INCUMBENTS'  
PERFORMANCE IN ACADEMIC STAFF DEVELOPMENT

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 6.7                | 67      | 6    | 7.9                   | 79      | 4    |
| Intensity  | 6.6                | 66      | 6    | 8.0                   | 80      | 2.5  |
| Proportion | 9.1                | 9.1     | 6    | 11.8                  | 11.8    | 3    |

The subordinates perceived the chief academic officers to exhibit 66 percent intensity of involvement in academic staff development activities, again giving the function a sixth place priority. An 80 percent intensity level was preferred by the subordinates, which placed the function in a tie for second place in their perception.

The role incumbents were perceived by their subordinates as devoting 9.1 percent of role performance to academic staff development, again placing it in sixth place among the functions. The subordinates' responses indicated they would prefer the allocation to be 11.8 percent, a portion which would make the function third in priority.

#### Academic Staff Selection

The function of academic staff selection, which includes such activities as recruiting, selecting and supervising the hiring process for academic staff, was given high priority by all three types of respondents in several of the dimensions.

Chief Academic Officers' Perceptions. As shown in Table VI, the chief academic officers perceived high actual performance in the function of academic staff selection. They perceived themselves as actually participating in 90 percent of the activities in the function, making the function the highest in their perception of actual frequency of involvement. Ideally, they preferred to be involved at a slightly higher participation rate--i.e., 92 percent, which would again rank academic staff selection first in their preference for frequency.

In intensity, the role incumbents perceived that they exerted 92 percent of the possible effort in academic staff selection, making it their highest function in that dimension. They preferred to increase

the intensity only slightly, to 94 percent, maintaining, however, the first place ranking for the function.

TABLE VI  
CHIEF ACADEMIC OFFICERS' PERCEPTIONS OF THEIR  
ROLE PERFORMANCE IN ACADEMIC STAFF  
SELECTION

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 9.0                | 90      | 1    | 9.2                   | 92      | 1    |
| Intensity  | 9.2                | 92      | 1    | 9.4                   | 94      | 1    |
| Proportion | 9.9                | 9.9     | 4    | 10.6                  | 10.6    | 5.5  |

The chief academic officers perceived a 9.9 percent allocation of role performance to the activities of academic staff selection, making it fourth highest among the functions. They preferred an allocation of 10.6 percent of total role performance for the function, a proportion which dropped academic staff selection to a tie for fifth position among all the functions.

Superordinates' Perceptions. The superordinates perceived the frequency of chief academic officers' actual participation to be 81 percent, as shown in Table VII, which made academic staff selection the function of highest priority in their perception. Although they preferred to increase frequency of participation slightly, to 82 percent,

that lowered the function to second place in their perception of preferred performance.

TABLE VII  
SUPERORDINATES' PERCEPTIONS OF ROLE INCUMBENTS'  
PERFORMANCE IN ACADEMIC STAFF SELECTION

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 8.1                | 81      | 1    | 8.2                   | 82      | 2    |
| Intensity  | 7.8                | 78      | 2    | 8.2                   | 82      | 3    |
| Proportion | 8.8                | 8.8     | 7    | 9.9                   | 9.9     | 4    |

An intensity of 78 percent was perceived by superordinates as being expended in academic staff selection, making it second in priority from their perspective. An increase of intensity to 82 percent was preferred by the superordinates; however, that preferred rate dropped the function to third place in their priority.

In proportion, the superordinates perceived 8.8 percent of the role as actually being allocated to academic staff selection, giving it a seventh place priority. They preferred, however, to increase to 9.9 percent the proportion of role given by chief academic officers to academic staff selection activities, which raised the function's rank to fourth.

Subordinates' Perceptions. In the function of academic staff selection, as can be seen in Table VIII, the subordinates perceived the chief academic officers' rate of actual participation to be 79 percent. As with the other respondents, the responses of the subordinates indicated academic staff selection to be the highest of the ten functions in actual frequency of participation. Although their responses suggested they preferred the participation to be increased to 82 percent, that preference resulted in the function's being placed second in the subordinates' ranking of functions by frequency of participation.

TABLE VIII

SUBORDINATES' PERCEPTIONS OF ROLE INCUMBENTS'  
PERFORMANCE IN ACADEMIC STAFF SELECTION

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 7.9                | 79      | 1    | 8.2                   | 82      | 2    |
| Intensity  | 7.7                | 77      | 1.5  | 8.0                   | 80      | 2.5  |
| Proportion | 9.6                | 9.6     | 5    | 9.4                   | 9.4     | 6    |

The subordinates perceived the chief academic officers' actual intensity to be 71 percent in academic staff selection activities, which placed the function in a tie for first. Although the subordinates preferred that intensity be increased to 80 percent in the function, academic staff selection received a tie for second place among all

functions in the subordinates' perception of their preference in the intensity dimension. In proportion of role allocated to academic staff selection, the subordinates perceived an actual allocation of 9.6 percent (fifth place), but they would prefer an allocation of 9.4 percent (sixth place).

#### Administrative Interaction

Administrative interaction was defined as including such tasks as policy making, planning, goal setting, institutional studies, and advising and assisting the president.

Chief Academic Officers' Perceptions. In regard to their frequency of participation in the function of administrative interaction, chief academic officers, as shown in Table IX, perceived a rate of involvement of 84 percent, with the function tied for third place in their perception. They preferred a frequency of participation of 86 percent, only slightly higher than their perception of actual performance. The third place position for the function in their preference was only half a position higher than it was for their perception of actual frequency.

In intensity, the role incumbents indicated a perception of 85 percent of possible effort being exhibited in administrative interaction, which placed the function in third position. Their preferred intensity was 88 percent, a sufficient increase over actual intensity to keep the function in third place.

In proportion, the chief academic officers perceived that 15.5 percent of their role performance was allocated to administrative interaction, which made it second in priority among the functions. The role incumbents preferred an allocation of 14.4 percent, which, although

it reduced the proportion, was sufficiently high to keep the function in second place.

TABLE IX  
CHIEF ACADEMIC OFFICERS' PERCEPTIONS OF THEIR  
ROLE PERFORMANCE IN ADMINISTRATIVE  
INTERACTION

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 8.4                | 84      | 3.5  | 8.6                   | 86      | 3    |
| Intensity  | 8.5                | 85      | 3    | 8.8                   | 88      | 3    |
| Proportion | 15.5               | 15.5    | 2    | 14.4                  | 14.4    | 2    |

Superordinates' Perceptions. In administrative interaction, as can be seen in Table X, the superordinates perceived the role incumbents' frequency of participation to 78 percent, which ranked the function second in order among the functions. The preferred frequency indicated by the superordinates was 75 percent, a reduction which placed administrative interaction fourth in their perception of the functions.

The superordinates perceived the role incumbents to be exhibiting 76 percent of the effort possible, making administrative interaction third among all functions in their perception of actual intensity. They preferred the chief academic officers' intensity in the function to be increased to 79 percent; however, they preferred higher intensity in



enough other functions to place administrative interaction in fourth place among all of the ten functions.

TABLE X  
SUPERORDINATES' PERCEPTIONS OF ROLE INCUMBENTS'  
PERFORMANCE IN ADMINISTRATIVE INTERACTION

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 7.8                | 78      | 2    | 7.5                   | 75      | 4    |
| Intensity  | 7.6                | 76      | 3    | 7.9                   | 79      | 4    |
| Proportion | 12.0               | 12.0    | 3    | 11.3                  | 11.3    | 3    |

The superordinates' perception of 12.0 percent of the chief academic officers' role performance actually going to administrative interaction placed the function in third place. While the superordinates preferred to decrease the portion of role allocated to administrative interaction to 11.3 percent, the reduction was insufficient to cause a change in ranking of the function.

Subordinates' Perceptions. The responses of the subordinates, as can be seen by reviewing Table XI, resulted in a perception of 78 percent frequency of involvement by the chief academic officers in administrative interaction. This was the same rate as that perceived by the superordinates. The amount perceived placed the function second

in the subordinates' perception, which was the same position as that given it by the superordinates. The subordinates would, however, prefer to increase the frequency of participation to 84 percent, which made the function the highest of all functions in their perspective.

TABLE XI  
SUBORDINATES' PERCEPTIONS OF ROLE INCUMBENTS'  
PERFORMANCE IN ADMINISTRATIVE INTERACTION

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 7.8                | 78      | 2    | 8.4                   | 84      | 1    |
| Intensity  | 7.7                | 77      | 1.5  | 8.1                   | 81      | 1    |
| Proportion | 16.0               | 16.0    | 1    | 13.4                  | 13.4    | 2    |

A similar response was indicated by the subordinates in the dimension of intensity. They perceived role incumbents as exhibiting 77 percent of possible intensity, placing the function in a tie for first position with academic staff selection. The subordinates' preference for 81 percent intensity in administrative interaction would give the function a clear first place ranking in their priorities.

By contrast, in the proportion dimension, while the subordinates perceived the chief academic officers to be allocating 16.0 percent of role performance to the function, giving it a first place ranking, they

would prefer the allocation to administrative interaction to be 13.4 percent, dropping it to second in priority.

### Budget Planning and Management

Budget planning and management was defined as the function within the chief academic officers' role performance which included such activities as preparing, presenting, and defending the budget, as well as administering financial matters.

Chief Academic Officers' Perceptions. As shown in Table XII, the chief academic officers perceived themselves as participating in 67 percent of the activities in budget planning and management. This rate of participation gave the function eighth place in their perception of actual frequency. They preferred a participation rate of 82 percent, which would raise the function to fifth in priority.

TABLE XII

CHIEF ACADEMIC OFFICERS' PERCEPTIONS OF THEIR  
ROLE PERFORMANCE IN BUDGET PLANNING AND  
MANAGEMENT

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 6.7                | 67      | 8    | 8.2                   | 82      | 5    |
| Intensity  | 7.2                | 72      | 8    | 8.6                   | 86      | 4.5  |
| Proportion | 9.4                | 9.4     | 6    | 10.9                  | 10.9    | 4    |

In intensity, they perceived themselves as exhibiting 72 percent of the intensity possible, which again gave budget planning and management an eighth place ranking. The role incumbents preferred to expend 86 percent of the possible intensity in the function, thus increasing to a tie for fourth position.

The chief academic officers also saw themselves as allocating 9.4 percent of role performance to the function, with a sixth place priority resulting from that proportion. They preferred to allocate 10.9 percent of their role to budget planning and management, which made the function fourth among all functions in preferred proportion.

Superordinates' Perceptions. As can be seen in Table XIII, the superordinates of the role incumbents perceived them as participating in 61 percent of the activities in budget planning and management, which gave the function eighth place in their perception. The superordinates concurred with the chief academic officers in preferring the participation to be increased. Because of the superordinates' overall lower concept of the role, however, the amount of increase would raise the rate of participation to only 67 percent, which was the rate at which the chief academic officers perceived they were already performing. The increase preferred by the superordinates was sufficient to raise budget planning and management to sixth place in their ranking of preferred frequency in all functions.

For budget planning and management, the superordinates perceived 67 percent of the possible intensity as actually being expended, placing the function in seventh place. They preferred 72 percent intensity of involvement, which placed the function in a tie for sixth place. The

superordinates' preferred level of intensity was again the same as the level at which the incumbents perceived themselves to be operating. The superordinates perceived 10.3 percent of the role being allocated to budget planning and management, placing the function in a tie for fifth position. They preferred the function to receive 9.4 percent of the role, giving it sixth place in their perception of preferred proportion.

TABLE XIII

SUPERORDINATES' PERCEPTIONS OF ROLE INCUMBENTS'  
PERFORMANCE IN BUDGET PLANNING AND MANAGEMENT

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 6.1                | 61      | 8    | 6.7                   | 67      | 6    |
| Intensity  | 6.7                | 67      | 7    | 7.2                   | 72      | 6.5  |
| Proportion | 10.3               | 10.3    | 5.5  | 9.4                   | 9.4     | 6    |

Subordinates' Perceptions. As can be seen in Table 14, the subordinates perceived a higher actual frequency of participation rate (70 percent) than that perceived by other respondents. That higher rate also resulted in a higher relative position of fifth for budget planning and management in the subordinates' perception. In preferred frequency, the subordinates maintained a fifth place position for the function, but they preferred the rate of participation to increase to 77 percent.

In intensity, the subordinates perceived a 68 percent involvement which was a fifth place ranking. They would prefer to increase the degree of intensity to 74 percent which would maintain the function in fifth place.

In proportion, the subordinates perceived 10.1 percent of the role being allocated to budget planning and management which placed it fourth in priority. Although they preferred to increase to 10.5 percent the amount of role the chief academic officers allocated to budget planning and management, they increased the proportion of other functions sufficiently to drop budget planning and management to fifth place in their perception of proportion.

TABLE XIV

SUBORDINATES' PERCEPTIONS OF ROLE INCUMBENTS'  
PERFORMANCE IN BUDGET PLANNING AND  
MANAGEMENT

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 7.0                | 70      | 5    | 7.7                   | 77      | 5    |
| Intensity  | 6.9                | 69      | 5    | 7.4                   | 74      | 5    |
| Proportion | 10.1               | 10.1    | 4    | 10.5                  | 10.5    | 5    |

Curriculum Development

The function of curriculum development was expected to include

research, planning, and work on curriculum, as well as evaluation of the instructional program.

Chief Academic Officers' Perceptions. As shown in Table XV, the chief academic officers perceived that they actually participated in 84 percent of the activities in the function of curriculum development to make its position among the functions a tie for third place. They preferred, however, to increase their frequency of participation in the function to 87 percent which placed the function second in priority.

TABLE XV

CHIEF ACADEMIC OFFICERS' PERCEPTIONS OF ROLE  
PERFORMANCE IN CURRICULUM DEVELOPMENT

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 8.4                | 84      | 3.5  | 8.7                   | 87      | 2    |
| Intensity  | 8.7                | 87      | 2    | 9.0                   | 90      | 2    |
| Proportion | 15.2               | 15.2    | 3    | 16.4                  | 16.4    | 1    |

In intensity, the officers perceived a depth of involvement in curriculum development of 87 percent (second place), but they preferred 90 percent (still second place).

In proportion, they perceived that they allocated 15.2 percent of their role performance to curriculum development, making it third

among the functions. They would prefer to allocate 16.4 percent of their role to the function, which would give it the highest priority of all the functions.

Superordinates' Perceptions. As shown in Table XVI, the superordinates also placed a high priority on the function of curriculum development. They perceived the chief academic officers as having 76 percent actual participation in the function (third place), but preferred 81 percent participation (still third place).

TABLE XVI  
SUPERORDINATES' PERCEPTIONS OF ROLE PERFORMANCE  
IN CURRICULUM DEVELOPMENT

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 7.6                | 76      | 3    | 8.1                   | 81      | 3    |
| Intensity  | 7.9                | 79      | 1    | 8.6                   | 86      | 1    |
| Proportion | 13.2               | 13.2    | 2    | 15.1                  | 15.1    | 1.5  |

The superordinates perceived the role incumbents as devoting the highest intensity among all functions to curriculum development, with a rate of 79 percent. The superordinates' responses also indicated they perceived curriculum development to be the function which should receive the highest intensity of effort from the chief academic officers.



That ranking resulted from the superordinates' perception of 86 percent as the degree of intensity.

In proportion, the superordinates perceived that 13.2 percent of role performance was allocated to curriculum development by the role incumbents. That perception resulted in a second place ranking for the function in the superordinates' perception of actual proportion. The mean of the superordinates' responses for preferred proportion for curriculum development was 15.1 percent, which placed the function in a tie for first place with academic staff development as the superordinates indicated their preference for allocation of performance.

Subordinates' Perceptions. In the function of curriculum development, as shown in Table XVII, the subordinates of the chief academic officers perceived the role incumbents to have a lower rate of involvement than the rate perceived by either the officers themselves or the superordinates. The subordinates perceived 71 percent frequency of participation by the chief academic officers. That amount was fourth highest among the functions in the subordinates' perceptions of actual frequency. The subordinates' responses indicated a preferred frequency of participation of 80 percent in curriculum development, which placed the function in third place in their preference for frequency in all functions.

The subordinates perceived the role incumbents to be exhibiting an intensity of 70 percent in curriculum development, which was fourth highest among their perceptions of all functions in actual intensity. The mean of the subordinates' responses for preferred intensity of involvement in curriculum development was 79 percent, which again

resulted in a fourth place ranking among the functions, in spite of an increase of 9 percentage points over their perception of the incumbents' actual intensity.

TABLE XVII

SUBORDINATES' PERCEPTIONS OF ROLE PERFORMANCE  
IN CURRICULUM DEVELOPMENT

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 7.1                | 71      | 4    | 8.0                   | 80      | 3    |
| Intensity  | 7.0                | 70      | 4    | 7.9                   | 79      | 4    |
| Proportion | 11.1               | 11.1    | 3    | 14.3                  | 14.3    | 1    |

The proportion of role which the subordinates perceived that the chief academic officers allocated to curriculum development was 11.1 percent, which made the function third among the functions as the subordinates perceived actual proportion. The subordinates' responses indicated they preferred an allocation of 14.3 percent for the function, an amount which made curriculum development the highest function in their perception of preferred proportion.

Division/Department Activities

Division/department activities included supervising academic

divisions, working with chairpersons, or, in some cases, actually performing the duties of a chairperson.

Chief Academic Officers' Perceptions. As can be seen in Table XVIII, the responses of the chief academic officers resulted in a middle level position among the functions of sixth for division/department activities with a perceived frequency of 72 percent participation. The role incumbents preferred a lower participation rate of 69 percent, which would drop the function to eighth position among the functions in their perception of preferred frequency.

TABLE XVIII

CHIEF ACADEMIC OFFICERS' PERCEPTIONS OF ROLE  
PERFORMANCE IN DIVISION/DEPARTMENT  
ACTIVITIES

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 7.2                | 72      | 6    | 6.9                   | 69      | 8    |
| Intensity  | 7.6                | 76      | 6    | 6.9                   | 69      | 8    |
| Proportion | 8.6                | 8.6     | 7    | 8.3                   | 8.3     | 7    |

The chief academic officers perceived that they exhibited an intensity of 76 percent in division/department activities, which placed the function sixth in their perception of actual intensity. The preferred, however, to expend 69 percent of the possible intensity in

division/department activities, which dropped the function to eighth place in priority in preferred intensity.

The role incumbents perceived themselves as allocating 8.6 percent of their role performance to division/department activities. This allocation placed the function in seventh position in the officers' perception of actual proportion. Those persons fulfilling the role ideally preferred to allocate 8.3 percent of their performance to the function, an amount which maintained division/department activities in seventh place in their perception of preferred proportion for all functions.

Superordinates Perceptions. The superordinates perception of the chief academic officers' frequency of participation, as shown in Table XIX, was 73 percent for division/department activities. That perception placed the function in a tie for fourth in the superordinates' perception of actual frequency for all functions. The mean of their responses for preferred frequency of participation in division/department activities was 74 percent, which caused the function to drop to fifth place among the functions.

The superordinates perceived the role incumbents to exhibit 68 percent intensity of involvement in division/department activities, which placed the function in a tie for fifth position in the superordinates' perception of actual frequency for all functions. Although the mean of the superordinates' responses for preferred intensity increased to 76 percent, the function was in fifth place in their perception of preferred intensity for all functions.

The amount of role performance allocated by the chief academic officers to the function of division/department activities was

perceived by the superordinates to be 10.3 percent, which placed the function in a tie for fifth in the superordinates' perception of actual frequency for all functions. The mean of the superordinates' responses indicated they preferred 9.1 percent of the role to be allocated by the incumbents to division/department activities. That decrease from actual proportion to preferred proportion lowered the function to seventh in the superordinates' perception of preferred proportion.

TABLE XIX  
SUPERORDINATES' PERCEPTIONS OF ROLE PERFORMANCE  
IN DIVISION/DEPARTMENT ACTIVITIES

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 7.3                | 73      | 4.5  | 7.4                   | 74      | 5    |
| Intensity  | 6.8                | 68      | 5.5  | 7.6                   | 76      | 5    |
| Proportion | 10.3               | 10.3    | 5.5  | 9.1                   | 9.1     | 7    |

Subordinates' Perceptions. As can be seen in Table XX, the subordinates of the chief academic officers perceived the function of division/department activities to have sufficiently low rates of involvement to cause the function to be in the seventh or eighth position in all dimensions. In frequency, the subordinates perceived the role incumbents' actual participation in division/department activities to be 62 percent which caused the function to be ranked eighth in the

subordinates' perception. Their responses indicated they preferred chief academic officers to exhibit a higher rate of 68 percent participation in division/department activities. That increase was sufficient to place the function in a tie for eighth position in the subordinates perception of preferred frequency.

TABLE XX  
SUBORDINATES' PERCEPTIONS OF ROLE PERFORMANCE  
IN DIVISION/DEPARTMENT ACTIVITIES

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 6.2                | 62      | 8    | 6.8                   | 68      | 8.5  |
| Intensity  | 6.2                | 62      | 8    | 6.7                   | 67      | 8.5  |
| Proportion | 8.2                | 8.2     | 7    | 8.9                   | 8.9     | 7    |

In intensity, the subordinates perceived the chief academic officers to have 62 percent involvement in division/department activities, which again resulted in an eighth place ranking for the function. The subordinates indicated a preference for role incumbents to expend a slightly higher intensity of 67 percent, which again placed the function of division/department activities in a tie for eighth place among the functions.

The subordinates perceived 8.2 percent of the chief academic officers' role performance being allocated to division/department activities,

which gave the function a relative position of seventh in the subordinates' perception of actual proportion for all functions. The subordinates' preferred chief academic officers to allocate 8.9 percent of role to division/department activities, which was a sufficient increase to maintain the function in seventh position in their perception of preferred proportion for all functions.

#### External Liaison

External liaison included those activities in which the chief academic officer represented the college to agencies and constituencies outside the college proper, including the community and the profession.

Chief Academic Officers' Perceptions. The chief academic officers' perceptions of both their actual and their preferred performance in external liaison resulted in a consistently low priority of ninth place for the function in all dimensions. As can be seen in Table XXI, the role incumbents perceived they participated in 60 percent of the activities in the function of external liaison although their responses indicated they preferred to participate in 65 percent.

The role incumbents perceived their actual intensity of involvement in external liaison activities to be 64 percent, but their mean for preferred intensity in the function was 68 percent. These perceptions again resulted in ninth place rankings.

The chief academic officers' perception of an allocation of 4.9 percent of role performance to external liaison was low enough to place the function in ninth position in actual proportion. The same position was maintained in preferred proportion in spite of the role incumbents'

indicating they would prefer to allocate 5.5 percent of their role to representing the college to external agencies and constituencies.

TABLE XXI

CHIEF ACADEMIC OFFICERS' PERCEPTIONS OF ROLE  
PERFORMANCE IN EXTERNAL LIAISON

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 6.0                | 60      | 9    | 6.5                   | 65      | 9    |
| Intensity  | 6.4                | 64      | 9    | 6.8                   | 68      | 9    |
| Proportion | 4.9                | 4.9     | 9    | 5.5                   | 5.5     | 9    |

Superordinates' Perceptions. As can be seen in Table XXII, the ranking of the superordinates' responses for their perceptions of the role incumbents' involvement in external liaison was the same as the ranking of the chief academic officers' responses, which consistently placed the function in the low priority of ninth position among the functions in all dimensions. The superordinates perceived that role incumbents participated in 46 percent of the activities in external liaison (ninth place). They preferred, however, for the chief academic officers to participate at a rate of 52 percent (still ninth place).

The superordinates perceived the chief academic officers' actual intensity of involvement in external liaison to be 54 percent although they indicated a preference for the role incumbents to exhibit 61



percent intensity in the function. The increase from actual to preferred perspective was insufficient to change the ranking; the function was in ninth place in both perspectives.

TABLE XXII  
SUPERORDINATES' PERCEPTIONS OF ROLE  
PERFORMANCE IN EXTERNAL LIAISON

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 4.6                | 46      | 9    | 5.2                   | 52      | 9    |
| Intensity  | 5.4                | 54      | 9    | 6.1                   | 61      | 9    |
| Proportion | 5.9                | 5.9     | 9    | 5.8                   | 58      | 9    |

In the proportion dimensions, the superordinates perceived an actual allocation by the role incumbents of 5.9 percent of the role performance to external liaison (ninth place). The superordinates, however, preferred a slightly lower allocation of 5.8 percent for external liaison. The decrease was not sufficient to change the ranking of the function from ninth place.

Subordinates' Perceptions. Regarding the chief academic officers' role performance in the function of external liaison, the subordinates' perceptions placed the function in higher relative positions in all dimensions than the ninth place position in which it was placed

consistently by the responses of both the chief academic officers and the superordinates. As illustrated in Table XXIII, the subordinates perceived the role incumbents' participation in external liaison to be 63 percent, which placed it seventh in priority among the subordinates' means for all functions. The subordinates preferred role incumbents to have a participation rate of 72 percent in external liaison which would place the function in a tie for sixth place.

TABLE XXIII

SUBORDINATES' PERCEPTIONS OF ROLE  
PERFORMANCE IN EXTERNAL LIAISON

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 6.3                | 63      | 7    | 7.2                   | 72      | 6.5  |
| Intensity  | 6.3                | 63      | 7    | 7.2                   | 72      | 6    |
| Proportion | 7.9                | 7.9     | 8    | 8.2                   | 8.2     | 8    |

The subordinates also perceived the role incumbents to exhibit 63 percent intensity of involvement in external liaison, which gave the function a seventh place ranking in their perception. However, the subordinates preferred chief academic officers to expand 72 percent intensity in the function, which placed external liaison in sixth place in their perception of preferred intensity.

In proportion, the subordinates perceived the chief academic officers to allocate 7.9 percent of their role performance to external liaison while they preferred that 8.2 percent of the role go to activities in that function. However, in both actual proportion and preferred proportion, the subordinates' perceptions resulted in the function's being in eighth place.

#### Routine Administrative Duties

The performance of such tasks as correspondence, scheduling, catalogs, reports, and questionnaires was included as the function of routine administrative duties.

Chief Academic Officers' Perceptions. As can be seen in Table XXIV, the chief academic officers perceived they had 78 percent frequency of participation in the function of routine administrative duties, which placed it fifth among the functions as the role incumbents perceived actual frequency. They preferred a 70 percent participation rate, which resulted in a decrease of priority for routine administrative duties to seventh place among the functions in the officers' perception of preferred frequency.

The chief academic officers perceived that they expended 82 percent intensity in their actual role performance in routine administrative duties. That level of intensity caused the function to be ranked fifth in the role incumbents' perception of all functions. However, they preferred to exhibit 70 percent of the intensity possible in routine administrative duties, which resulted in the function's being lowered to seventh position in their perception of preferred intensity.

TABLE XXIV

CHIEF ACADEMIC OFFICERS' PERCEPTIONS OF  
ROLE PERFORMANCE IN ROUTINE  
ADMINISTRATIVE DUTIES

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 7.8                | 78      | 5    | 7.0                   | 70      | 7    |
| Intensity  | 8.2                | 82      | 5    | 7.0                   | 70      | 7    |
| Proportion | 16.5               | 16.5    | 1    | 10.6                  | 10.6    | 5.5  |

The highest proportion of role performance given to any function was perceived by the chief academic officers to be allocated to routine administrative duties. They perceived that they allocated 16.5 percent of their total role to the function. Their responses indicated that they preferred the allocation to be 10.6 percent, which placed the function in a tie for fifth position among the functions in the role incumbents' perception of preferred proportion.

Superordinates' Perceptions. The superordinates of the role incumbents perceived them to participate in 66 percent of the activities in the function of routine administrative duties, as shown in Table XXV. That perceived participation rate placed the function in sixth place in actual frequency in the superordinates' perception of all functions. The superordinates preferred the officers to have a participation rate of 59 percent in the function, which would place it eighth among the functions.

In intensity, the superordinates perceived the role incumbents to be exhibiting 68 percent of the possible effort in the function of routine administrative duties. That percentage placed the function in a tie for fifth place in the superordinates' perception of actual intensity in all functions. Involvement by the chief academic officers at a level of 66 percent was indicated by the superordinates' responses for preferred intensity. That preference placed the function in eighth place among the functions in the superordinates' perspective of preferred intensity.

TABLE XXV

SUPERORDINATES' PERCEPTIONS OF ROLE PERFORMANCE  
IN ROUTINE ADMINISTRATIVE DUTIES

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 6.6                | 66      | 6    | 5.9                   | 59      | 8    |
| Intensity  | 6.8                | 68      | 5.5  | 6.6                   | 66      | 8    |
| Proportion | 13.9               | 13.9    | 1    | 9.5                   | 9.5     | 5    |

Both the superordinates and the role incumbents perceived the highest proportion of role performance to be allocated to routine administrative duties although the actual allocation of 13.9 percent perceived by the superordinates was lower than the proportion perceived by the chief academic officers. The superordinates' responses

for the proportion of role performance which they preferred chief academic officers to devote to routine administrative duties indicated that they would decrease the portion of role spent in the function to 9.5 percent, which would give the function a ranking of fifth in the superordinates' perception of preferred proportion.

Subordinates' Perceptions. As can be seen in Table XXVI, the subordinates indicated a perception of 74 percent frequency of participation by chief academic officers in the function of routine administrative duties. That percentage placed the function third in rank among the positions as the subordinates perceived actual frequency in all functions. They preferred the chief academic officers to participate in 72 percent of the activities in the function of routine administrative duties, which would place the function in a tie for sixth place in the subordinates' perception of preferred frequency of participation in all functions.

TABLE XXVI

SUBORDINATES' PERCEPTIONS OF ROLE PERFORMANCE  
IN ROUTINE ADMINISTRATIVE DUTIES

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 7.4                | 74      | 3    | 7.2                   | 72      | 6.5  |
| Intensity  | 7.3                | 73      | 3    | 7.1                   | 71      | 7    |
| Proportion | 15.3               | 15.3    | 2    | 11.3                  | 11.3    | 4    |

In actual intensity, the subordinates perceived the role incumbents to be expending 73 percent of the effort possible in the function of routine administrative duties. That percentage made the function third in the subordinates' perception of actual intensity in all functions. They preferred an intensity of 71 percent for the role incumbents' effort in routine administrative duties, which placed the function seventh in the subordinates' perception of preferred intensity.

An allocation of 15.3 percent of the chief academic officers' role performance was perceived by the subordinates to be given to the activities of routine administrative duties. That perception made the function second in priority among the functions as the subordinates responded concerning actual proportion. An allocation by the role incumbents of 11.3 percent was the portion which subordinates preferred be given to routine administrative duties. That amount placed the function in fourth position in the subordinates' perception of preferred proportion.

#### Staff Interaction

Staff interaction as a category included such activities as collective bargaining and professional negotiations and faculty relations and morale.

Chief Academic Officers' Perceptions. The role incumbents, as shown in Table XXVII, perceived themselves to participate in staff interaction at a frequency of 70 percent, a rate which resulted in the function's being in seventh place in their perception of actual frequency in all functions. Ideally, the chief academic officers would

increase their frequency of participation in staff interaction only slightly to 72 percent. This increase would, however, raise the function to sixth place among all functions in the role incumbents' perception of preferred frequency.

In intensity, the chief academic officers perceived 74 percent of effort was being expended in staff interaction. That rate made the function seventh in priority as they perceived actual intensity in all functions. Although the officers preferred a slightly lower intensity of 72 percent in staff interaction, that rate placed the function in sixth place in the role incumbents' perception of preferred intensity.

TABLE XXVII

CHIEF ACADEMIC OFFICERS' PERCEPTION OF ROLE  
PERFORMANCE IN STAFF INTERACTION

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 7.0                | 70      | 7    | 7.2                   | 72      | 6    |
| Intensity  | 7.4                | 74      | 7    | 7.2                   | 72      | 6    |
| Proportion | 6.4                | 6.4     | 8    | 7.3                   | 7.3     | 8    |

An allocation of 6.4 percent of role performance was perceived by the chief academic officers to be the proportion spent on staff interaction. That perception placed the function eighth as the role incumbents perceived their allocation in all functions. An allocation



of 7.3 percent of the total role performance to the staff interaction function was indicated by the officers as their preferred amount. In spite of the increase, the function of staff interaction remained in eighth position in the chief academic officers' perception of preferred proportion for all functions.

Superordinates' Perceptions. As can be seen in Table XXVIII, the superordinates of the chief academic officers perceived a participation rate of 64 percent for the staff interaction function, which placed it in seventh position in their perception of actual frequency. The superordinates preferred chief academic officers to have a frequency of participation of 63 percent in the function of staff interaction, which was again a seventh ranking in their perception of preferred frequency.

TABLE XXVIII

SUPERORDINATES' PERCEPTIONS OF ROLE  
PERFORMANCE IN STAFF INTERACTION

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 6.4                | 64      | 7    | 6.3                   | 63      | 7    |
| Intensity  | 6.4                | 64      | 8    | 7.2                   | 72      | 6.5  |
| Proportion | 8.5                | 8.5     | 8    | 8.9                   | 8.9     | 8    |

Role incumbents were perceived by the superordinates to be exhibiting 64 percent of possible intensity in the function of staff interaction. That perception of the degree of effort expended by role incumbents placed the function in eighth position in the superordinates' perception of actual intensity. The superordinates preferred an intensity of 72 percent in staff interaction which resulted in the function's being tied for sixth place among the functions in the superordinates' perception of preferred intensity.

The portion of total role performance allocated to the function of staff interaction by the chief academic officers was perceived by the superordinates to be 8.5 percent, which made the function eighth in priority in the superordinates' perception of actual proportion. Their responses indicated they would prefer that the proportion of the role given to staff interaction be increased slightly to 8.9 percent. However, that increase was not sufficient to raise the function's position from an eighth place ranking in preferred proportion.

Subordinates' Perceptions. As can be seen in Table XXIX, the subordinates perceived the chief academic officers to have a lower frequency of participation in staff interaction than the frequency perceived by either role incumbents or superordinates. Subordinates perceived chief academic officers to participate in 59 percent of the activities in staff interaction, which made the function ninth among the functions in the subordinates' perception of actual frequency in all functions. A rate of 68 percent frequency of participation in staff interaction was preferred by the subordinates. The increase was sufficient to move the function to a tie for eighth position in the subordinates' perception of preferred frequency for all functions.

A ninth position level of intensity again resulted from the subordinates' perception of 58 percent of effort expended by the role incumbents in the function of staff interaction. The subordinates preferred an increased intensity of 67 percent involvement by the officers in staff interaction, which would place the function in a tie for eighth place in their perception of preferred intensity for all functions.

TABLE XXIX  
SUBORDINATES' PERCEPTIONS OF ROLE  
PERFORMANCE IN STAFF  
INTERACTION

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 5.9                | 59      | 9    | 6.8                   | 68      | 8.5  |
| Intensity  | 5.8                | 58      | 9    | 6.7                   | 67      | 8.5  |
| Proportion | 6.8                | 6.8     | 9    | 6.8                   | 6.8     | 9    |

In the proportion dimension, the results of the subordinates' responses again place staff interaction ninth in their perception of actual proportion of role allocated by the chief academic officers to the function. They perceived the officers' allocation to staff interaction to be 6.8 percent. The subordinates indicated in their responses for preferred proportion that they would not change the amount of

role performance allocated by the role incumbents to staff interaction. The function, therefore, remained in ninth place in the subordinates' perception of preferred proportion for all functions.

#### Student Interaction

The function of student interaction included the activities involving records, recruitment and admission of students, and articulation for student transfer.

Chief Academic Officers' Perceptions. As can be seen by reviewing Table XXX, the means of the chief academic officers' responses across all dimensions in their perceptions of both their actual and their preferred involvement in student interaction resulted in the function's being in the lowest priority of tenth among all listed functions. They perceived their frequency of participation in student interaction to be 42 percent although they indicated they preferred to participate in 52 percent of the activities in the function.

TABLE XXX

CHIEF ACADEMIC OFFICERS' PERCEPTIONS OF ROLE  
PERFORMANCE IN STUDENT INTERACTION

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 4.2                | 42      | 10   | 5.2                   | 52      | 10   |
| Intensity  | 4.5                | 45      | 10   | 5.0                   | 50      | 10   |
| Proportion | 3.4                | 3.4     | 10   | 4.5                   | 4.5     | 10   |

The chief academic officers perceived themselves as expending an intensity of 45 percent in student interaction. Although they indicated they preferred their intensity in student interaction activities to be 50 percent, the function was the lowest priority among listed functions in both actual and preferred perceptions.

An allocation of 3.4 percent of total role performance was perceived by the role incumbents as being given to student interaction, which again made the function tenth priority in their perception of actual proportion. They would prefer to allocate 4.5 percent of the role to student interaction; however, the function remained in tenth place in the role incumbents' perception of preferred proportion for all functions.

Superordinates' Perceptions. The superordinates of the chief academic officers, as can be seen in Table XXXI, paralleled the role incumbents in both perceiving and preferring the officers' involvement in student interaction to be sufficiently low to place the function in a consistent tenth position--i.e., lowest priority among the listed functions. The superordinates perceived that the chief academic officers participated in 43 percent of the activities in student interaction. However, they preferred the participation to be only slightly higher--i.e., 44 percent.

In intensity, the superordinates perceived the role incumbents to be exerting 40 percent of the possible intensity in student interaction activities. The superordinates, however, would prefer a stronger intensity of 50 percent to be expended in the function by chief academic officers. Both ratings resulted in tenth place positions in the

superordinates' perceptions of actual intensity and preferred intensity in all functions.

TABLE XXXI  
 SUPERORDINATES' PERCEPTIONS OF ROLE  
 PERFORMANCE IN STUDENT  
 INTERACTION

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 4.3                | 43      | 10   | 4.4                   | 44      | 10   |
| Intensity  | 4.0                | 40      | 10   | 5.0                   | 50      | 10   |
| Proportion | 5.4                | 5.4     | 10   | 5.4                   | 5.4     | 10   |

The portion of role performance which the superordinates perceived the chief academic officers were allocating to student interaction was 5.4 percent (tenth place). The superordinates preferred for the officers to allocate the same amount they perceived them to be allocating (5.4 percent). This preference was again lowest priority among listed functions in the superordinates' perception of preferred proportion.

Subordinates' Perceptions. As shown in Table XXXII, the subordinates of the role incumbents also perceived the function of student interaction as low priority in both actual and preferred perspectives. The subordinates perceived the chief academic officers to participate

in 45 percent of the activities in student interaction, but they would prefer the participation rate to be 55 percent. The ratings placed the function in tenth place among the functions in the subordinates' perceptions of both actual and preferred frequency.

TABLE XXXII  
SUBORDINATES' PERCEPTIONS OF ROLE  
PERFORMANCE IN STUDENT  
INTERACTION

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 4.5                | 45      | 10   | 5.5                   | 55      | 10   |
| Intensity  | 4.8                | 48      | 10   | 5.5                   | 55      | 10   |
| Proportion | 5.1                | 5.1     | 10   | 5.2                   | 5.2     | 10   |

The subordinates perceived the role incumbents to be expending 48 percent of the intensity it would be possible to expend in the function; however, they would prefer the chief academic officers to be involved in student interaction activities at an intensity level of 55 percent. In spite of the preferred increase, the function remained in tenth position in the subordinates' perception of both actual and preferred intensity.

An allocation of 5.1 percent of total role performance was perceived by the subordinates as the portion given to student interaction

by the chief academic officers. Again, the function was tenth priority among the functions in the subordinates' perception. The subordinates preferred the allocation for student interaction to be increased to 5.2 percent of the role; however, the function remained as the tenth priority among the functions in the subordinates' perception of preferred proportion.

#### Other Functions

In the category of other functions, three types of responses occurred. These included functions which could have been included in the listed functions, functions which were different from those listed, and a "catch-all" category in which the function was either unidentified or classed as miscellaneous.

Chief Academic Officers' Perceptions. As is shown in Table XXXVIII, the chief academic officers perceived no frequency of involvement in functions other than those listed, and they exhibited no preference for participation in other functions. Furthermore, they neither perceived intensity of involvement in other functions nor preferred such intensity of involvement.

Two chief academic officers indicated five percent each of their actual role performance was spent on other functions, but neither identified the functions. In responding to preferred proportion one role incumbent indicated five percent of the role performance should be allocated to other functions, but the other functions were not identified. When the percentages were rounded to the nearest tenth, the result was 0.4 percent in actual proportion and 0.2 percent in preferred proportion of role performance allocated to other functions.



TABLE XXXIII

CHIEF ACADEMIC OFFICERS' PERCEPTIONS OF ROLE  
PERFORMANCE IN OTHER FUNCTIONS

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | --                 | --      | --   | --                    | --      | --   |
| Insensity  | --                 | --      | --   | --                    | --      | --   |
| Proportion | 0.4                | 0.4     | 11   | 0.2                   | 0.2     | 11   |

Superordinates' Perceptions. In the frequency and intensity dimensions in perception of actual performance, as shown in Table XXXIV, the superordinates indicated no involvement in other functions. In preferred frequency, one superordinate indicated participation in an unidentified function, which resulted in a one percent rate of participation. In preferred intensity, the superordinates had no responses in the other functions category.

In the proportion dimension, three superordinates indicated they each perceived 5 percent of the role performance actually being spent on functions other than those listed. One did not identify the other functions, while the other two indicated that "miscellaneous" and "varied" specified their concerns. This resulted in a mean of 0.8 percent of role performance being perceived by the superordinates as being allocated to other functions. That perception placed the category in eleventh place compared with the superordinates' perception of actual proportion for the ten listed functions.

TABLE XXXIV  
 SUPERORDINATES' PERCEPTIONS OF ROLE  
 PERFORMANCE IN OTHER FUNCTIONS

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | --                 | --      | --   | 0.1                   | 1       | 11   |
| Intensity  | --                 | --      | --   | --                    | --      | --   |
| Proportion | 0.8                | 0.8     | 11   | 0.8                   | 0.8     | 11   |

In preferred proportion, three superordinates indicated a proportion of the role should be assigned to other functions, but two superordinates indicated 5 percent of the chief academic officers' role performance should be devoted to research. Again, the mean for other functions in the superordinates' perception of preferred proportion of role performance was 0.8 percent, an amount which placed other functions in eleventh position as the superordinates perceived their preference for proportion of role performance for the listed functions.

Subordinates' Perceptions. Subordinates had responses in the category of other functions in each of the dimensions, as shown in Table XXXV. In actual frequency of participation, the identified functions were: division chair, conciliator, community education activities, and state and government reports and meetings. In preferred frequency, the subordinates dropped the division chair identification and the unidentified response. The subordinates indicated 2 percent of institutional activities other than the functions listed

involved the chief academic officer; however, the subordinates preferred the role incumbents to be involved in only one percent. The amounts indicated by the subordinates were sufficient to place the other function category only in eleventh place in their perceptions, with a much lower involvement than the subordinates perceived in the listed functions.

TABLE XXXV

SUBORDINATES' PERCEPTIONS OF ROLE  
PERFORMANCE IN OTHER FUNCTIONS

| Dimensions | Actual Performance |         |      | Preferred Performance |         |      |
|------------|--------------------|---------|------|-----------------------|---------|------|
|            | Mean               | Percent | Rank | Mean                  | Percent | Rank |
| Frequency  | 0.2                | 2       | 11   | 0.1                   | 1       | 11   |
| Intensity  | 0.2                | 2       | 11   | 0.3                   | 3       | 11   |
| Proportion | 0.9                | 0.9     | 11   | 0.4                   | 0.4     | 11   |

The functions identified by the subordinates in actual intensity were the same as those identified in actual frequency--i.e., division chair, conciliator, community education activities, and state and government reports and meetings. The subordinates perceived the chief academic officers to be involved at an intensity of 2 percent. In preferred intensity, the subordinates again identified conciliator, community education, and state and government reports and meetings as other functions in which they preferred the chief academic officers

to participate. The additional function of "teaching a class" was identified in this perception as a function in which intensity was preferred. The responses indicated the subordinates preferred the chief academic officers to be involved in other functions as a level of 3 percent intensity.

The subordinates perceived that 0.9 percent of role performance was allocated to other functions. Five did not identify the functions, one wrote "don't know," and another identified the category as "miscellaneous." The four functions named in actual frequency were also named in proportion--i.e., division chair, conciliator, community education activities, and state and government reports and meetings. Functions identified only in the proportion dimension were: "grant-chasing and self-glorification," "coffee and travel," "research," "instruction," and "no apparent college-serving activity." The subordinates' perception of the other functions category placed it eleventh behind the ten listed functions.

The subordinates' preferred proportion of total role performance for functions other than the ten listed was 0.4 percent. Five responses were unidentified, and one was labeled "miscellaneous." Four identified in other dimensions were repeated in preferred proportion--i.e., conciliator, community education, state and government reports and meetings, and research. Two functions identified in the subordinates' preferred proportion responses had not been mentioned in other dimensions. These were "visitation of industry" and "self-improvement." The subordinates' perception for preferred proportion of involvement in other functions was eleventh when compared with their perceptions of the ten listed functions.

### Summary of Perceptions

The actual performance of the chief academic officers as quantified by their mean responses in the frequency and intensity dimensions was perceived by the role incumbents' to be higher than the performances perceived by the other respondents. As can be seen by reviewing Table XXXVI, the chief academic officers perceived that they exhibited an overall frequency of 73 percent and an overall intensity of 76 percent. As shown in Table XXXVII, the chief academic officers' means for the individual functions of academic staff selection, academic staff development, administrative interaction, curriculum development, and routine administrative duties placed them among the highest five functions in all three dimensions although the rankings varied from dimension to dimension. The chief academic officers' means also indicated they perceived external liaison and student interaction to be in ninth and tenth positions, respectively, in all dimensions. In both the frequency and the intensity dimensions, the means of the role incumbents perceptions resulted in academic staff selection's being the function with the highest level of participation while routine administrative duties was highest in the proportion dimension.

In preferred performance, the chief academic officers, as shown in Table XXXVI, again had overall means in the frequency and intensity dimensions which exceeded corresponding means of the superordinates and the subordinates. The role incumbents preferred 76 percent frequency and 77 percent intensity. The difference between the actual and preferred means was also less for the chief academic officers' responses than for the means of the superordinates' and the

subordinates' responses. As shown in Table XXXVII, three functions which were among the top five functions in the actual perspective were still in the top five in the preferred perspective. These functions were academic staff development, administrative interaction, and curriculum development. However, in the frequency and intensity dimensions of the preferred perspective, the role incumbents dropped routine administrative duties from fifth to seventh in the relative positions of the functions and raised budget planning and management from eighth to fifth. In the proportion dimension, the officers preferred several changes in priority among them the decrease of routine administrative duties from first to a tie for fifth. Dropping academic staff selection from fourth to sixth in preferred portion of role allocated allowed budget planning and management to increase from sixth to fourth in the chief academic officers' perception.

As can be seen in Table XXXVI, the superordinates perceived the chief academic officers to participate in 66 percent of all activities at a level of 66 percent intensity. In actual performance, as shown in Table XXXVIII, the three functions which the superordinates perceived to be in the top five in all dimensions were administrative interaction, curriculum development, and academic staff development. The superordinates perceived division/department activities to be tied for fourth in the frequency dimension and fifth in both intensity and proportion. External liaison and student interaction were perceived by the superordinates to be in ninth and tenth place in all dimensions.

In the preferred perspective, as shown in Table XXXVI, the superordinates would ideally like to see the overall frequency increased to 68 percent (an increase of two percentage points) and the intensity increased

to 73 percent (an increase of seven percentage points). As shown in Table XXXVIII, the rankings, as determined by the superordinates' means, placed curriculum development, academic staff development, administrative interaction, and academic staff selection among the top four functions in all dimensions. External liaison and student interaction were again ninth and tenth respectively in all dimensions. The superordinates would prefer routine administrative duties to be lower in rank in all dimensions. They also preferred for budget planning and management to be higher in rank by two places in the frequency dimension and by half a position in the intensity dimension although they preferred the function to be lower in the proportion dimension by half a position.

TABLE XXXVI  
OVERALL PERCEPTIONS OF FREQUENCY AND  
INTENSITY OF INVOLVEMENT IN ALL  
FUNCTIONS

| Personnel<br>Responding       | Actual Involvement |              |           |              | Preferred Involvement |              |           |              |
|-------------------------------|--------------------|--------------|-----------|--------------|-----------------------|--------------|-----------|--------------|
|                               | Frequency          |              | Intensity |              | Frequency             |              | Intensity |              |
|                               | Mean               | Per-<br>cent | Mean      | Per-<br>cent | Mean                  | Per-<br>cent | Mean      | Per-<br>cent |
| Chief<br>Academic<br>Officers | 7.3                | 73           | 7.6       | 76           | 7.6                   | 76           | 7.7       | 77           |
| Superord-<br>inates           | 6.6                | 66           | 6.6       | 66           | 6.8                   | 68           | 7.3       | 73           |
| Subordin-<br>ates             | 6.7                | 67           | 6.7       | 66           | 7.4                   | 74           | 7.3       | 73           |

TABLE XXXVII

CHIEF ACADEMIC OFFICERS' PERCEPTIONS OF RELATIVE POSITIONS  
OF ALL FUNCTIONS IN ROLE PERFORMANCE

|                                | Frequency of Involvement |                | Intensity of Involvement |                | Proportion of Involvement |                |
|--------------------------------|--------------------------|----------------|--------------------------|----------------|---------------------------|----------------|
|                                | Rank Actual              | Rank Preferred | Rank Actual              | Rank Preferred | Rank Actual               | Rank Preferred |
| Academic Staff Selection       | 1                        | 1              | 1                        | 1              | 4                         | 5.5            |
| Academic Staff Development     | 2                        | 4              | 4                        | 4              | 5                         | 3              |
| Administrative Interaction     | 3.5                      | 3              | 3                        | 3              | 2                         | 2              |
| Curriculum Development         | 3.5                      | 2              | 2                        | 2              | 3                         | 1              |
| Routine Administrative Duties  | 5                        | 7              | 5                        | 7              | 1                         | 5.5            |
| Division/Department Activities | 6                        | 8              | 6                        | 8              | 7                         | 7              |
| Staff Interaction              | 7                        | 6              | 7                        | 6              | 8                         | 8              |
| Budget Planning and Management | 8                        | 5              | 8                        | 5              | 6                         | 4              |
| External Liaison               | 9                        | 9              | 9                        | 9              | 9                         | 9              |
| Student Interaction            | 10                       | 10             | 10                       | 10             | 10                        | 10             |
| Other Functions                | --                       | --             | --                       | --             | 11                        | 11             |



TABLE XXXVIII

SUPERORDINATES' PERCEPTIONS OF RELATIVE POSITIONS  
OF ALL FUNCTIONS IN ROLE PERFORMANCE

| Functions                      | Frequency of Involvement |                | Intensity of Involvement |                | Proportion of Involvement |                |
|--------------------------------|--------------------------|----------------|--------------------------|----------------|---------------------------|----------------|
|                                | Rank Actual              | Rank Preferred | Rank Actual              | Rank Preferred | Rank Actual               | Rank Preferred |
| Academic Staff Selection       | 1                        | 2              | 2                        | 3              | 7                         | 4              |
| Administrative Interaction     | 2                        | 4              | 3                        | 4              | 3                         | 3              |
| Curriculum Development         | 3                        | 3              | 1                        | 1              | 2                         | 1.5            |
| Academic Staff Development     | 4.5                      | 1              | 4                        | 2              | 4                         | 1.5            |
| Division/Department Activities | 4.5                      | 5              | 5.5                      | 5              | 5.5                       | 7              |
| Routine Administrative Duties  | 6                        | 8              | 5.5                      | 8              | 1                         | 5              |
| Staff Interaction              | 7                        | 7              | 8                        | 6.5            | 8                         | 8              |
| Budget Planning and Management | 8                        | 6              | 7                        | 6.5            | 5.5                       | 6              |
| External Liaison               | 9                        | 9              | 9                        | 9              | 9                         | 9              |
| Student Interaction            | 10                       | 10             | 10                       | 10             | 10                        | 10             |
| Other Functions                | --                       | 11             | --                       | --             | 11                        | 11             |

The subordinates perceived the overall actual frequency and actual intensity of the chief academic officers' role performance to be 67 percent, as shown in Table XXXVI. As can be seen in Table XXXIX, the subordinates perceived academic staff selection, administrative interaction, routine administrative duties, curriculum development, budget planning and management, and academic staff development to be among the top six functions in all three dimensions. Staff interaction and student interaction were perceived by the subordinates to be in ninth and tenth positions in all dimensions of the chief academic officers' actual performance. External liaison, which was perceived by the role incumbents and the superordinates as being ninth in all dimensions of actual performance of the officers, was perceived by the subordinates as seventh in frequency and intensity and eighth in proportion.

In preferred performance, as shown in Table XXXVI, the subordinates' ideal overall frequency for the chief academic officers' performance was 74 percent (an increase of seven percentage points over the subordinates' perception of the actual performance), and their ideal intensity was 73 percent (an increase of six percentage points). The relative positions indicated by the subordinates' responses for preferred performance, as shown in Table XXXIX, resulted in five of the highest six assumptions in actual performance remaining in the highest six--i.e., academic staff selection, administrative interaction, curriculum development, budget planning and management, and academic staff development. The subordinates preferred routine administrative duties to be in the lower four functions in frequency and intensity although it was still in the highest six in proportion. Although the subordinates preferred for student interaction to remain

TABLE XXXIX

SUBORDINATES' PERCEPTIONS OF RELATIVE POSITIONS  
OF ALL FUNCTIONS IN ROLE PERFORMANCE

| Functions                      | Frequency of Involvement |                | Intensity of Involvement |                | Proportion of Involvement |                |
|--------------------------------|--------------------------|----------------|--------------------------|----------------|---------------------------|----------------|
|                                | Rank Actual              | Rank Preferred | Rank Actual              | Rank Preferred | Rank Actual               | Rank Preferred |
| Academic Staff Selection       | 1                        | 2              | 1.5                      | 2.5            | 5                         | 6              |
| Administrative Interaction     | 2                        | 1              | 1.5                      | 1              | 1                         | 2              |
| Routine Administrative Duties  | 3                        | 6.5            | 3                        | 7              | 2                         | 4              |
| Curriculum Development         | 4                        | 3              | 4                        | 4              | 3                         | 1              |
| Budget Planning and Management | 5                        | 5              | 5                        | 5              | 4                         | 5              |
| Academic Staff Development     | 6                        | 4              | 6                        | 2.5            | 6                         | 3              |
| External Liaison               | 7                        | 6.5            | 7                        | 6              | 8                         | 8              |
| Division/Department Activities | 8                        | 8.5            | 8                        | 8.5            | 7                         | 7              |
| Staff Interaction              | 9                        | 8.5            | 9                        | 8.5            | 9                         | 9              |
| Student Interaction            | 10                       | 10             | 10                       | 10             | 10                        | 10             |
| Other Functions                | 11                       | 11             | 11                       | 11             | 11                        | 11             |

in the lowest position among the functions, they preferred an increased frequency and intensity of performance in staff interaction which raised the function from ninth place to a tie for eighth in both dimensions. However, they preferred it to remain in ninth position in proportion.

### Correlations of Chief Academic Officers'

#### Perceptions

The second purpose of this study was to determine if the chief academic officers' responses for their perceptions of actual performance were significantly correlated with their responses for their perceptions of preferred performance. To this end, the following three hypotheses were proposed:

1. There is no significant correlation between the chief academic officers' perception of the actual frequency of involvement and their perception of the preferred frequency of involvement in each of ten selected functions.
2. There is no significant correlation between the chief academic officers' perception of the actual intensity of involvement and their perception of the preferred intensity of involvement in each of ten selected functions.
3. There is no significant correlation between the chief academic officers' perception of the actual proportion of involvement and their perception of the preferred proportion of involvement in each of ten selected functions.

Actual Frequency and Preferred Frequency

In order to test Hypothesis 1, the chief academic officers' responses for actual frequency of participation were paired with their responses for preferred frequency of participation. The responses were paired for each of the ten listed functions; then correlated coefficients were calculated, using the Pearson  $r$  machine formula. The results of the calculations are summarized in Table XL.

TABLE XL  
CORRELATIONS OF CHIEF ACADEMIC OFFICERS'  
PERCEPTIONS OF ACTUAL FREQUENCY AND  
PREFERRED FREQUENCY

| Function                       | r     | Level of Significance |
|--------------------------------|-------|-----------------------|
| Academic Staff Selection       | +0.86 | .01                   |
| Academic Staff Development     | +0.79 | .01                   |
| Curriculum Development         | +0.77 | .01                   |
| External Liaison               | +0.74 | .01                   |
| Administrative Interaction     | +0.70 | .01                   |
| Division/Department Activities | +0.62 | .01                   |
| Student Interaction            | +0.56 | .01                   |
| Staff Interaction              | +0.55 | .01                   |
| Budget Planning and Management | +0.49 | .05                   |
| Routine Administrative Duties  | +0.38 | ---                   |

The chief academic officers' responses for each function in the frequency dimension had correlation coefficients showing positive relationships. These relationships were significant at  $p < .01$  for all functions except budget planning and management, for which the coefficient was significant at  $p < .05$ , and routine administrative duties, for which the coefficient was found not to be significant at a level of at least  $p < .05$ .

The function with the highest correlation between the chief academic officers' responses in actual frequency and their responses in preferred frequency was academic staff selection, for which the coefficient was +0.86. Functions with correlation coefficients ranging from +0.79 to +0.70 were academic staff development, curriculum development, external liaison, and administrative interaction. Division department activities, student interaction, and staff interaction had correlation coefficients of +0.62, +0.56, and +0.55, respectively. The coefficients of the eight functions listed above were significant at  $p < .01$ . The function of budget planning and management had a coefficient of +0.49. This coefficient was significant at  $p < .05$ .

The function of routine administrative duties, for which the chief academic officers' responses resulted in a correlation coefficient of +0.38, was the only function in the frequency dimension having a relationship which was found not to be significant at a level of probability of less than .05.

Hypothesis 1 was therefore rejected for the eight functions that had correlation coefficients significant at  $p < .01$  and for the function of budget planning and management that had a correlation coefficient significant at  $p < .05$ . The hypothesis cannot be rejected for

routine administrative duties. The results of the findings as they relate to Hypothesis 1 are therefore mixed. There was significant linear association between the chief academic officers' perception of the actual frequency of involvement and their perception of the preferred frequency of involvement in nine of the ten selected functions.

Actual Intensity and Preferred Intensity

In order to test Hypothesis 2, the chief academic officers' responses for actual intensity were paired with their responses for preferred intensity. The correlation coefficients were then calculated. The results of the calculations are summarized in Table XLI.

TABLE XLI  
CORRELATIONS OF CHIEF ACADEMIC OFFICERS'  
PERCEPTIONS OF ACTUAL INTENSITY AND  
PREFERRED INTENSITY

| Function                       | r     | Level of Significance |
|--------------------------------|-------|-----------------------|
| External Liaison               | +0.81 | .01                   |
| Staff Interaction              | +0.73 | .01                   |
| Curriculum Development         | +0.71 | .01                   |
| Student Interaction            | +0.71 | .01                   |
| Division/Department Activities | +0.69 | .01                   |
| Academic Staff Development     | +0.62 | .01                   |
| Administrative Interaction     | +0.56 | .01                   |
| Academic Staff Selection       | +0.45 | .05                   |
| Budget Planning and Management | +0.25 | ---                   |
| Routine Administrative Duties  | +0.17 | ---                   |

In the calculation of coefficients of correlation for the chief academic officers' responses in the intensity dimension, seven functions were found to have coefficients which were significant at  $p < .01$ . The responses for academic staff selection resulted in a coefficient which was significant at  $p < .05$ . Budget planning and management and routine administrative duties elicited responses which were found not to be significantly related.

The responses of the chief academic officers for the function of external liaison had a correlation coefficient of +0.81, making it the function in which the officers' responses had the highest relationship. The responses of the chief academic officers for staff interaction, curriculum development, and student interaction were +0.73, +0.71, and +0.71 respectively. Coefficients of +0.69 and +0.62 respectively were calculated for the officers' responses concerning division/department activities and academic staff development. Administrative interaction elicited responses from the incumbents which resulted in a coefficient of +0.56. The coefficients of the seven functions discussed above were all significant at  $p < .01$ . The responses of the chief academic officers in the function of academic staff selection produced a correlation coefficient of +0.45, which was significant at  $p < .05$ . Budget planning and management, with a coefficient of +0.25, and routine administrative duties, with a coefficient of +0.17, were the two functions in which the officers' responses concerning intensity were related in such a way that the probability was greater than .05 that the relationship was a result of chance.

Hypothesis 2 was rejected for all individual functions except budget planning and management and routine administrative duties. In



the cases of these two functions, the hypothesis that there is no significant correlation between the chief academic officers' perception of the actual intensity of involvement and their perception of the preferred intensity of involvement cannot be rejected. The results of the findings for correlation in the intensity dimension were therefore mixed. Significant linear association occurred between the chief academic officers' perceptions of actual and preferred intensity in eight of the ten functions.

#### Actual Proportion and Preferred Proportion

For testing Hypothesis 3, the chief academic officers' responses for actual proportion were paired with their responses for preferred proportion. The responses for the ten selected functions were paired, and correlation coefficients were calculated. The results of the calculations are summarized in Table XLII.

In the dimension of proportion of total role expended in each function, the chief academic officers' perceptions of actual performance and their perceptions of preferred performance were correlated significantly in all functions.

The function with the highest positive correlation between the chief academic officers' responses in the actual perspective and in the preferred perspective was administrative interaction, with a correlation coefficient of +0.93, which was significant at  $p < .01$ .

Other functions in which the chief academic officers' responses were significantly related at  $p < .01$  were academic staff selection (+0.91), curriculum development (+0.88), external liaison (+0.87), division/department activities (+0.82), routine administrative duties

(+0.80), student interaction (+0.69), staff interaction (+0.57), and academic staff development (+0.51).

TABLE XLII

CORRELATIONS OF CHIEF ACADEMIC OFFICERS'  
PERCEPTIONS OF ACTUAL PROPORTION AND  
PREFERRED PROPORTION

| Functions                      | r     | Level of<br>Significance |
|--------------------------------|-------|--------------------------|
| Administrative Interaction     | +0.93 | .01                      |
| Academic Staff Selection       | +0.91 | .01                      |
| Curriculum Development         | +0.88 | .01                      |
| External Liaison               | +0.87 | .01                      |
| Division/Department Activities | +0.82 | .01                      |
| Routine Administrative Duties  | +0.80 | .01                      |
| Student Interaction            | +0.69 | .01                      |
| Staff Interaction              | +0.57 | .01                      |
| Academic Staff Development     | +0.51 | .01                      |
| Budget Planning and Management | +0.48 | .05                      |

The responses of the chief academic officers in the function of budget planning and management yielded the coefficient of +0.48 in the proportion dimension. This coefficient was significant at  $p < .05$ .

Hypothesis 3 was therefore rejected since nine functions had correlation coefficients which were significant at  $p < .01$  and one function had a coefficient which was significant at  $p < .05$ . There was significant correlation between the chief academic officers'

perception of the actual proportion of involvement and their perception of the preferred proportion of involvement in each of the ten functions.

### Summary

Calculating of coefficients of correlation for the chief academic officers' perception of actual frequency and their perceptions of preferred frequency produced significant correlations for all functions except routine administrative duties. The results for Hypothesis 1 were therefore mixed with the hypothesis being rejected for nine functions and not rejected for one function.

Significant coefficients of correlation were calculated for the chief academic officers' perceptions of actual intensity and preferred intensity for eight functions. The coefficients were not significant for the functions of budget planning and management and routine administrative duties. Hypothesis 2 also had mixed results with the hypothesis being rejected for eight functions and not rejected for two functions.

The calculating of coefficients of correlation for the chief academic officers' responses in actual proportion and preferred proportion resulted in significant coefficients in each function. Hypothesis 3 was therefore rejected for all functions in the proportion dimension.

Overall a high level of correlation was discovered between the chief academic officers' perceptions of actual performance and their perception of preferred performance. Only three of thirty coefficients were found not to be significantly related.

### Analysis of Variance Among Types of Respondents

The third purpose for which this study was undertaken was to seek to determine if significant differences occurred among the role incumbents, their superordinates, and their subordinates in their perceptions of the actual role and of the preferred role for chief academic officers. To this end, two hypotheses were proposed:

4. There is no significant difference among chief academic officers, their immediate superordinates, and selected types of their immediate subordinates in their perceptions of the actual role of the officers, with role being measured in terms of frequency, intensity, and proportion of involvement in each of ten selected functions.
5. There is no significant difference among chief academic officers, their immediate superordinates, and selected types of their immediate subordinates in their perceptions of preferred role for the position, with role being measured in terms of frequency, intensity, and proportion of involvement in each of ten selected functions.

In order to determine if the differences occurring in the responses of the three types of respondents were statistically significant, analysis of variance was calculated for the responses concerning actual role performance and preferred role performance in each function in each dimension (frequency, intensity, and proportion) and for all functions in the frequency and intensity dimensions.<sup>6</sup>

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<sup>6</sup>The ANOVA summaries for each calculation are presented in Tables as Appendix G.

When the obtained F-values for the variance were statistically significant, the multiple  $\underline{t}$  test was calculated to determine the source of variance.

#### Perceptions of Actual Role Performance

As can be seen in Tables XLIII-XLV, the F-values of the variance in the perceptions of actual role performance were significant for two functions in the intensity dimensions. The F-values were significant for no functions in the proportion dimension. In addition, significant F-values were obtained for the overall results for all functions in both the frequency and the intensity dimensions. Because of the 100 percent control on total response for all functions in the proportion dimension, analysis of variance was not possible for the overall results in the proportion dimension.

Frequency. In the frequency dimension, as shown in Table XLIII, the analysis of variance for the total responses for all selected functions resulted in an F of 6.23, which was significant at  $p < .01$ . Calculating the multiple  $\underline{t}$  test produced a  $\underline{t}$  of 2.76 (significant at  $p < .01$ ) for the chief academic officers and their subordinates and a  $\underline{t}$  of 3.45 (significant at  $p < .001$ ) for the chief academic officers and their subordinates. The  $\underline{t}$  for the responses of the superordinates and the subordinates was not significant.

Within the function of academic staff development, the analysis of variance for the responses resulted in a calculated F of 4.72, which was significant at  $p < .01$ . The multiple  $\underline{t}$  test indicated a  $\underline{t}$  of 3.03 for the chief academic officers and their subordinates, with that value being significant at  $p < .01$ . The other  $\underline{t}$ -values were not significant.

TABLE XLIII

ANALYSIS OF VARIANCE AND MULTIPLE t TEST RESULTS FOR RESPONSES  
IN PERCEPTIONS OF ACTUAL FREQUENCY

| Function                       | Analysis of Variance |                       | Multiple <u>t</u> Test |              |                       |
|--------------------------------|----------------------|-----------------------|------------------------|--------------|-----------------------|
|                                | F                    | Level of Significance | Groups <sup>a</sup>    | t            | Level of Significance |
| Academic Staff Development     | 4.72                 | .01                   | 1-3                    | 3.03         | .01                   |
| External Liaison               | 3.86                 | .05                   | 2-3                    | 2.77         | .01                   |
| Curriculum Development         | 2.89                 | --                    |                        |              |                       |
| Academic Staff Selection       | 2.61                 | --                    |                        |              |                       |
| Division/Department Activities | 2.21                 | --                    |                        |              |                       |
| Staff Interaction              | 1.98                 | --                    |                        |              |                       |
| Routine Administrative Duties  | 1.44                 | --                    |                        |              |                       |
| Budget Planning and Management | 1.03                 | --                    |                        |              |                       |
| Administrative Interaction     | 0.73                 | --                    |                        |              |                       |
| Student Interaction            | 0.14                 | --                    |                        |              |                       |
| All                            | 6.23                 | .01                   | 1-2<br>1-3             | 2.76<br>3.45 | .01<br>.001           |

<sup>a</sup>Group 1 is chief academic officers, group 2 is superordinates, and group 3 is subordinates.

The mean response of the chief academic officers for frequency of actual participation in academic staff development activities was 8.5 (85 percent), compared with a 6.7 (67 percent) mean for the subordinates' responses. The chief academic officers' perception of actual participation in academic staff development exceeded the perception of their subordinates by 1.8 (18 percentage points).

The second function with a statistically significant F was external liaison. The value of 3.86 was significant at  $p < .05$ . The multiple  $t$  tests revealed a  $t$  of 2.77 for the superordinates and the subordinates. This value was significant at  $p < .01$ . The other  $t$ -values were not significant. The mean of the superordinates' responses for frequency of participation in external liaison was 4.6 (46 percent), while the mean of the subordinates' responses was 6.3 (63 percent). The subordinates' mean perception of the chief academic officers' frequency of participation in external liaison was 17 percentage points higher than the mean perception of the superordinates.

Intensity. As can be seen by reviewing Table XLIV, the analysis of variance for the responses for actual intensity in all functions produced an F of 14.27 which was significant at  $p < .01$ . Multiple  $t$  tests produced a  $t$  of 3.79 for the responses of the chief academic officers and their superordinates and a  $t$  of 5.27 for the chief academic officers and their subordinates. Both values were significant at  $p < .001$ .

Of the five functions for which the analysis of variance revealed significant F-values for the actual intensity responses, only the function of curriculum development had an F (5.63) which was statistically significant at  $p < .01$ . The multiple  $t$  test revealed a  $t$  of 3.15

TABLE XLIV

ANALYSIS OF VARIANCE AND MULTIPLE  $t$  TEST RESULTS FOR RESPONSES  
IN PERCEPTIONS OF ACTUAL INTENSITY

| Function                       | Analysis of Variance |                       | Multiple $t$ Test   |              |                       |
|--------------------------------|----------------------|-----------------------|---------------------|--------------|-----------------------|
|                                | F                    | Level of Significance | Groups <sup>a</sup> | t            | Level of Significance |
| Curriculum Development         | 5.63                 | .01                   | 1-3                 | 3.15         | .01                   |
| Academic Staff Selection       | 4.88                 | .05                   | 1-2<br>1-3          | 2.17<br>3.11 | .05<br>.01            |
| Academic Staff Development     | 4.69                 | .05                   | 1-3                 | 3.05         | .01                   |
| Staff Interaction              | 3.49                 | .05                   | 1-3                 | 2.57         | .05                   |
| Division Department Activities | 3.31                 | .05                   | 1-3                 | 2.48         | .05                   |
| Routine Administrative Duties  | 2.46                 | --                    |                     |              |                       |
| Administrative Interaction     | 2.08                 | --                    |                     |              |                       |
| External Liaison               | 1.12                 | --                    |                     |              |                       |
| Student Interaction            | 0.64                 | --                    |                     |              |                       |
| Budget Planning and Management | 0.26                 | --                    |                     |              |                       |
| All                            | 14.27                | .01                   | 1-2<br>1-3          | 3.79<br>5.27 | .001<br>.001          |

<sup>a</sup>Group 1 is chief academic officers, group 2 is superordinates, and group 3 is subordinates.



for the chief academic officers and their subordinates, significant at  $p < .01$ . The multiple  $t$  test revealed a  $t$  of 3.15 for the chief academic officers and their subordinates, significant at  $p < .01$ . The mean of the chief academic officers' responses was 8.7 (87 percent) which was 17 percentage points higher than the subordinates' mean of 7.0 (70 percent).

Other functions for which significant F-values were calculated were academic staff selection (4.88), academic staff development (4.69), staff interaction (3.49), and division/department activities (3.31). These F-values were significant at  $p < .05$ .

For the function of academic staff selection, the multiple  $t$  test produced a  $t$  of 2.17 for the chief academic officers and their superordinates (significant at  $p < .05$ ) and a  $t$  of 3.11 for the chief academic officers and their subordinates (significant at  $p < .01$ ). The means for the responses were 7.8 (78 percent) for the superordinates and 7.7 (77 percent) for the subordinates, while the mean for the chief academic officers was 9.2 (92 percent). The chief academic officers' mean of responses was 14 percentage points higher than the mean of the superordinates' responses and 15 percentage points higher than the mean of the subordinates.

The multiple  $t$  test for the responses in the function of academic staff development produced a  $t$  of 3.05 (significant at  $p < .01$ ) for the chief academic officers and their subordinates. The difference between the means of the two groups was 18 percentage points (66 percent for the subordinates and 84 percent for the chief academic officers).

The result of the multiple  $t$  test for the responses in the function of staff interaction was a  $t$  of 2.57 for the chief academic officers and their subordinates, which was significant at  $p < .05$ . The mean of the subordinates' responses was 58 percent, which was 16 percentage points lower than the chief academic officers' mean of 74 percent.

In the function of division/department activities, the multiple  $t$  test produced a  $t$  of 2.48 for the responses of chief academic officers and their subordinates. This  $t$  was significant at  $p < .05$ . The difference in the means of 62 percent for the subordinates and 76 percent for the chief academic officers was 14 percentage points.

Proportion. As can be seen by reviewing Table XLV, there was no function in the proportion dimension with an  $F$  sufficiently high to be significant at a probability of error less than .05; however, the function of curriculum development had a marginal  $F$  of 3.02.<sup>7</sup> The multiple  $t$  test produced a value of 2.32 (significant at  $p < .05$ ) for the chief academic officers and their subordinates.

Summary. The analysis of variance for responses indicating perceptions of the chief academic officers' actual role performance produced significant  $F$ -values. Hypothesis 4 was therefore rejected. The chief academic officers and their subordinates perceived both frequency and intensity of participation differently in the function of academic staff development, with the role incumbents perceiving

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<sup>7</sup>The critical level for 200 degrees of freedom in the denominator is 3.04 and for 400 degrees of freedom is 3.02. The degrees of freedom for the function analyzed was 204.

TABLE XLV

ANALYSIS OF VARIANCE AND MULTIPLE  $t$  TEST RESULTS FOR RESPONSES  
IN PERCEPTIONS OF ACTUAL PROPORTION

| Function                       | Analysis of Variance |                       | Multiple $t$ Test   |        |                       |
|--------------------------------|----------------------|-----------------------|---------------------|--------|-----------------------|
|                                | F                    | Level of Significance | Groups <sup>a</sup> | t      | Level of Significance |
| Curriculum Development         | 3.02*                | --                    | (1-3)               | (2.32) | (.05)                 |
| External Liaison               | 2.17                 | --                    |                     |        |                       |
| Staff Interaction              | 1.41                 | --                    |                     |        |                       |
| Administrative Interaction     | 1.29                 | --                    |                     |        |                       |
| Student Interaction            | 1.23                 | --                    |                     |        |                       |
| Division/Department Activities | 1.10                 | --                    |                     |        |                       |
| Academic Staff Development     | 0.59                 | --                    |                     |        |                       |
| Routine Administrative Duties  | 0.22                 | --                    |                     |        |                       |
| Academic Staff Selection       | 0.12                 | --                    |                     |        |                       |
| Budget Planning and Management | 0.12                 | --                    |                     |        |                       |

<sup>a</sup>Group 1 is chief academic officers, group 2 is superordinates, and group 3 is subordinates.

\*The critical level for significance at  $p < .05$  for 200 degrees of freedom in the denominator was 3.04.

higher participation in both dimensions. The chief academic officers and the subordinates also had significantly different perceptions regarding intensity actually expended in academic staff selection, curriculum development, division/department activities, and staff interaction. The chief academic officers and their superordinates differed significantly only in their perception of intensity of participation in academic staff selection. The superordinates and the subordinates differed significantly in their perception of frequency of participation in the activities of only one function, external liaison. Significant differences occurred in more functions in the dimension of intensity of participation than in either frequency or proportion. Analysis of variance for the overall dimensions indicated significant differences between the chief academic officers' perceptions and the superordinates' perceptions and between the chief academic officers' perceptions and the subordinates' perceptions. The  $t$ -values for the difference between the superordinates and the subordinates were significant in neither the frequency nor the intensity dimension.

#### Perceptions of Preferred Role Performance

As can be seen in Tables XLVI-XLVIII, the F-values of the variance in the perceptions of preferred role performance were significantly different for the responses of the chief academic officers, their superordinates, and their subordinates in one function in the frequency dimension, in three functions in the intensity dimension, and in one function in the proportion dimension. In addition, significant F-values were obtained for the overall results on all functions in both

the frequency and the intensity dimensions. Again, because of the control factor of 100 percent on total response in the proportion dimension, the analysis of variance for the total dimension was not attempted.

Frequency. As can be seen in Table XLVI, the overall responses for all functions in preferred frequency had an F of 6.47, which was significant at  $p < .01$ . The multiple  $\underline{t}$  test resulted in a  $\underline{t}$  of 3.54 (significant at  $p < .001$ ) for the responses of chief academic officers and their superordinates and a  $\underline{t}$  of 2.96 (significant at  $p < .05$ ) for the responses of the superordinates and the subordinates. The  $\underline{t}$  for the responses of the chief academic officers and their subordinates was not significant.

When the responses for the function of external liaison were analyzed for variance, the resulting F was 8.74, significant at  $p < .01$ . Calculating the multiple  $\underline{t}$  test produced a  $\underline{t}$  of 2.19, significant at  $p < .01$ , for the chief academic officers and their superordinates. For the superordinates and the subordinates, a  $\underline{t}$  of 4.06 was found to be significant at  $p < .01$ . The  $\underline{t}$  for the responses of the chief academic officers and their subordinates was not statistically significant. The mean for the chief academic officers was 6.5 (65 percent) while the superordinates' mean was 5.2 (52 percent). The subordinates had the highest mean in the function of 7.2 (72 percent).

Intensity. As can be seen by reviewing Table XLVII, the responses in the preferred intensity dimension produced an F of 6.39 (significant at  $p < .01$ ) for the function of academic staff selection and F-values significant at  $p < .05$  for budget planning and management (4.59) and

TABLE XLVI

ANALYSIS OF VARIANCE AND MULTIPLE  $t$  TEST RESULTS FOR RESPONSES  
IN PERCEPTIONS OF PREFERRED FREQUENCY

| Function                       | Analysis of Variance |                       | Multiple $t$ Test   |              |                       |
|--------------------------------|----------------------|-----------------------|---------------------|--------------|-----------------------|
|                                | F                    | Level of Significance | Groups <sup>a</sup> | t            | Level of Significance |
| External Liaison               | 8.74                 | .01                   | 1-2<br>2-3          | 2.19<br>4.06 | .05<br>.01            |
| Budget Planning and Management | 2.97                 | --                    |                     |              |                       |
| Academic Staff Selection       | 2.93                 | --                    |                     |              |                       |
| Administrative Interaction     | 2.76                 | --                    |                     |              |                       |
| Routine Administrative Duties  | 2.35                 | --                    |                     |              |                       |
| Curriculum Development         | 1.52                 | --                    |                     |              |                       |
| Student Interaction            | 1.32                 | --                    |                     |              |                       |
| Academic Staff Development     | 1.17                 | --                    |                     |              |                       |
| Staff Interaction              | 0.68                 | --                    |                     |              |                       |
| Division/Department Activities | 0.39                 | --                    |                     |              |                       |
| All                            | 6.47                 | .01                   | 1-2<br>2-3          | 3.54<br>2.96 | .001<br>.01           |

<sup>a</sup>Group 1 is chief academic officers, group 2 is superordinates, and group 3 is subordinates.

TABLE XLVII

ANALYSIS OF VARIANCE AND MULTIPLE t TEST RESULTS FOR RESPONSES  
IN PERCEPTIONS OF PREFERRED INTENSITY

| Function                       | Analysis of Variance |                       | Multiple <u>t</u> Test |              |                       |
|--------------------------------|----------------------|-----------------------|------------------------|--------------|-----------------------|
|                                | F                    | Level of Significance | Groups <sup>a</sup>    | t            | Level of Significance |
| Academic Staff Selection       | 6.39                 | .01                   | 1-2<br>1-3             | 2.18<br>3.57 | .05<br>.001           |
| Budget Planning and Management | 4.59                 | .05                   | 1-2<br>1-3             | 2.40<br>2.94 | .05<br>.01            |
| Curriculum Development         | 3.64                 | .05                   | 1-3                    | 2.47         | .05                   |
| External Liaison               | 2.91                 | --                    |                        |              |                       |
| Administrative Interaction     | 1.95                 | --                    |                        |              |                       |
| Academic Staff Development     | 1.38                 | --                    |                        |              |                       |
| Division/Department Activities | 1.14                 | --                    |                        |              |                       |
| Staff Interaction              | 0.65                 | --                    |                        |              |                       |
| Student Interaction            | 0.59                 | --                    |                        |              |                       |
| Routine Administrative Duties  | 0.30                 | --                    |                        |              |                       |
| All                            | 4.55                 | .05                   | 1-2<br>1-3             | 2.09<br>3.05 | .05<br>.01            |

<sup>a</sup>Group 1 is chief academic officers, group 2 is superordinates, and group 3 is subordinates.

curriculum development (3.64). The totals of all responses for preferred intensity produced an  $F$  of 4.55, significant at  $p < .05$ . The multiple  $t$  test results were a  $t$  of 2.09 (significant at  $p < .05$ ) for the responses of the chief academic officers and their superordinates and a  $t$  of 3.05 (significant at  $p < .01$ ) for the chief academic officers and their subordinates. The  $t$  for the responses of the superordinates and the subordinates was not statistically significant.

For the function of academic staff selection, a  $t$  of 2.18 (significant at  $p < .05$ ) was found for the responses of the chief academic officers and their superordinates. In the same function, a  $t$  of 3.57 (significant at  $p < .001$ ) was found for the responses of the chief academic officers and their subordinates. The chief academic officers' mean for the preferred intensity in academic staff selection activities was 94 percent, the superordinates' mean was 82 percent, and the subordinates' mean was 80 percent. The  $t$  for the responses of the superordinates and the subordinates was not significant.

In the function of curriculum development, a  $t$  of 2.47 was found for the responses of the chief academic officers and their subordinates. This was significant at  $p < .05$ . The chief academic officers' responses had a mean of 90 percent for the preferred intensity in the function while the subordinates' responses had a mean of 79 percent.

Responses for the function of budget planning and management produced a  $t$  of 2.40 (significant at  $p < .05$ ) for the chief academic officers and the superordinates and a  $t$  of 2.94 (significant at  $p < .01$ ) for the chief academic officers and their subordinates. The mean of the chief academic officers' responses was 86 percent, which was 14 percentage points higher than the mean of the superordinates'



responses and 12 percentage points higher than the mean of the subordinates' responses.

Proportion. As can be seen in Table XLVIII, only one function elicited responses sufficient to produce a significant F-value in the preferred perspective of the proportion dimension. The F-value for the function of external liaison was 3.47, which was significant at  $p < .05$ . The multiple  $t$  test revealed a  $t$  of 2.17 for the responses of the chief academic officers and their subordinates. This value was significant at  $p < .05$ . The mean for the responses of the chief academic officers was 5.5 percent while the mean for the subordinates was 8.2 percent. The  $t$  for the responses of the chief academic officers and the superordinates and the  $t$  for the superordinates and the subordinates were not significant.

Summary. The analysis of variance for responses indicating perceptions of the respondents' preferred role performance for chief academic officers produced significant F-values. Hypothesis 5 was therefore rejected. For the function of external liaison, the chief academic officers and their superordinates and the subordinates and superordinates perceived significantly different preferences for frequency of involvement. Furthermore, in the same function, the chief academic officers and their subordinates preferred different proportions to be allocated. The chief academic officers differed from both the superordinates and the subordinates in the intensity they would prefer to see exhibited in the functions of academic staff selection and budget planning and management. In both functions, the chief academic officers' preferences were higher. In the curriculum

TABLE XLVIII

ANALYSIS OF VARIANCE AND MULTIPLE t TEST RESULTS FOR RESPONSES  
IN PERCEPTIONS OF PREFERRED PROPORTION

| Function                       | Analysis of Variance |                       | Multiple <u>t</u> Test |      |                       |
|--------------------------------|----------------------|-----------------------|------------------------|------|-----------------------|
|                                | F                    | Level of Significance | Groups <sup>a</sup>    | t    | Level of Significance |
| External Liaison               | 3.47                 | .05                   | 1-3                    | 2.17 | .05                   |
| Staff Interaction              | 2.04                 | --                    |                        |      |                       |
| Academic Staff Development     | 1.97                 | --                    |                        |      |                       |
| Administrative Interaction     | 0.79                 | --                    |                        |      |                       |
| Curriculum Development         | 0.61                 | --                    |                        |      |                       |
| Academic Staff Selection       | 0.38                 | --                    |                        |      |                       |
| Budget Planning and Management | 0.32                 | --                    |                        |      |                       |
| Routine Administrative Duties  | 0.28                 | --                    |                        |      |                       |
| Student Interaction            | 0.27                 | --                    |                        |      |                       |
| Division/Department Activities | 0.13                 | --                    |                        |      |                       |

<sup>a</sup>Group 1 is chief academic officers, group 2 is superordinates, and group 3 is subordinates.

development function, the chief academic officers differed from the subordinates, again preferring a higher allocation than the subordinates did.

Overall, in the preferred perspective of both the intensity and frequency dimensions, the chief academic officers differed from the superordinates. The chief academic officers also differed from the subordinates in the intensity dimension. The superordinates and the subordinates differed in the frequency dimension. The groups differed more in the intensity dimension with the responses for three functions having significant F-values while only the function of external liaison was found to have a significant F in the dimensions of frequency and proportion.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

While the possibilities for analysis which were inherent in the data generated for this study have certainly not been exhausted, sufficient treatment was undertaken to fulfill the purposes proposed for this study and to lay down the groundwork for further research concerning the role of the chief academic officer in the public community/junior colleges.

#### Summary

The general purpose of this research was to help refine the definition of the role of the chief academic officer in the community/junior college. The chief academic officer was defined as the administrator who manages the instructional program. The amorphous nature of the community/junior college, which is unique among institutions of higher education for its diversity of origin, purpose, governance, and personnel, presents a challenge to the administrators, especially the chief academic officer.

#### Review of the Literature

The role of the chief academic officer, who is usually denoted as dean of instruction or dean of academic affairs, can be traced backward through the history of higher education. The role had

developed in the university as a common one by 1913, having evolved into separate offices for academic affairs and student affairs from the central administrative position of dean. This central position usually is conceded to have originated in American higher education with the appointment of a dean at Harvard in 1870.

The concept of the deanship, which was borrowed for American higher education, is traceable to the medieval colleges in its educational use and to earlier antecedents in ecclesiastical, military, and civil terminology.

The development of the community/junior college paralleled the evolution of the deanship concept. The community/junior college has evolved into a multi-purpose, many-faceted member of the higher education community.

The concept of role as a technical term was borrowed from the original use in the theatre. "Role" as a sociological term developed after the 1920s to mean the perception an incumbent has of his situation, the way he does his work, and the expectation held for the position by external sources. Role is variously defined by any of the partitions, or it may be all of the partitions.

The literature specifically related to the role of the chief academic officer in community/junior colleges consisted primarily of studies which listed or ranked by importance the various duties and/or responsibilities of the office. Such studies included the works of Carpenter and Johnson (1942), and Weldon Day (1968). Vincent Guarna (1969) asked instructional deans to rank selected duties in terms of their importance. Anderson (1973) reported on characteristics, preparation, and attitudes of deans of instruction.

He found conflict between the role the chief academic officers were playing and the role as they would like it. Robin (1974) categorized specific tasks into a list of functions performed by the dean of instruction. Latta and Hartung (1970) developed a profile of the junior college dean of instruction and surveyed the deans to determine if they performed certain selected functions.

As far as it was possible to determine, although some researchers had studied the tasks and duties of the chief academic officer and at least one person had attempted to work with the broader construct of the functions of the role, no one had attempted to categorize the duties into a list of functions in order to analyze the resulting functions by dimensions of involvement. This research attempted that task.

#### Research Methodology

In order to quantify perceptions of the role performance of chief academic officers, an instrument was designed to measure the perceptions of role incumbents, their superordinates, and their subordinates. Gould's work with tasks of academic deans and Robin's work with functions of deans of instruction were synthesized to identify relevant functions for the chief academic officer. The dimensions of frequency, intensity, and proportion of involvement were used as the means of examining perceptions of actual and preferred role performance in each of the selected functions. The instrument was tested in a pilot study before being distributed to Kansas and Oklahoma public community/junior colleges which had agreed to participate in the study.

Of the thirty-three institutions in the target population, twenty-eight agreed to participate fully while one chief academic officer agreed only to participate personally. Twenty-six chief academic officers (89.7 percent of those agreeing to participate), twenty-two superordinates (78.6 percent), and 165 subordinates (70.8 percent) participated.

### The Results of the Study

At the time of this study, the typical chief academic officer in community/junior colleges in Kansas and Oklahoma was a dean of instruction in a college enrolling approximately 2,200 students. He supervised six division chairpersons and three administrators. He was in his seventh year in the position, among which another administrative position was probably included. He held a doctorate in some area of education, having earned the degree in the previous nine years from an institution in the state in which he was employed. As qualifications for his position, he considered administrative experience, ability to work with people, and teaching experience to be among the most important.

This profile of the typical chief academic officer provides some insight into the kind of person who occupies the role being studied. It does not, however, define the role the chief academic officer performs. This study was intended to add to the definition of role by: (1) examining perceptions of actual performance and preferred performance from the viewpoints of the role incumbents, their superordinates and their subordinates; (2) determining if a significant correlation existed between the chief academic officers'

perception of their actual performance and their perception of the way they preferred the role to be performed; and (3) determining if significant differences existed among the chief academic officers, their superordinates, and their subordinates within their perception of the actual role performance and within their perception of the way they would prefer the role to be performed.

Perceptions of Role Performance. The first research question relevant to perceptions of role performance was: How is the chief academic officer's actual role performance in each of ten selected functions perceived by role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement?

Overall, the chief academic officers who responded to this study perceived their actual frequency and intensity of performance to be higher than it was perceived by either the superordinates or the subordinates. They saw themselves as having some frequency of participation in each of the ten functions listed. The role incumbents' means for the frequency of participation in each function ranged from a low of 42 percent in student interaction to a high of 90 percent in academic staff selection. Their overall mean for all functions was 73 percent. The functions which had individual means exceeding the mean for the dimension were academic staff selection, academic staff development, curriculum development, administrative interaction and routine administrative duties.

These same functions were also perceived as being highest in the intensity dimension although the order was slightly different.



The role incumbents' mean for responses in actual intensity was 76 percent. The individual means of the functions ranged from 45 percent in student interaction to 92 percent in academic staff selection. The chief academic officers perceived curriculum development activities as being second in priority in intensity although academic staff development was second in frequency. External liaison and student interactions were in ninth and tenth places, respectively, in both dimensions.

In most functions, the chief academic officers' perceptions of frequency and intensity were closely related. The priority given the functions, if not the actual mean, was the same in both dimensions for seven functions. The response was somewhat different, however, for the proportion dimension. In this dimension, the chief academic officers still perceived low priority being given to external liaison and student interaction. They also still placed administrative interaction, curriculum development, academic staff selection, and academic staff development in the top five functions in priority in role performance. However, they perceived routine administrative duties as requiring the greatest allocation of role. Budget planning and management, while eliciting only an eighth place mean in both frequency and intensity, was perceived in the proportion dimension in sixth place. As a result of this, division/department activities and staff interaction were seventh and eighth respectively in proportion, one position lower than they had been in both the frequency and intensity dimensions.

The second research question was: How is the chief academic officer's preferred role performance in each of ten selected functions

perceived by role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement? The means for the chief academic officers' responses in preferred frequency were higher than their responses in actual frequency in eight functions; however, the mean stayed the same in academic staff development and decreased in routine administrative duties. The means ranged from 52 percent in student interaction to 92 percent in academic staff selection. The overall mean for the role incumbents' responses in the preferred perspective of the frequency dimension was 76 percent. The functions which exceeded the overall mean were academic staff selection, curriculum development, administrative interaction, academic staff development, and budget planning and management. Comparison of the preferred perspective with the actual perspective revealed a preference for increasing budget planning and management participation in routine administrative duties. External liaison and student interaction were again relegated to the ninth and tenth positions. Division/department activities was two places lower in priority in the preferred dimension than in the actual dimension while staff interaction was one position higher.

In preferred intensity, the chief academic officers' overall mean was 77 percent, only one percentage point higher than their mean responses for actual intensity. The means for individual functions ranged from 50 percent in student interaction to 94 percent in academic staff selection. The functions which exceeded the overall mean were academic staff selection, curriculum development, administrative interaction, academic staff development, and budget planning and management. The means of the chief academic officers' responses for all of these functions were higher in the preferred perspective than in the actual perspective. Budget planning

and management responses averaged 14 percentage points higher for preferred intensity than they did for actual intensity. Routine administrative duties, on the other hand, was preferred by the officers to have an average intensity 12 percentage points lower than the average intensity at which they received themselves to be performing. They also preferred to decrease intensity in division/department activities and staff interaction. External liaison and student interaction were the two lowest functions in the role incumbents' preference for intensity of involvement.

In preferred proportion, the chief academic officers perceived curriculum development as the function which should receive the highest allocation of role performance. Other functions which exceeded the overall means for the dimension of 10.0 percent were administrative interaction, academic staff development, budget planning and management, routine administrative duties, and academic staff selection. The officers indicated that they preferred to decrease allocations in administrative interaction, division/department activities and routine administrative duties. External liaison and student interaction, although both had higher means in the preferred perspective, were still in the ninth and tenth positions according to the chief academic officers' means for preferred proportion.

The third research question was: How is the chief academic officer's actual performance in each of the ten selected functions perceived by immediate superordinates of role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement? The overall mean for the superordinates' responses in both the frequency and the intensity dimensions was 66 percent. In actual frequency, the means of the superordinates' responses in individual functions ranged from 43 percent in student

interaction to 81 percent in academic staff selection. In addition to academic staff selection, the functions in which the means equalled or exceeded the overall mean were administrative interaction, curriculum development, division/department activities, academic staff development, and routine administrative duties. The superordinates agreed with the role incumbents in giving the ninth and tenth ranked means to external liaison and student interaction. The superordinates also agreed with the chief academic officers in the relative priority of staff interaction and budget planning and management as seventh and eighth, respectively.

In the intensity dimension, the superordinates' overall mean for their perception of actual performance was again 66 percent. The means of seven function exceeded the overall mean. Those functions were: curriculum development, academic staff selection, administrative interaction, academic staff development, division/department activities, routine administrative duties, and budget planning and management. The mean for staff interaction gave it an eighth place priority, and the means for external liaison and student interaction again placed them in ninth and tenth positions.

The superordinates' mean for actual proportion allocated to routine administrative duties gave the function first place priority. Other functions which had means exceeding the overall mean of 10.0 percent were curriculum development, administrative interaction, academic staff development, budget planning and management, and division/department activities. The mean for academic staff selection as the superordinates viewed actual proportion of role allocated to the function made it seventh in priority. Staff interaction, external

liaison, and student interaction continued in the eighth, ninth and tenth places.

The fourth research question was: How is the chief academic officer's preferred performance in each of ten selected functions perceived by immediate superordinates of role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement? The superordinates' means for the overall responses in both the frequency and intensity dimensions were higher for the preferred perspective than for the actual perspective. The means for individual functions, as the superordinates perceived preferred frequency of role performance, ranged from 44 percent in student interaction to 83 percent in academic staff development. Other functions besides academic staff development which had means exceeding the overall mean of 68 percent in the frequency dimension were academic staff selection, curriculum development, administrative interaction, and division/department activities. The mean of the responses of the superordinates indicated they preferred relatively higher frequency of participation in budget planning and management activities and relatively lower frequency of participation in routine administrative duties. Staff interaction, external liaison, and student interaction continued in eighth, ninth and tenth positions, respectively.

The superordinates' overall mean for preferred intensity was 73 percent, an increase of 7 points over their mean for actual intensity. From the superordinates' viewpoint, the functions having means exceeding the overall mean in the dimension were curriculum development (with a high of 86 percent intensity), academic staff development,

academic staff selection, administrative interaction, and division/department activities. Budget planning and management and staff interaction were tied for sixth place while routine administrative duties, external liaison, and student interaction were in the eighth, ninth and tenth places in priority.

In the proportion dimension, the superordinates' means produced a tie for first place between academic staff development and curriculum development. The mean of only one other function exceeded the overall mean of 10.0 percent, that function being administrative interaction. Academic staff selection, routine administrative duties, budget planning and management, division/department activities, and staff interaction had means which placed them fourth through eighth, respectively, in priority. External liaison, and student interaction continued to be in the ninth and tenth position.

The fifth research question was: How is the chief academic officer's actual role performance in each of ten selected functions perceived by selected types of immediate subordinates of role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement? The range of the means for the subordinates' perception of the function was smaller than the range of the means for either of the other groups. The subordinates' means for perception of actual frequency ranged from 45 percent for student interaction to 79 percent for academic staff selection. The overall mean for all responses concerning actual frequency was 67 percent. The functions with individual means equalling or exceeding the overall mean in addition to academic staff selection were administrative interaction, routine administrative

duties, curriculum development, budget planning and management, and academic staff development. The subordinates differed from the chief academic officers and the superordinates in their responses to the function of external liaison. Where the role incumbents and superordinates had persistently perceived external liaison in ninth place among the functions, the subordinates' mean placed it seventh in actual frequency. Division/department activities elicited responses from the subordinates, the means of which made that function eighth in priority. The function of staff interaction was consistently viewed by the subordinates as having a low enough mean to place it in ninth position. However, the subordinates agreed with the other groups in relegating the function of student interaction to a consistent tenth place.

In perceptions of actual intensity, the means of the subordinates again resulted in a range somewhat less than the ranges of the superordinates and the chief academic officers. The lowest mean for the subordinates' perception of actual frequency was 48 percent in student interaction while the highest was 77 percent in both academic staff selection and administrative interaction. Besides the two functions which tied for first place, the functions which had means exceeding the subordinates' overall mean of 67 percent were routine administrative duties, curriculum development, and budget planning and management. The mean for academic staff development was in sixth place priority in the subordinates' perception of actual intensity. External liaison was again in seventh place followed by division/department activities, staff interaction, and student interaction in eighth, ninth, and tenth place, respectively.

In perceptions of actual proportion, the subordinates' means for individual functions exceeded the overall mean of 10.0 percent in administrative interaction, routine administrative duties, curriculum development, and budget planning and management. The means of academic staff selection, academic staff development, and division/department activities gave them fifth, sixth, and seventh place rankings. External liaison was in eighth place. Staff interaction and student interaction were maintained by the subordinates in ninth and tenth place.

The sixth and final research question was: How is the chief academic officer's preferred role performance in each of ten selected functions perceived by selected types of immediate subordinates of role incumbents, with role performance being measured in terms of frequency, intensity, and proportion of involvement? The subordinates' perceptions of the chief academic officers' actual role performance produced an overall mean of 74 percent for their actual frequency responses. The means of individual functions in the subordinates' perceptions ranged from 55 percent for student interaction to 84 percent for administrative interaction. In addition to administrative interaction, the means of individual functions which exceeded the overall mean for the frequency dimension were academic staff selection, curriculum development, academic staff development, and budget planning and management. The subordinates' means for external liaison and routine administrative duties were tied for sixth place among the means for all functions. Division/department activities and staff interaction was still in tenth place.



In the preferred perspective of the intensity dimension, the subordinates' responses resulted in means ranging from 55 percent for student interaction to 81 percent for administrative interaction. The overall mean for preferred intensity was 73 percent. The functions which had means exceeding the overall mean were administrative interaction, academic staff development, academic staff selection, curriculum development, and budget planning and management. The means for external liaison and routine administrative duties placed them sixth and seventh in priority. Division/department activities and staff interaction were tied for eighth place, and student interaction continued in lowest priority.

The means of the subordinates' responses in the preferred perspective of the proportion dimension included five which exceeded the overall mean of 10.0 percent. These were in curriculum development, administrative interaction, academic staff development, routine administrative duties, and budget planning and management. The mean of academic staff selection placed it sixth in priority among the functions while the subordinates indicated a mean for division/department activities which placed it in seventh place. External liaison was in eighth position followed by staff interaction in ninth place and student interaction in tenth.

Correlations of Chief Academic Officers' Perceptions. The first three hypotheses were related to the question of whether or not the chief academic officers' responses for perception of actual performance were significantly correlated with their responses for their perceptions of preferred performance.

The first hypothesis was: There is no significant correlation between the chief academic officers' perception of the actual frequency of involvement and their perception of the preferred frequency of involvement in each of ten selected functions. Calculating of correlations between the chief academic officers' responses for actual and preferred frequency of role performance resulted in coefficients that were significant in all functions except routine administrative duties. Hypothesis 1 was therefore rejected for those nine functions and not rejected for routine administrative duties.

The second hypothesis was: There is no significant correlation between the chief academic officers' perception of the actual intensity of involvement and their perception of the preferred intensity of involvement in each of ten selected functions. The coefficients which were calculated for the chief academic officers' perceptions of actual and preferred intensity were found to be significant for eight of the ten functions, excluding only budget planning and management and routine administrative duties. Hypothesis 2 was therefore rejected for all functions except budget planning and management and routine administrative duties.

The third hypothesis was: There is no significant correlation between the chief academic officers' perception of the actual proportion of involvement and their perception of the preferred proportion of involvement in each of ten selected functions. The correlation calculations for the chief academic officers' responses for actual and preferred proportion resulted in significant coefficients for all functions. Hypothesis 3 was therefore rejected for the entire proportion dimension.

The most volatile functions in the correlations were routine administrative duties and budget planning and management. The coefficient for the function of routine administrative duties was not significant in either the frequency or the intensity dimensions. The coefficient for the function of budget planning and management was not significant in the intensity dimension and was significant at only  $p < .05$  in the frequency and proportion dimensions. The coefficient for academic staff selection was significant at only  $p < .05$  in the intensity dimension. The coefficients of all other functions were significant at  $p < .01$  in all dimensions.

Differences Among Types of Respondents. To test hypothesis and 5, analysis of variance was calculated for each function in both actual and preferred perspectives of each dimension and for all functions in the frequency and intensity dimensions. When a statistically significant F-value resulted, the multiple  $t$  test was used to identify the source of the difference.

In perceptions of actual role performance, the analysis of variance for responses in the functions of the three dimensions of the actual perspective and in the total dimensions of frequency and intensity produced significant F-values.

In the total frequency dimension, the chief academic officers' responses were significantly different from both their superordinates and their subordinates. The responses of the chief academic officers and their superordinates differed significantly in the specific function of academic staff development while the responses of superordinates and subordinates differed significantly in the function of external liaison.

The greatest number of differences occurred in the intensity dimension of the actual perspective. The responses of the chief academic officers again differed significantly from the responses of both the superordinates and the subordinates in the total dimension. The chief academic officers' responses differed significantly from those of the subordinates in the functions of academic staff development, academic staff selection, curriculum development, division/department activities, and staff interaction. The chief academic officers' responses also differed significantly from those of the superordinates in the function of academic staff selection.

The responses for the proportion dimension produced no significant F in any function.

Because significant differences in the actual perspective of role performance did occur among the groups in the total frequency and intensity dimensions and among the groups in eight separate measures of specific functions, Hypothesis 4 was rejected.

In perceptions of preferred role performance, the analysis of variance for the responses of the chief academic officers, the superordinates, and the subordinates in the frequency and intensity dimensions of the preferred perspective and in the individual functions in all dimensions revealed several significant F-values.

In the total frequency dimension of the preferred perspective, the superordinates' responses differed from the responses of both the chief academic officers and the subordinates. Responses in only one individual function produced a significant F. In the function of external liaison, the superordinates' responses again differed

significantly from those of both the chief academic officers and the subordinates.

In the overall intensity dimension of the preferred perspective, the responses of the chief academic officers differed from the responses of both the superordinates and the subordinates. In specific functions, the chief academic officers' responses differed from the responses of both the superordinates and the subordinates in the functions of academic staff selection and budget planning and management. The chief academic officers' responses differed from those of the subordinates in curriculum development.

A significant F occurred in only one function in the proportion dimension. The responses of the chief academic officers and those of the subordinates were again significantly different in the function of external liaison.

Because of the significant differences occurring among the groups in both the overall frequency and intensity dimensions and in four separate functions, Hypothesis 5 was rejected.

### Conclusions

Although the amount of data generated by this study provided the opportunity to draw inferences and to arrive at conclusions on levels ranging from very specific to extremely general, the conclusions presented here are restricted to those relating to refinement of the chief academic officer's role and to research, including the methodology used in this study and potential research suggested.

### Concerning Refinement of the Role

An examination of what the study revealed about the role of the chief academic officer in community/junior colleges resulted in several conclusions about the role in general and about the functions, dimensions, and viewpoints of the role in particular.

In General. The role of the chief academic officer was not commonly perceived by either the role incumbents or their superordinates and subordinates. The three partitions of role performance indicated by Levinson--i.e., the role incumbent's behavior, the role incumbent's concept within the parameters set by situational factors, and the expectations held by relevant others--were not all examined in this study. The perceptions of the role incumbents' behavior, their concept of the role, and the expectations of relevant others were studied, but no effort was made to determine real performance or to identify the impact of situational factors. The information resulting from this study supported Levinson's contention that role performance should not be studied as an undifferentiated entity.

In this study, a strong relationship was found between the way the chief academic officers perceived their performance of the role and the way they would prefer it to be performed. There seemed, however, to be little relationship between the chief academic officers' performance and the expectations of relevant others--i.e., the superordinates and the subordinates. Whether or not this lack of relationship was a result of situational factors might be pursued by analysis of all the responses for a particular institution.

By Dimension. There was disparity in the findings of this study

among the respondents in their perceptions of both the actual role performance and the preferred role performance. In the dimensions of frequency and intensity, the role incumbents perceived themselves to be performing at higher levels than the levels perceived by the superordinates and the subordinates. In the proportion dimension, with a controlled total of 100 percent for all functions, the three sets of respondents perceived very similarly the portion of role actually allocated by the role incumbents to each function and the portion of role they preferred to be allocated.

Although the degree and direction of disparity differed from function to function, both the superordinates and the subordinates, in general, wished the role incumbents to exhibit higher intensity. The intensity dimension was defined in the study as level of involvement, and, in fact, tended to represent the amount of control the role incumbent exhibited or should exhibit in the function. The overall results indicated the role incumbents perceived that they exhibited about as much control in the functions as they wished to exhibit. The superordinates and subordinates, by contrast, perceived actual control as being six and seven percentage points lower than they would like it to be. Both groups perceived the role incumbents to be involved at a level of intensity equal to about two-thirds of that possible. According to the representative levels used to define intensity, this would be a degree of control between coordinating, collecting, and compiling the results of others' activities and contributing to and participating in the activities. Both superordinates and subordinates preferred a level of control close to three-fourths of that possible. This preference approached the 80 percent level, which was defined as recommending

procedure or policy, and supervising activity.

Furthermore, in the dimension of frequency, the subordinates preferred a rate of participation which was higher by seven percentage points than the rate perceived as actually being exhibited. Although both superordinates and role incumbents would prefer a slightly increased frequency of participation, neither group would increase the rate by more than three percentage points.

There are several possible explanations for the disparate viewpoints of the respondents. Perhaps unidentified factors impacted on the viewpoints of the superordinates and subordinates sufficiently to preclude adequate observation of role behavior. Perhaps the personal involvement of the role incumbents reduced the objectivity needed for a realistic assessment of their own performance. Perhaps there was simply insufficient communication on the concept of the chief academic officers' role to produce common criteria for assessing performance.

Whatever the causes for the differences, the chief academic officers and their subordinates differed significantly on 13 of 64 measures, with the officers' means exceeding those of the subordinates in 12 of the 13. The chief academic officers and their superordinates differed significantly on eight of 64 measures, with the officers' means exceeding those of the superordinates in all eight measures. The superordinates and subordinates differed significantly on only three of 64 measures, with the subordinates' means exceeding those of the superordinates in all three.

By Function. When the role performance in the individual functions was examined, it became obvious that the respondents differed more in their perceptions of some functions than they did in others.



In the function of budget planning and management, the chief academic officers obviously desired more control as indicated by the finding of no significant correlation between actual and preferred intensity. That their preference was not shared by others respondents was shown by significantly higher means for the chief academic officers than for the superordinates and for the chief academic officers than for the subordinates when the responses concerning preferred intensity in the function of budget planning and management were analyzed for variance.

In the function of routine administrative duties, however, the chief academic officers preferred both less frequency and less intensity. In this preference, they were supported by the superordinates and the subordinates since this was one of only three functions in which no significant difference among the groups of respondents was found. This finding supports Anderson's earlier report that deans of instruction had role conflict between the way they were playing their role and the way they would prefer to play it, with specific mention of the high amount of time devoted to routine administrative duties. Gould also found that the academic deans in his study reported the greatest amount of their time was spent on routine administrative duties. This was supported in this study by the role incumbents' perception of the highest portion of role performance being given to routine administrative duties.

A second function on which the three groups agreed was student interaction. The performance in the function was perceived universally as being low, and, in general, the respondents concurred in wanting to keep it that way. This result substantiated Gould's

earlier finding that academic deans were working less with student concerns. Gould's related findings that at the time of his study academic deans were moving from student concerns to faculty concerns and that the second highest amount of time was devoted by the deans to faculty concerns were not supported by this study.

The chief academic officers responding in this study both saw and preferred higher performance in staff interaction than the superordinates or subordinates did, and no group saw actual performance as higher than seventh place or preferred it to be higher than sixth. However, among the mixed responses found for the function, the chief academic officers and the subordinates differed in their perceptions of actual intensity by 16 percentage points. In their preferred intensity responses, the subordinates indicated they would like the chief academic officers to increase intensity in the function by nine percentage points while the role incumbents would prefer to lower intensity by two percentage points.

Considering these responses in relation to responses for other functions, it would seem that the focal clientele for the chief academic officers' role had changed by the time of Gould's study from students to faculty and that at the time of this study the focus was perhaps again in the midst of a change from faculty to the broader concern of the total institution. This is evidenced further by the agreement among the groups on the importance of the function of administrative interaction. Carpenter and Johnson's finding that 55 of 93 duties listed related to students and 31 to teaching staff would seem to place a much higher emphasis on faculty and students than was evidenced in the results of this study.

The chief academic officers and the subordinates disagreed on the intensity actually devoted to division/department activities. This is significant since the subordinate respondents included division/department chairpersons. The subordinates perceived an intensity which was 14 percentage points lower than the intensity perceived by the role incumbents. The subordinates preferred the officers to increase the intensity by five percentage points while the chief academic officers themselves preferred to lower intensity by seven percentage points. The result was a difference between the officers and the subordinates of only two percentage points on the level of intensity preferred. The superordinates concurred with the subordinates in preferring increased intensity in division/department activities; they would prefer the chief academic officers to increase the level of involvement by eight percentage points.

Although the tasks studied by Guarna were not consistently comparable to the functions used in this study, the highest tasks he listed was coordinating and supervising departments and/or divisions of instruction. In contrast to Guarna's finding, division/department activities in this study was found not to be highest in priority. In fact, the function's relative importance as perceived in actual performance ranged between a tie for fourth and a clear eighth place. The respondents' preference placed it in positions ranging between fifth place and a tie for eighth.

The curriculum development function was among those in which greater difference were observed. The chief academic officers and the subordinates differed in their perceptions of both actual and preferred intensity for curriculum development activities. The officers

perceived 87 percent intensity and preferred 90 percent while the subordinates perceived 70 percent and preferred 79. The superordinates would also increase performance in curriculum development, indicating they felt this function should be the one in which the chief academic officers exhibit the highest intensity. The proportion allotted to curriculum development would be increased by both the officers and the subordinates to make it the first place function in preferred perspective. It had been the third place function in both perceptions of actual proportion. In spite of the consistent rankings, there was still a significant difference between the officers and the subordinates as to the actual percentage of role the rankings represented. The superordinates' responses caused the curriculum development function to be tied with academic staff development for first place in the proportion of role they would prefer to see allotted to the functions.

External liaison was perceived differently in both actual frequency and preferred frequency by the subordinates and the superordinates. The subordinates saw a significantly higher frequency of performance and preferred a significantly higher frequency of performance in the function that the superordinates did. This indicated the subordinates no longer perceived the chief academic officers' role as primarily requiring internal leadership, but instead they recognized the importance of the relationship to the academic mission of the external agencies which impinge upon the mission. While the responses of both the chief academic officers and the superordinates caused the function to be ranked ninth in all dimensions, the subordinates perceived the role incumbents to be performing at levels of frequency

and intensity high enough to place external liaison in seventh place. They preferred the performance to be increased sufficiently to place the function in a tie for sixth in frequency and in sixth place in intensity. The eighth place ranking which they perceived in actual proportion was maintained in preferred proportion. Rather than having the chief academic officers devote more of the role to the function, the subordinates apparently would prefer them to increase the effort in external liaison activities through increasing the frequency and intensity of participation.

Major differences were observed in the way the chief academic officers and the subordinates perceived frequency and intensity in the function of academic staff development. The subordinates seemed to be saying that the chief academic officers were not sufficiently involved in the function in either frequency or intensity. They wanted a level of performance nearer to what the officers perceived they were already doing. The superordinates saw a need to increase performance in all dimensions. They would prefer academic staff development activities to receive the highest performance of all functions in both frequency and intensity, and they preferred a portion of performance to be allocated to the function which would place it in a tie with curriculum development for first place. The chief academic officers apparently lagged behind the other respondents in seeing the evolutionary nature of the function as discussed by O'Banion. The officers seemed to see themselves as having better control of the function than either subordinates or superordinates perceived. They were apparently also more satisfied with their performance than the other respondents were.

The interrelationship of academic staff development with academic staff selection seems to be clear. If academic staff selection decreases, academic staff development increases. The existing state of community/junior college faculty hiring implies a decrease in academic staff selection activities. However, the results of this study indicate the chief academic officers had not yet come to terms with the decreasing need to select faculty. They perceived the function as highest in both frequency and intensity dimensions, and they preferred to keep it that way. The only concession they made to the decreasing need for hiring was to lower the function from fourth position in actual proportion to sixth position in preferred proportion. The officers differed from both the superordinates and the subordinates in actual intensity perceived and in intensity preferred. They perceived that, of all the functions, they had the highest control in academic staff selection. The fact that they preferred to increase that control even more indicated their reluctance to relinquish a function which in the past has been their greatest source of power in the institutional politics. The officers have apparently not as yet identified the potential for power in other functions such as academic staff development or external liaison although they seem to recognize the potential in budget planning and management.

By Viewpoint. The chief academic officers would like, in general, to maintain their control over the function of academic staff selection and to increase their control in budget planning and management while delegating more responsibility in routine administrative duties, division/department activities, external liaison, and staff interaction.

They seem to be relatively satisfied with their performance in academic staff development, curriculum development, student interaction, and administrative interaction.

The superordinates, on the other hand, would like to see more activity, but not more control, by the chief academic officers in budget planning and management. They would prefer to have the officers increase all dimensions in the function of academic staff development and maintain the high level of performance which they perceived the role incumbents to be exhibiting in curriculum development. The superordinates would also prefer for chief academic officers to increase slightly their performance in the academic staff selection function while decreasing its relative importance among the functions. They also preferred to see the officers decrease routine administrative duties. The superordinates and the role incumbents preferred for the function of external liaison to be kept in a low position. The superordinates also seemed to be satisfied with the officers' performance in division/department activities, staff interaction, administrative interaction, and student interaction.

The subordinates differed from the chief academic officers significantly in the performance they perceived and preferred in academic staff development, curriculum development, division/department activities, and staff interaction. The subordinates differed from the superordinates and the role incumbents in the way they preferred the officers to perform in external liaison. They concurred with the superordinates in a preference for decreasing the importance of academic staff selection. They agreed with the officers on decreasing

routine administrative duties and on increasing budget planning and management. The functions in which the subordinates were most satisfied with the chief academic officers' levels of performance were administrative interaction and student interaction.

#### Concerning Research Methodology

Although the design of the study appears to have been valid, some suggestions for revision, additional research, and related research were generated by working with the study. Several factors contribute to the general conclusion that the design was valid. The discrimination which occurred among and within the elements of the design indicate this validity. Discrimination occurred among the listed functions, from dimension to dimension, between actual and preferred perspectives, and among the viewpoints of the chief academic officers, the superordinates, and the subordinates.

Functions. That the functions generated from the literature were legitimate partitions of the role was indicated by the small number of responses in the space provided for the respondents to add functions other than those listed. An examination of individual write-in responses revealed that most of them were unidentified, were identified as miscellaneous, or could have been included in one of the listed functions. In the proportion dimension, the larger number of other function responses and the nature of those responses suggested a need for a miscellaneous category if the sum of responses for all functions was to total 100 percent.

Two specific responses in the category of other functions which deserve consideration in subsequent research were self-development



or self-renewal activities and research. Furthermore, since both the literature reviewed earlier and the results of this study indicated an evolution occurring in the function of academic staff development, subsequent research should be especially cognizant of the changes occurring in academic staff development and should further define the function as patterns develop.

Dimensions. The dimensions used to quantify role performance allowed comparison among groups of respondents and made it possible to identify the specific part of role performance--i.e., type of behavior--which was of concern to each type of respondent.

However, because of the refinement achieved by the use of the dimensions, it became obvious that total role performance in a function was achieved by adjusting one or more of the dimensions. For example, if a function such as academic staff development were increasing in its demands on the role incumbent, a chief academic officer could respond either by increasing frequency, intensity, or proportion, or by increasing all of the dimensions.

Furthermore, the interaction of the three dimensions could be researched to develop an overall role quotient. Such a reduction of data would make comparison possible between total role performance of one chief academic officer and another or between actual and preferred performance from various viewpoints. For example, the overall performance of two role incumbents might be comparable even though one person exhibited low frequency and proportion and high intensity while another exhibited higher frequency or proportion and lower intensity. Developing a role quotient might also

facilitate the development of a standardized role performance profile to which an individual chief academic officer could compare his performance for the purpose of improvement. If his role quotient differed significantly from the profile, the role incumbent could identify through his own data on dimensions the approach which would be most feasible for changing his performance--i.e., to increase or decrease frequency or intensity or proportion.

Additional research might also work with the dimension of intensity to relate it to leadership styles. It was apparent that in this study the chief academic officers, the superordinates, and the subordinates were in agreement that more intensity is better. Of the thirty differences possible between actual and preferred intensity, the direction of change was increased intensity in twenty-five (83 percent) and decreased intensity in five (17 percent), with three of the five decreases occurring in routine administrative duties.

Perspectives. Although some modern psychologists contend that reality is that which is perceived, it might be possible to devise a way to measure absolute actual performance to provide better control for that variable. It would seem, however, that the quantifying of the ideal role would have to continue to rely on reflective responses. Being able to compare objectively quantified measures of actual performance with respondents' perceptions of actual performance might at least give some insight into whether corrective measures for improvement of performance should be applied to the behavior of the role incumbents or to the perceptions of the respondents.

The high degree of correlation between the actual and preferred perspectives of the chief academic officers' responses indicated the

congruence between their perception of their actual performance and their conception of the ideal role. The lack of significant correlation in two functions--i.e., routine administrative duties and budget planning and management--also pinpointed the specific dimensions in which the role incumbents would prefer to increase or to decrease performance. Further research is needed to determine if the relationship is a casual one and, if it is casual, to identify the direction of causation--i.e., if the actual performance shapes the ideal or if the ideal concept directs the actual performance. Further analysis of the data in this study could also show if the same high degree of relationship exists between the perspectives from the viewpoints of the other respondents.

Viewpoints. The final design of this study was revised from its original conceptualization of subordinates as only division or department chairpersons to include other administrators supervised by the chief academic officers. This broadened the spectrum of activities in which the chief academic officers' performance was observed. The responses in the pilot study suggested that using respondents more than one level away from the role in the organizational structure might significantly reduce the opportunity for the respondents to have observed the role incumbent's performance. Additional research might be undertaken to determine what effect distance from a role has on perception of role performance. Further analysis of the data in this study could identify differences and similarities between the responses of academic chairpersons and those of other subordinates.

Although there is no hard evidence to support it, one intuitive conclusion that insisted on being recognized was that comparing responding superordinates with non-responding superordinates might reveal more about the role performance of the superordinates than about the performance of the chief academic officers.

#### Generalization of the Role

Based on the data generated in this study, it is obvious that the role of the chief academic officer is a focal one in the community/junior college.

In most of the colleges studied, this officer stands next to the president in institutional authority, often actually assuming some presidential powers when the chief executive officer is engaged elsewhere. It is only to be expected that in such circumstances the relationship between the two administrators may be delicately balanced. The superordinate expects the chief academic officer to be almost totally responsible for functions which further the instructional mission and to have intermittent and limited responsibility for decision-making in functions affecting the total institution. A typical pattern which seems to have developed is that the president is the final authority on all matters, representing the governing board both on and off campus. However, the chief executive officer delegates almost total responsibility for on-campus activities that are central to the missions of the second-level administrators while he assumes almost total responsibility for institution wide off-campus and on-campus activities. When it is necessary for him to be off-campus, he usually delegates temporary responsibility for his on-campus

tasks to the chief academic officer. However, the superordinate also expects the authority accompanying the delegated responsibility to be relinquished when the purpose for which it was delegated has been achieved. In most cases, temporary or limited responsibility is delegated at the discretion of the superordinate. Conflict between the two officers can develop when the chief academic officer who stands in for the president begins to take an interest going beyond mere temporary participation in the projects and activities for which he has served as the president's surrogate. Unless the chief academic officer and the chief executive officer are unusually complementary in personality and competencies, ambiguous boundaries between their roles may cause problems regarding territorial prerogatives.

The superordinate's concept of the chief academic officer's role can perhaps be best characterized as functional, with the chief academic officer's authority and responsibility being flexible, depending on the existing situation. The chief academic officer, however, seems to prefer a more rigid and well-defined role, one which provides him with firmly understood limits and higher levels of authority and responsibility in all the functions related to the role.

The chief academic officer's desire for more authority and responsibility is not necessarily an indication that all chief academic officers are overly aggressive or ambitious. They may simply be recognizing a high degree of interrelationship among the functions in an academic system as well as imprecise definition of role boundaries. Furthermore, if the chief academic officer perceives high impact on his central mission of function which are not solely in his domain,

it follows that he must also maintain a balanced relationship with those members of the administrative team who are his peers in the organizational hierarchy. For example, he may have to compete for scarce resources with the chief student services officer while, at the same time, the two officers are working together to achieve a policy change that will facilitate both missions. The chief academic officer also has to reach some level of constructive interaction with the chief finance officer, who has a great deal of influence on budget priorities.

Unlike Janus, the Roman god who looked only two ways--backward to beginnings and forward to endings--the chief academic officer, besides facing upward toward his superordinate and outward toward his peers, must also face a third direction--downward toward his subordinates. To build the power base he needs if he is to have influence with his superordinates and peers, the chief academic officer must also elicit support from his subordinates. Furthermore, he must ameliorate, facilitate, and stimulate action within his area of responsibility. To do this requires the ability to delegate some of his authority to his subordinates while retaining sufficient control of the functions to allow him to negotiate with his peers and his superordinate.

Because of the temporal and physical constraints of the human condition, no role incumbent can achieve total participation and/or total control in all institutional activities. The chief academic officer therefore makes choices, selecting for his personal attention the activities in the functions which he sees as most significant to achieving his objectives and delegating to subordinates those

activities in which he perceives he can safely reduce his effort. This tends to divide the chief academic officer's role performance into two parts: (1) more consistent effort in the power functions in which immediate and significant results can be seen and (2) more spasmodic effort in the non-power functions which are likely to require long-range and ongoing attention. He can monitor the latter functions and increase his personal effort in them at critical times.

The subordinates concede the necessity for the chief academic officer to have a great deal of influence at the top management level; however, they tend to agree with the superordinates that the authority and responsibility should be flexible rather than absolute, increasing and decreasing to fit the situation. The subordinates seem to be more ambivalent about the chief academic officer's authority than either of the other groups. In certain non-power functions, the subordinates see less need for high level involvement by the chief academic officers than the superordinates and the officers themselves see. The subordinates prefer that the chief academic officers distance themselves from the academic divisions, the faculty, and the students. They also tend to see the chief academic officer as a facilitator rather than as an authority figure in the functions related to these groups.

Furthermore, the subordinates place high value on the chief academic officer's serving as their spokesman to external agencies and as intermediary with other levels of institutional authority. In essence, the subordinates view the chief academic officer as someone who is available when they need him and who, in the meantime, is busy maintaining his influence so he can deal effectively with

their needs when they arise.

In general, then the three views of the role differ first in where authority should be exhibited, second in type of authority necessary, and third in amount of authority required to do the job. The chief academic officer's role is one which requires extreme versatility in a role incumbent if he is to meet the demands placed on him. The most successful chief academic officer will probably be one who recognizes the ambivalent nature of the role, who can tolerate a high level of such ambivalence, and who has the ability to judge the nature of his assigned functions and shift the level of his involvement to fit those functions.

#### Recommendations

As this study progressed, two types of recommendations began to emerge. The first type related to further research which was suggested, and the second type was the uses to which the findings of the study could be put.

The first kind of research which should be recommended is that which would both extend and validate the results of this study. A nationwide study to develop a standardized profile of the role of the chief academic officer would be a logical step. Similar studies might be undertaken for other administrative roles such as the presidency and deanships in finance and student services. Perhaps the data might be reduced to more workable form through development of a role quotient.

Secondly, longitudinal studies in individual institutions could provide a data base for administrator evaluation, for writing job



descriptions for open positions, and for programs for self-development of administrators. The least such studies would do is provide information for identifying potential problem areas in the management of an institution.

Persons who plan pre-service and in-service training for administration, specifically for the position of chief academic officer, could utilize the findings in this study to help design such training. Chief academic officers, faced with increasing demands on their time and their abilities, should welcome data which could help them focus on areas of their own performance which could be improved.

It is to be hoped that any use made of the study would be as guidelines for ways an active or potential chief academic officer might achieve growth and development. For this reason, the information which could be made available should be used as descriptive of existing behavior and not as prescriptive or threatening.

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- Robin, K. B. Dean of Instruction: A Critical Look. U.S., Educational Resources Information Center, ERIC Document. ED 099 021, November, 1974.

#### Unpublished Sources

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APPENDIX A

SURVEY INSTRUMENT



| Functions                     | Frequency of Behavior |     |     |     |     | Type of Behavior |     |     |     |     |
|-------------------------------|-----------------------|-----|-----|-----|-----|------------------|-----|-----|-----|-----|
|                               | (a)                   | (b) | (c) | (d) | (e) | (1)              | (2) | (3) | (4) | (5) |
| External Liaison              |                       |     |     |     |     |                  |     |     |     |     |
| Routine Administrative Duties |                       |     |     |     |     |                  |     |     |     |     |
| Staff Interaction             |                       |     |     |     |     |                  |     |     |     |     |
| Student Interaction           |                       |     |     |     |     |                  |     |     |     |     |
| Other                         |                       |     |     |     |     |                  |     |     |     |     |

2. Please indicate how involved chief academic officers should be in each of the following functions by placing a check to show your perception of preferred frequency of behavior and another check to show your perception of preferred type of behavior.

| Functions                      | Frequency of Behavior |     |     |     |     | Type of Behavior |     |     |     |     |
|--------------------------------|-----------------------|-----|-----|-----|-----|------------------|-----|-----|-----|-----|
|                                | (a)                   | (b) | (c) | (d) | (e) | (1)              | (2) | (3) | (4) | (5) |
| Academic Staff Development     |                       |     |     |     |     |                  |     |     |     |     |
| Academic Staff Selection       |                       |     |     |     |     |                  |     |     |     |     |
| Administrative Interaction     |                       |     |     |     |     |                  |     |     |     |     |
| Budget Planning and Management |                       |     |     |     |     |                  |     |     |     |     |
| Curriculum Development         |                       |     |     |     |     |                  |     |     |     |     |
| Division/Department Activities |                       |     |     |     |     |                  |     |     |     |     |
| External Liaison               |                       |     |     |     |     |                  |     |     |     |     |





## SURVEY OF PERCEPTIONS OF BEHAVIOR: ROLE OF CHIEF ACADEMIC OFFICER

1. Actual frequency of behavior. Of every ten institutional activities related to each function, in how many does the chief academic officer actually participate? Circle the number corresponding to your answer.

|                                   |   |   |   |   |   |   |   |   |   |   |    |
|-----------------------------------|---|---|---|---|---|---|---|---|---|---|----|
| A. Academic Staff Development     | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| B. Academic Staff Selection       | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| C. Administrative Interaction     | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| D. Budget Planning and Management | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| E. Curriculum Development         | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| F. Division/Department Activities | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| G. External Liaison               | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| H. Routine Administrative Duties  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| I. Staff Interaction              | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| J. Student Interaction            | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| K. Other, please specify          |   |   |   |   |   |   |   |   |   |   |    |
| _____                             | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

2. Actual intensity of behavior. In each of the functions listed, how intensely is the chief academic officer actually involved? Circle the number corresponding to your answer.

|                                   |   |   |   |   |   |   |   |   |   |   |    |
|-----------------------------------|---|---|---|---|---|---|---|---|---|---|----|
| A. Academic Staff Development     | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| B. Academic Staff Selection       | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| C. Administrative Interaction     | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| D. Budget Planning and Management | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| E. Curriculum Development         | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| F. Division/Department Activities | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| G. External Liaison               | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| H. Routine Administrative Duties  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| I. Staff Interaction              | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| J. Student Interaction            | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| K. Other, please specify          |   |   |   |   |   |   |   |   |   |   |    |
| _____                             | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

3. Preferred frequency of behavior. Of every ten institutional activities related to each function, in how many do you believe chief academic officers should participate? Circle the number corresponding to your answer.

|                                   |   |   |   |   |   |   |   |   |   |   |    |
|-----------------------------------|---|---|---|---|---|---|---|---|---|---|----|
| A. Academic Staff Development     | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| B. Academic Staff Selection       | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| C. Administrative Interaction     | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| D. Budget Planning and Management | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| E. Curriculum Development         | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| F. Division/Department Activities | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| G. External Liaison               | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| H. Routine Administrative Duties  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| I. Staff Interaction              | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| J. Student Interaction            | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| K. Other, please specify<br>_____ | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

4. Preferred intensity of behavior. In each of the functions listed, how intensely do you believe chief academic officers should be involved? Circle the number corresponding to your answer.

|                                   |   |   |   |   |   |   |   |   |   |   |    |
|-----------------------------------|---|---|---|---|---|---|---|---|---|---|----|
| A. Academic Staff Development     | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| B. Academic Staff Selection       | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| C. Administrative Interaction     | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| D. Budget Planning and Management | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| E. Curriculum Development         | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| F. Division/Department Activities | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| G. External Liaison               | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| H. Routine Administrative Duties  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| I. Staff Interaction              | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| J. Student Interaction            | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| K. Other, please specify<br>_____ | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

5. Actual proportion of behavior. What percentage of the total role of the chief academic officer do you believe is actually devoted to each of the functions listed? Write in the blank the percentage corresponding to your answer. The total for all functions should be 100%.

|                                   |      |                              |
|-----------------------------------|------|------------------------------|
| A. Academic Staff Development     | ___% |                              |
| B. Academic Staff Selection       | ___% |                              |
| C. Administrative Interaction     | ___% |                              |
| D. Budget Planning and Management | ___% |                              |
| E. Curriculum Development         | ___% | Total for all functions ___% |
| F. Division/Department Activities | ___% |                              |
| G. External Liaison               | ___% |                              |
| H. Routine Administrative Duties  | ___% |                              |
| I. Staff Interaction              | ___% |                              |
| J. Student Interaction            | ___% |                              |
| K. Other, please specify          | ___% |                              |
| _____                             | ___% |                              |

6. Preferred proportion of behavior. What percentage of the total role of the chief academic officer do you believe should be devoted to each of the functions listed? Write in the blank the percentage corresponding to your answer. The total for all functions should be 100%.

|                                   |      |                              |
|-----------------------------------|------|------------------------------|
| A. Academic Staff Development     | ___% |                              |
| B. Academic Staff Selection       | ___% |                              |
| C. Administrative Interaction     | ___% |                              |
| D. Budget Planning and Management | ___% |                              |
| E. Curriculum Development         | ___% | Total for all functions ___% |
| F. Division/Department Activities | ___% |                              |
| G. External Liaison               | ___% |                              |
| H. Routine Administrative Duties  | ___% |                              |
| I. Staff Interaction              | ___% |                              |
| J. Student Interaction            | ___% |                              |
| K. Other, please specify          | ___% |                              |
| _____                             | ___% |                              |

Please return this survey in the envelope provided. Thank you for your help.

APPENDIX B

DEFINITION SHEET

SURVEY OF PERCEPTIONS OF BEHAVIOR: ROLE OF CHIEF ACADEMIC OFFICER

DEFINITIONS OF TERMS:

Function is used in this survey as a broad, general term for a class of activities performed by the chief academic officer. Specific functions are:

- Academic staff development--activities related to evaluation and promotion of academic personnel;
- Academic staff selection--recruitment of faculty and academic staff, selection of academic personnel, and documentation and record maintenance of the hiring process;
- Administrative interaction--advising and assisting the president and working with other administrators in such activities as policy-making, institutional planning, goal-setting, and institutional studies;
- Budget planning and management--preparing, presenting, defending the budget, as well as administering financial matters;
- Curriculum development--research, planning, and work on curriculum, as well as evaluation of the instructional program;
- Division/department activities--supervising academic divisions, working with chairpersons, or, in some cases, actually performing the duties of a chairperson;
- External liaison--representing the college to the community and to the profession, including public relations, alumni relations, speaking engagements, professional meetings, and college functions;
- Routine administrative duties--correspondence, scheduling, catalogs, reports, and questionnaires;
- Staff interaction--collective bargaining or professional negotiations and faculty relations and morale;
- Student interaction--student counseling, seeing parents and students, enforcing regulations, discipline, recruitment and admission of students, and records.

Activities listed above as examples are meant to illustrate the function and may or may not be exhaustive.

Frequency of behavior is how often chief academic officers are or should be involved in activities related to the function being considered. That is, of every ten (10) activities related to the function, in what number (from 0 to 10) does the chief academic officer participate?

Intensity of behavior is the depth of involvement the chief academic officer exhibits, or should exhibit, in the function being considered. Increasing levels of intensity may be represented by such values as:

- 0--no involvement;
- 1--minimally involved, has knowledge when activities occur;
- 2--advises concerning activities in the function;
- 3--serves as a resource for activities;
- 4--facilitates the activities of others;
- 5--reviews, critiques activities and results;
- 6--coordinates, collects, compiles results of others' activity;
- 7--makes a contribution to the activity, assumes participating role;
- 8--recommends procedure or policy, supervises activity;
- 9--assumes responsibility for, but does not direct all activities;
- 10--maximally involved, directs, controls, takes ultimate responsibility for activities.

Proportion of involvement is the portion of the chief academic officer's total role required to fulfill the duties of the function being considered.

APPENDIX C

RESULTS OF PILOT STUDY

TABLE XLIX

DATA FOR THE PILOT STUDY PERCEPTIONS OF ACTUAL FREQUENCY

| Function <sup>a</sup> | Frequency of Response |    |    |    |    |    |    |    |    |    |   |       | Mean | Median | Mode   | Range | S.D. |
|-----------------------|-----------------------|----|----|----|----|----|----|----|----|----|---|-------|------|--------|--------|-------|------|
|                       | 10                    | 9  | 8  | 7  | 6  | 5  | 4  | 3  | 2  | 1  | 0 | Total |      |        |        |       |      |
| A                     | 3                     | 3  | 3  | 2  | 2  | 0  | 1  | 1  | 2  | 1  | 0 | 18    | 6.6  | 7.5    | 8,9,10 | 1-10  | 2.91 |
| B                     | 8                     | 3  | 3  | 2  | 0  | 2  | 0  | 0  | 0  | 0  | 0 | 18    | 8.6  | 9.2    | 10     | 5-10  | 1.64 |
| C                     | 1                     | 4  | 7  | 1  | 1  | 2  | 0  | 1  | 1  | 0  | 0 | 18    | 7.2  | 7.9    | 8      | 2-10  | 2.13 |
| D                     | 0                     | 1  | 1  | 3  | 2  | 3  | 1  | 3  | 2  | 1  | 1 | 18    | 4.6  | 4.8    | 3,5,7  | 0-9   | 2.46 |
| E                     | 6                     | 6  | 4  | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 0 | 18    | 8.4  | 9.0    | 9,10   | 2-10  | 2.21 |
| F                     | 2                     | 3  | 1  | 3  | 2  | 0  | 1  | 2  | 2  | 2  | 0 | 18    | 5.8  | 6.5    | 7,9    | 1-10  | 3.06 |
| G                     | 0                     | 1  | 0  | 3  | 2  | 1  | 3  | 1  | 2  | 3  | 2 | 18    | 3.8  | 3.8    | 1,4,7  | 0-9   | 2.68 |
| H                     | 2                     | 4  | 1  | 2  | 4  | 3  | 0  | 1  | 0  | 1  | 0 | 18    | 6.7  | 6.5    | 7,9    | 1-10  | 2.38 |
| I                     | 0                     | 2  | 1  | 4  | 2  | 3  | 1  | 1  | 2  | 2  | 0 | 18    | 5.2  | 5.5    | 7      | 1-9   | 2.51 |
| J                     | 0                     | 0  | 0  | 3  | 1  | 4  | 3  | 0  | 1  | 4  | 1 | 17    | 3.8  | 4.5    | 1,5    | 0-7   | 2.31 |
| K                     | 0                     | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0     | ---  | ---    | --     | ----  | ---- |
| All                   | 22                    | 27 | 21 | 23 | 16 | 18 | 10 | 11 | 13 | 14 | 4 | 179   | 6.1  | 6.7    | 9      | 0-10  | 2.96 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

TABLE L

## DATA FOR THE PILOT STUDY PERCEPTIONS OF ACTUAL INTENSITY

| Function <sup>a</sup> | Frequency of Response |    |    |    |    |    |    |    |   |    |   |       | Mean | Median | Mode | Range | S.D. |
|-----------------------|-----------------------|----|----|----|----|----|----|----|---|----|---|-------|------|--------|------|-------|------|
|                       | 10                    | 9  | 8  | 7  | 6  | 5  | 4  | 3  | 2 | 1  | 0 | Total |      |        |      |       |      |
| A                     | 1                     | 1  | 7  | 3  | 1  | 1  | 0  | 0  | 1 | 3  | 0 | 18    | 6.2  | 7.5    | 8    | 1-10  | 2.86 |
| B                     | 7                     | 2  | 5  | 1  | 0  | 1  | 1  | 1  | 0 | 0  | 0 | 18    | 8.2  | 8.5    | 10   | 3-10  | 2.10 |
| C                     | 0                     | 3  | 4  | 6  | 2  | 1  | 0  | 1  | 0 | 1  | 0 | 18    | 6.8  | 7.2    | 7    | 1- 9  | 2.01 |
| D                     | 0                     | 2  | 4  | 0  | 1  | 2  | 2  | 4  | 0 | 2  | 1 | 18    | 4.9  | 4.5    | 3,8  | 0- 9  | 2.82 |
| E                     | 5                     | 2  | 2  | 2  | 2  | 0  | 0  | 0  | 1 | 1  | 0 | 18    | 7.8  | 8.7    | 10   | 1-10  | 2.57 |
| F                     | 2                     | 1  | 2  | 5  | 0  | 0  | 3  | 1  | 1 | 3  | 0 | 18    | 5.6  | 6.7    | 7    | 1-10  | 3.00 |
| G                     | 0                     | 0  | 2  | 3  | 5  | 0  | 3  | 0  | 2 | 1  | 2 | 18    | 4.7  | 5.7    | 6    | 0- 8  | 2.58 |
| H                     | 0                     | 5  | 1  | 4  | 4  | 2  | 0  | 0  | 1 | 1  | 0 | 18    | 6.6  | 6.8    | 9    | 1- 9  | 2.23 |
| I                     | 0                     | 2  | 0  | 3  | 3  | 3  | 2  | 0  | 1 | 4  | 0 | 18    | 4.8  | 5.2    | 1    | 1- 9  | 2.59 |
| J                     | 0                     | 1  | 0  | 2  | 2  | 4  | 2  | 3  | 0 | 4  | 0 | 18    | 4.2  | 4.5    | 1,5  | 1- 9  | 2.28 |
| K                     | 0                     | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0     | ---  | ---    | --   | ----  | ---- |
| All                   | 15                    | 22 | 27 | 29 | 20 | 14 | 13 | 10 | 7 | 20 | 0 | 180   | 6.0  | 6.6    | 7    | 0-10  | 2.84 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.



TABLE LI

## DATA FOR THE PILOT STUDY PERCEPTIONS OF PREFERRED FREQUENCY

| Function <sup>a</sup> | Frequency of Response |    |    |    |   |    |   |   |   |   |   |       | Mean | Median | Mode | Range | S.D. |
|-----------------------|-----------------------|----|----|----|---|----|---|---|---|---|---|-------|------|--------|------|-------|------|
|                       | 10                    | 9  | 8  | 7  | 6 | 5  | 4 | 3 | 2 | 1 | 0 | Total |      |        |      |       |      |
| A                     | 6                     | 5  | 2  | 2  | 0 | 2  | 1 | 0 | 0 | 0 | 0 | 18    | 8.3  | 8.9    | 10   | 4-10  | 1.87 |
| B                     | 11                    | 3  | 3  | 1  | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 18    | 9.3  | 9.8    | 10   | 7-10  | 0.97 |
| C                     | 4                     | 8  | 1  | 3  | 0 | 2  | 0 | 0 | 0 | 0 | 0 | 18    | 8.4  | 8.9    | 9    | 5-10  | 1.53 |
| D                     | 0                     | 3  | 5  | 4  | 2 | 1  | 1 | 0 | 1 | 0 | 1 | 18    | 6.6  | 7.3    | 8    | 0- 9  | 2.37 |
| E                     | 9                     | 8  | 1  | 0  | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 18    | 9.4  | 9.5    | 10   | 8-10  | 0.67 |
| F                     | 2                     | 3  | 4  | 4  | 3 | 0  | 1 | 1 | 0 | 0 | 0 | 18    | 7.3  | 7.5    | 7,8  | 3-10  | 1.84 |
| G                     | 1                     | 1  | 1  | 5  | 1 | 4  | 1 | 2 | 2 | 0 | 0 | 18    | 5.7  | 5.5    | 7    | 2-10  | 2.23 |
| H                     | 2                     | 2  | 1  | 2  | 1 | 6  | 3 | 0 | 1 | 0 | 0 | 18    | 6.1  | 5.3    | 5    | 2-10  | 2.24 |
| I                     | 0                     | 3  | 8  | 3  | 0 | 1  | 0 | 1 | 2 | 0 | 0 | 18    | 6.9  | 7.8    | 8    | 2- 9  | 2.23 |
| J                     | 0                     | 1  | 3  | 3  | 2 | 4  | 0 | 1 | 3 | 1 | 0 | 18    | 5.3  | 5.5    | 5    | 1- 9  | 2.39 |
| K                     | 0                     | 0  | 0  | 0  | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 0     | ---  | ---    | ---  | ----  | ---- |
| All                   | 35                    | 37 | 29 | 27 | 9 | 20 | 7 | 5 | 9 | 1 | 1 | 180   | 7.3  | 7.9    | 9    | 1-10  | 2.37 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Otehr.

TABLE LII

## DATA FOR THE PILOT STUDY PERCEPTIONS OF PREFERRED INTENSITY

| Function <sup>a</sup> | Frequency of Response |    |    |    |    |    |   |   |   |   |   |       | Mean | Median | Mode | Range | S.D. |
|-----------------------|-----------------------|----|----|----|----|----|---|---|---|---|---|-------|------|--------|------|-------|------|
|                       | 10                    | 9  | 8  | 7  | 6  | 5  | 4 | 3 | 2 | 1 | 0 | Total |      |        |      |       |      |
| A                     | 8                     | 4  | 1  | 1  | 1  | 1  | 0 | 0 | 1 | 0 | 0 | 17    | 8.5  | 9.4    | 10   | 2-10  | 2.20 |
| B                     | 9                     | 3  | 3  | 2  | 0  | 0  | 0 | 0 | 0 | 0 | 0 | 17    | 9.1  | 9.6    | 10   | 7-10  | 1.06 |
| C                     | 1                     | 8  | 4  | 1  | 1  | 2  | 0 | 0 | 0 | 0 | 0 | 17    | 8.1  | 8.6    | 9    | 5-10  | 1.43 |
| D                     | 0                     | 4  | 3  | 4  | 2  | 2  | 0 | 1 | 0 | 0 | 1 | 17    | 6.7  | 7.1    | 7,9  | 0- 9  | 2.32 |
| E                     | 7                     | 6  | 3  | 1  | 0  | 0  | 0 | 0 | 0 | 0 | 0 | 17    | 9.1  | 9.3    | 10   | 7-10  | 0.88 |
| F                     | 2                     | 5  | 4  | 2  | 0  | 3  | 1 | 0 | 0 | 0 | 0 | 17    | 7.7  | 8.1    | 9    | 4-10  | 1.80 |
| G                     | 1                     | 1  | 1  | 8  | 3  | 0  | 0 | 2 | 0 | 1 | 0 | 17    | 6.4  | 6.8    | 7    | 1-10  | 2.15 |
| H                     | 1                     | 7  | 0  | 1  | 4  | 0  | 2 | 1 | 0 | 1 | 0 | 17    | 6.8  | 7.0    | 9    | 1-10  | 2.56 |
| I                     | 2                     | 3  | 4  | 3  | 1  | 1  | 1 | 0 | 2 | 0 | 0 | 17    | 7.0  | 7.6    | 8    | 2-10  | 2.40 |
| J                     | 0                     | 0  | 4  | 5  | 0  | 3  | 3 | 1 | 1 | 1 | 0 | 17    | 5.4  | 5.3    | 7    | 1- 8  | 2.12 |
| K                     | 0                     | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0 | 0     | ---  | ---    | --   | ----  | ---- |
| All                   | 31                    | 41 | 26 | 28 | 12 | 12 | 7 | 5 | 4 | 3 | 1 | 170   | 7.5  | 8.0    | 9    | 0-10  | 2.29 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

TABLE LIII  
DATA FOR THE PILOT STUDY PERCEPTIONS  
OF ACTUAL PROPORTION

| Response | Frequency by Function <sup>a</sup> |    |    |    |    |    |    |    |    |    |   | Total |
|----------|------------------------------------|----|----|----|----|----|----|----|----|----|---|-------|
|          | A                                  | B  | C  | D  | E  | F  | G  | H  | I  | J  | K |       |
| 56-60%   | 0                                  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0 | 1     |
| 51-55%   | 0                                  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0     |
| 46-50%   | 0                                  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 0 | 2     |
| 41-45%   | 0                                  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0     |
| 36-40%   | 0                                  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 1     |
| 31-35%   | 0                                  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0     |
| 26-30%   | 0                                  | 0  | 0  | 1  | 0  | 0  | 1  | 1  | 0  | 0  | 0 | 3     |
| 21-25%   | 2                                  | 0  | 0  | 0  | 3  | 0  | 0  | 3  | 0  | 0  | 0 | 8     |
| 16-20%   | 1                                  | 3  | 3  | 0  | 4  | 0  | 0  | 1  | 0  | 1  | 0 | 13    |
| 11-15%   | 0                                  | 1  | 4  | 2  | 2  | 4  | 0  | 1  | 0  | 1  | 0 | 15    |
| 6-10%    | 5                                  | 8  | 3  | 3  | 3  | 4  | 4  | 6  | 10 | 4  | 0 | 50    |
| 1-5%     | 9                                  | 5  | 6  | 7  | 3  | 9  | 8  | 3  | 7  | 11 | 0 | 68    |
| 0%       | 0                                  | 0  | 0  | 4  | 0  | 0  | 4  | 1  | 0  | 0  | 0 | 9     |
| Total    | 17                                 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 0 | 170   |

| Measure             | Central Tendency and Variability |      |      |      |       |      |      |      |      |      |   | All  |
|---------------------|----------------------------------|------|------|------|-------|------|------|------|------|------|---|------|
|                     | A                                | B    | C    | D    | E     | F    | G    | H    | I    | J    | K |      |
| Mean <sup>b</sup>   | 12.4                             | 10.4 | 13.2 | 7.0  | 20.4  | 7.5  | 4.7  | 10.1 | 8.4  | 6.4  | - | 10.0 |
| Median <sup>b</sup> | 10.1                             | 9.8  | 10.2 | 5.4  | 15.3  | 5.4  | 4.9  | 9.6  | 9.6  | 5.2  | - | 9.6  |
| Mode <sup>b</sup>   | 10                               | 10   | 10   | 10   | 10    | 5    | 5    | 5    | 10   | 5    | - | 5    |
| Range <sup>b</sup>  | 1-30                             | 5-20 | 2-30 | 0-20 | 5-50  | 0-15 | 0-15 | 1-30 | 2-20 | 0-15 | - | 0-50 |
| S.D. <sup>c</sup>   | 7.74                             | 4.73 | 7.74 | 4.88 | 12.35 | 4.54 | 3.94 | 4.33 | 4.33 | 3.79 | - | 7.91 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

<sup>b</sup>Read as percentages

<sup>c</sup>Read as percentage points.

TABLE LIV  
DATA FOR THE PILOT STUDY PERCEPTIONS  
OF PREFERRED PROPORTION

| Response | Frequency by Function <sup>a</sup> |    |    |    |    |    |    |    |    |    |    | Total |
|----------|------------------------------------|----|----|----|----|----|----|----|----|----|----|-------|
|          | A                                  | B  | C  | D  | E  | F  | G  | H  | I  | J  | K  |       |
| 46-50%   | 0                                  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 1     |
| 41-45%   | 0                                  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0     |
| 36-40%   | 0                                  | 0  | 0  | 0  | 2  | 0  | 0  | 0  | 0  | 0  | 0  | 2     |
| 31-35%   | 0                                  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0     |
| 26-30%   | 1                                  | 0  | 2  | 0  | 2  | 0  | 0  | 1  | 0  | 0  | 0  | 6     |
| 21-25%   | 1                                  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1     |
| 16-20%   | 3                                  | 2  | 2  | 1  | 3  | 0  | 0  | 2  | 1  | 0  | 0  | 14    |
| 11-15%   | 1                                  | 2  | 3  | 0  | 3  | 3  | 1  | 2  | 1  | 1  | 0  | 17    |
| 6-10%    | 7                                  | 8  | 7  | 7  | 5  | 5  | 2  | 4  | 8  | 5  | 0  | 58    |
| 1- 5%    | 4                                  | 5  | 3  | 6  | 1  | 8  | 11 | 8  | 7  | 10 | 0  | 63    |
| 0%       | 0                                  | 3  | 0  | 0  | 0  | 1  | 3  | 0  | 0  | 1  | 0  | 8     |
| Total    | 17                                 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 170   |

| Measure             | Central Tendency and Variability |      |      |      |       |      |      |       |      |      |   | All  |
|---------------------|----------------------------------|------|------|------|-------|------|------|-------|------|------|---|------|
|                     | A                                | B    | C    | D    | E     | F    | G    | H     | I    | J    | K |      |
| Mean <sup>b</sup>   | 8.9                              | 10.3 | 12.6 | 6.8  | 19.2  | 7.4  | 5.7  | 15.3  | 7.0  | 6.7  | - | 10.0 |
| Median <sup>b</sup> | 5.4                              | 9.8  | 10.3 | 5.0  | 19.6  | 5.4  | 4.9  | 10.2  | 7.8  | 5.2  | - | 7.9  |
| Mode <sup>b</sup>   | 5                                | 10   | 5    | 5    | 20    | 5    | 5    | 10    | 10   | 5    | - | 5    |
| Range <sup>b</sup>  | 1-25                             | 5-20 | 2-40 | 0-30 | 2-56  | 1-15 | 0-30 | 0-50  | 2-10 | 1-20 | - | 0-56 |
| S.D. <sup>c</sup>   | 6.87                             | 4.97 | 8.96 | 7.45 | 14.13 | 4.77 | 6.87 | 12.26 | 2.80 | 4.98 | - | 9.14 |

<sup>a</sup>Key to function: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

<sup>b</sup>Read as percentages.

<sup>c</sup>Read as percentage points.

TABLE LV

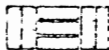
## CORRELATIONS OF ACTUAL AND PREFERRED PERCEPTIONS FOR THE PILOT STUDY

| Function <sup>a</sup> | Frequency   |                       | Intensity   |                       | Proportion  |                       |
|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|-----------------------|
|                       | Correlation | Level of Significance | Correlation | Level of Significance | Correlation | Level of Significance |
| A                     | 0.68        | .01                   | 0.62        | .01                   | 0.56        | .05                   |
| B                     | 0.63        | .01                   | 0.43        | ---                   | 0.75        | .01                   |
| C                     | 0.35        | ---                   | 0.43        | ---                   | 0.60        | .05                   |
| D                     | 0.41        | ---                   | 0.50        | .05                   | 0.73        | .01                   |
| E                     | 0.28        | ---                   | 0.62        | .01                   | 0.75        | .01                   |
| F                     | 0.66        | .01                   | 0.76        | .01                   | 0.71        | .01                   |
| G                     | 0.50        | .05                   | -0.04       | ---                   | 0.69        | .01                   |
| H                     | 0.52        | .05                   | 0.67        | .01                   | 0.23        | ---                   |
| I                     | 0.74        | .01                   | 0.37        | ---                   | 0.51        | .05                   |
| J                     | 0.12        | ---                   | 0.79        | .01                   | 0.77        | .01                   |
| K                     | ----        | ---                   | ----        | ---                   | ----        | ---                   |
| All                   | 0.63        | .01                   | 0.59        | .01                   | 0.66        | .01                   |

<sup>a</sup>Key to Functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, and K--Other.

APPENDIX D

LETTERS TO CHIEF ACADEMIC OFFICERS



## Oklahoma State University

Department of Educational Administration  
and Higher Education  
Stillwater, Oklahoma 74074 (405) 624-7244

November 17, 1978

Name  
College  
Address  
City, State

Dear

As you know, the role of administrators in community/junior colleges has not been intensively researched. For that reason, I chose the role of the chief academic officer as the area for my doctoral research. The results of the study should advance knowledge in the area and have implications for both universities training such administrators and colleges employing them. Most important, the results should help define the role for those in the position. The study will help me complete requirements for a doctorate in higher education at Oklahoma State University and provide a data base for continuing study.

Will you and your institution participate in the study? Since the population is limited to the thirty-five public community/junior colleges in Kansas and Oklahoma, each response is extremely important. Although responding to this request will take time, the relatively small amount of time required should produce results of value to you. Please indicate your willingness to participate on the enclosed data sheet, complete the questions on the sheet, mark your responses on the survey, and return the data sheet and survey in the envelope provided. As soon as I receive them, I will send you the two sets of instruments for your supervisor and the academic chairpersons whom you supervise. If you will have the instruments distributed, I will appreciate it; however, if it is inconvenient or inappropriate for your staff to distribute them, please list the chairpersons on the data sheet. The instruments will be returned directly to me.

Although the instruments will be coded for computer treatment, the individual responses will be confidential and no institution will be identified. If you would like a copy of the results of the study, please indicate this on the data sheet. If you will return the data sheet and survey to me within the next week, I will send the other instruments to you by return mail. Thank you for your assistance.

Sincerely yours,

Arless N. Eilerts

Thomas A. Karman, Head

Enclosures

DEMOGRAPHIC DATA

Name of Chief Academic Officer (CAO) \_\_\_\_\_

Title of CAO Position \_\_\_\_\_

Institution \_\_\_\_\_ Location \_\_\_\_\_

Will the institution participate in the study of the role of the Chief Academic Officer?  Yes  No

No matter which answer you gave above, will you please take a few minutes to complete the questionnaire below to aid in validating the study?

1. Organization of academic area in your institution:  Departments  
 Divisions  
 Other, please specify \_\_\_\_\_

2. How many academic divisions/departments do you supervise? \_\_\_\_\_

3. Please list the staff members, other than division/department chairpersons who report directly to you:  
 \_\_\_\_\_  
 \_\_\_\_\_

4. Including this year, how long have you been: CAO at this college? \_\_\_\_\_  
 CAO at other colleges? \_\_\_\_\_  
 Employed at this college? \_\_\_\_\_  
 Employed at other colleges? \_\_\_\_\_

5. What was your position before you became CAO at this college? \_\_\_\_\_

6. What college degrees do you hold? \_\_\_\_\_  
 Month and year you received the highest degree: \_\_\_\_\_  
 Institution from which you received it: \_\_\_\_\_  
 Major field for the highest degree: \_\_\_\_\_

7. If you were writing a job description for your position, what three qualifications would you list as most important?  
 (1) \_\_\_\_\_  
 (2) \_\_\_\_\_  
 (3) \_\_\_\_\_

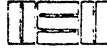
If your institution is participating in the study, please answer the following:

1. Do you wish to receive a copy of the results of the study?  Yes  No

2. Will you have the instruments distributed at your college?  Yes  No  
 If you checked "No", please list names and academic areas of chairpersons you supervise. (If more space is needed, use the back.)

| Chairperson | Academic Area | Chairperson | Academic Area |
|-------------|---------------|-------------|---------------|
| _____       | _____         | _____       | _____         |
| _____       | _____         | _____       | _____         |
| _____       | _____         | _____       | _____         |
| _____       | _____         | _____       | _____         |
| _____       | _____         | _____       | _____         |





*Oklahoma State University*

Department of Educational Administration  
and Higher Education  
Stillwater, Oklahoma 74074 (405) 624-7244

December 8, 1978

Name  
College  
Address  
City, State

Dear :

I wrote to you on November 17, asking you to participate in a study of the role of the chief academic officer in the community/junior colleges in Kansas and Oklahoma. I have not yet received your data sheet indicating whether you and your institution will participate. Each school is extremely important in achieving a valid study.

I am enclosing another data sheet, survey, and envelope. Those persons who have completed the survey tell me it took about twenty minutes. Because of the responses to my original letter, other staff members supervised by the chief academic officer are being included in the survey. If time is a problem, please list the academic chairpersons and the other staff you supervise in the space provided at the bottom of the data sheet. I know you are very busy, and I do appreciate your help.

Thank you for taking time to complete and return the data sheet and survey.

Sincerely yours,

Arless Eilerts

Thomas A. Karman, Head

Enclosures

APPENDIX E

MEMOS TO RESPONDENTS

## MEMO OF EXPLANATION

To: Study participants

From: Arless Eilerts, Oklahoma State University doctoral candidate

Concerning: Attached survey

Your chief academic officer (CAO) has agreed for your college to participate in a study of the role of the CAO. The study will examine the role from three perspectives: the persons who perform the role (usually deans of instruction), those who supervise the CAOs, and those whom the CAOs supervise. In addition, the study will examine the role as it is actually performed and as the persons responding would like to see it performed.

The study will not evaluate the performance of individual CAOs. Colleges, CAOs, or persons filling out the survey will not be identified individually. The survey is coded by number for computer treatment of variables. Since the population is limited to community/junior colleges in Kansas and Oklahoma, each answer is extremely important to the study.

I appreciate your taking the time (approximately thirty minutes) to complete the survey. I believe the results will provide a clearer picture of the role than has previously been developed. I will send copies of the results to your CAO and will ask that they be shared with you.

After you have read the definition of terms, please complete the survey as directed and return it to me in the envelope provided. If you are a division/department chairperson, be sure the blank at the end of the survey is completed with the name of the area you chair. If you fill another type of position, please indicate your title on the survey.

I would appreciate it if you could complete the survey and return it within the next week.

Thank you for your help.

## MEMO

To: Study Participants

From: Arless Eilerts, Oklahoma State University doctoral candidate

Concerning: A study of the role of the chief academic officer

You were recently asked to complete a survey for a study of the role of the chief academic officer (CAO) in the community/junior colleges in Kansas and Oklahoma.

If you are one of those who have completed the survey and returned it, thank you. Because I know you are busy, I am most appreciative of your assistance. The response is gratifying.

If the survey is still on your list of things to do, please take time to complete it and return it. You have a unique perspective of the role, and the study will not be as valuable without your data as it would be with your contribution. If I originally sent the survey directly to you, I am sending another in case you misplaced the first one. If you received the first survey from your CAO and have misplaced it, please ask the CAO for another copy and a return envelope.

The surveys are coded so they can be analyzed by computer. I assure you that the study will not evaluate the performance of individual CAOs. Colleges, CAOs, or persons filling out the survey will not be identified individually in the study.

If you have not returned the survey, but wish to have your responses included in the study, please complete it and return it as soon as possible in the envelope provided.

I appreciate your assistance. Thank you.

**APPENDIX F**

**DEMOGRAPHIC DATA**

TABLE LVI

KANSAS AND OKLAHOMA PUBLIC COMMUNITY/JUNIOR COLLEGES  
 BY SIZE OF STUDENT POPULATION, FALL, 1978<sup>1</sup>

| Enrollment  | Number of Colleges <sup>a</sup> | Cumulative Number of Colleges | Cumulative Percentage of Colleges |
|-------------|---------------------------------|-------------------------------|-----------------------------------|
| 0- 750      | 3 <sup>b</sup>                  | 3                             | 9%                                |
| 751-1,500   | 10 <sup>b</sup>                 | 13                            | 39%                               |
| 1,501-2,250 | 12                              | 25                            | 76%                               |
| 2,251-3,000 | 3                               | 28                            | 85%                               |
| 3,001-3,750 | 1                               | 29                            | 88%                               |
| 3,751-4,500 | 0                               | --                            | --                                |
| 4,501-5,250 | 0                               | --                            | --                                |
| 5,251-6,000 | 2                               | 31                            | 94%                               |
| 6,001-6,750 | 0                               | --                            | --                                |
| 6,751-7,500 | 0                               | --                            | --                                |
| 7,501-8,250 | 1                               | 32                            | 97%                               |
| 8,251-9,000 | 0                               | --                            | --                                |
| 9,001-9,750 | 1                               | 33                            | 100%                              |

Low enrollment = 337, high enrollment = 9,285, mean = 2,187, median = 1,750

<sup>a</sup>Includes enrollments in off-campus centers, in adult education, and in correspondence courses for Oklahoma colleges and includes non-credit enrollment for Kansas colleges.

<sup>b</sup>Includes two colleges which did not participate in this study.

<sup>1</sup>Sources of the data are: Oklahoma State Regents for Higher Education, Enrollment in Oklahoma Higher Education Fall Semester 1978, Table I, and Kansas Association of Community Colleges, "Enrollments Fall 1978," (Unpublished report compiled from figures provided by the Kansas State Department of Education, January 16, 1979).

TABLE LVII  
 TYPES OF ACADEMIC ORGANIZATION IN KANSAS AND OKLAHOMA  
 COMMUNITY/JUNIOR COLLEGES

| Partitions   | Number of Colleges<br>Using the Partition | Percent of Colleges<br>Using the Partition |
|--------------|---|--|
| Divisions    | 19 <sup>a</sup>                           | 58%  |
| Departments  | 6   | 18%  |
| Institutes   | 1   | 3%   |
| None         | 2 <sup>a</sup>                            | 6%   |
| No Response  | 5   | 15%  |
| <b>Total</b> | <b>33</b>                                 | <b>100%</b>                                |

<sup>a</sup>Includes one college which did not participate in the study.

TABLE LVIII  
 TITLES OF CHIEF ACADEMIC OFFICERS

| General Title  | Number    | Specific Title                                  | Number    |
|----------------|-----------|---|-----------|
| Dean           | 21        | Dean of Instruction                             | 17        |
|                |           | Academic Dean                                   | 2         |
|                |           | Dean of Academic Affairs                        | 1         |
|                |           | Dean of the College                             | 1         |
| Vice-President | 7         | Vice-President for Academic Affairs             | 2         |
|                |           | Vice-President                                  | 1         |
|                |           | Vice-President for Academic and Student Affairs | 1         |
|                |           | Vice-President for Teaching                     | 1         |
|                |           | Vice-President and Dean of the College          | 1         |
|                |           | Vice-President for Instructional Affairs        | 1         |
| <b>Total</b>   | <b>28</b> |   | <b>28</b> |

TABLE LIX

## ACADEMIC CHAIRPERSONS SUPERVISED BY CHIEF ACADEMIC OFFICERS

| Number of Chairpersons | Number of Officers Reporting | Total Chairpersons | Cumulative Number of Officers | Cumulative Number of Chairpersons |
|------------------------|------------------------------|--------------------|-------------------------------|-----------------------------------|
| 0                      | 2                            | 0                  | 2                             | 0                                 |
| 1                      | 0                            | 0                  | --                            | --                                |
| 2                      | 0                            | 0                  | --                            | --                                |
| 3                      | 0                            | 0                  | --                            | --                                |
| 4                      | 4                            | 16                 | 6                             | 16                                |
| 5                      | 4                            | 20                 | 10                            | 36                                |
| 6                      | 4                            | 24                 | 14                            | 60                                |
| 7                      | 2                            | 14                 | 16                            | 74                                |
| 8                      | 8                            | 64                 | 24                            | 138                               |
| 9                      | 0                            | 0                  | --                            | --                                |
| 10                     | 2                            | 20                 | 26                            | 158                               |
| 11                     | 1                            | 11                 | 27                            | 169                               |

Mean = 6.26, median = 6.38, mode = 8



TABLE LX  
NON-FACULTY PERSONNEL SUPERVISED  
BY CHIEF ACADEMIC OFFICERS

| Position Category                        | Title of Position Held by Personnel  | Number Reported |
|--|--|-----------------|
| Staff                                    | Dean . . . . .   | 1               |
|  | Assistant to Dean of Instruction . . . . .                                 | 2               |
|  | Divisional Director . . . . .  | 1               |
| Extended Services                        | Dean of Continuing Education . . . . .                                     | 1               |
|  | Associate Dean for Continuing Education . . . . .                          | 1               |
|  | Associate Dean for KSIR . . . . .  | 1               |
|  | Director of Evening Division . . . . .                                     | 1               |
|  | Director of Community Services . . . . .                                   | 1               |
|  | Director of Continuing Education . . . . .                                 | 1               |
| Resources/<br>Media                      | Director of Continuing Education and Community Services . . . . .          | 1               |
|  | Director of Library and/or Learning Resources Center . . . . .             | 12              |
|  | Director of Media/Audio-Visual/Television/Radio . . . . .                  | 6               |
| Curriculum<br>and<br>Instruction         | Librarian . . . . .  | 4               |
|  | Associate Dean for Technical Education . . . . .                           | 1               |
|  | Director of Curriculum Development and Instructional Improvement . . . . . | 1               |
|  | Director of Developmental Education . . . . .                              | 1               |
|  | Director of Occupational Programs . . . . .                                | 1               |
|  | Director of Center of Independent Studies . . . . .                        | 1               |
|  | Director of Nursing . . . . .  | 2               |
|  | Director of Technical Education . . . . .                                  | 1               |
| Adult Basic Education Examiner . . . . . | 1  |                 |
| Admissions/<br>Records                   | Registrar . . . . .  | 3               |
|  | Director of Admissions and Registrar . . . . .                             | 1               |
|  | Director of Records . . . . .  | 1               |
| Student<br>Services                      | Associate Dean for Student Personnel . . . . .                             | 1               |
|  | Director of Counseling . . . . .   | 2               |
|  | Director of Veterans . . . . .   | 1               |
|  | Director of Special Services . . . . .                                     | 1               |
|  | Director of Housing . . . . .  | 1               |
|  | Athletic Director . . . . .  | 3               |
|  | Nurse Provider . . . . .   | 1               |
| Title III . . . . .                      | 1  |                 |
| Total                                    |  | 58              |

TABLE LXI

## COLLEGE EXPERIENCE OF CHIEF ACADEMIC OFFICERS

| Number<br>of<br>Years | As Chief Academic Officer |                   |                 | In Other College Positions |                   |                 | Total<br>College<br>Experience |
|-----------------------|---------------------------|-------------------|-----------------|----------------------------|-------------------|-----------------|--------------------------------|
|                       | This<br>College           | Other<br>Colleges | All<br>Colleges | This<br>College            | Other<br>Colleges | All<br>Colleges |                                |
| 26-30                 | --                        | --                | --              | --                         | --                | --              | 1                              |
| 21-25                 | --                        | --                | --              | --                         | --                | --              | 2                              |
| 16-20                 | --                        | --                | --              | --                         | 1                 | 1               | 2                              |
| 11-15                 | 4                         | --                | 5               | 3                          | 1                 | 5               | 12                             |
| 6-10                  | 9                         | 1                 | 9               | 5                          | 2                 | 6               | 11                             |
| 1- 5                  | 15                        | 3                 | 14              | 5                          | 8                 | 11              | --                             |
| None                  | --                        | 24                | --              | 15                         | 16                | 5               | --                             |
| Total                 | 28                        | 28                | 28              | 28                         | 28                | 28              | 28                             |

TABLE LXII  
 POSITIONS HELD BY CHIEF ACADEMIC OFFICERS  
 IMMEDIATELY PRIOR TO THEIR PRESENT  
 APPOINTMENTS

| Type of Position             | Number Reporting | Specific Position  | Number Reporting |
|------------------------------|------------------|--|------------------|
| College Administration       | 13               | Vice-President for Student Affairs                         | 1                |
|                              |                  | Dean   | 1                |
|                              |                  | Dean of Business Affairs                                   | 1                |
|                              |                  | Dean of Community Services                                 | 1                |
|                              |                  | Dean of Instruction  | 1                |
|                              |                  | Dean of Students   | 1                |
|                              |                  | Associate Dean of Evening College and Continuing Education | 1                |
|                              |                  | Associate Dean of Instruction                              | 2                |
|                              |                  | Director of Admissions                                     | 1                |
|                              |                  | Director of AVTS   | 1                |
|                              |                  | Director of Institutional Planning and Research            | 1                |
|                              |                  | Director of Special Projects                               | 1                |
|                              |                  | Other College Positions                                    | 7                |
| Music Director               | 1                |  |                  |
| Instructor                   | 2                |  |                  |
| Public School Administration | 6                | Superintendent of Schools                                  | 1                |
|                              |                  | Principal  | 2                |
|                              |                  | Director of Special Education                              | 1                |
|                              |                  | State Department of Education                              | 1                |
|                              |                  | Public School Administration                               | 1                |
| Related Areas                | 2                | Vice-President of Educational Consulting Corporation       | 1                |
|                              |                  | Church Education Work                                      | 1                |
| Total                        | 28               |  | 28               |

TABLE LXIII  
COLLEGE DEGREES RECEIVED BY  
CHIEF ACADEMIC OFFICERS

| Degree  | Reported as Received |       |                 |        | Reported as Highest |       |         |       |
|---|----------------------|-------|-----------------|--------|---------------------|-------|---------|-------|
|   | Individual           |       | By Type         |        | Individual          |       | By Type |       |
|   | No.                  | %     | No.             | %      | No.                 | %     | No.     | %     |
| Associate<br>of Arts<br>of Sciences   | 2                    | 7.1%  | 3               | 10.7%  | 0                   | 0.0%  | 0       | 0.0%  |
|   | 1                    | 3.6%  |                 |        | 0                   | 0.0%  |         |       |
| Bachelor<br>of Arts<br>of Science<br>not indicated                              | 4                    | 14.3% | 28              | 100.0% | 0                   | 0.0%  | 0       | 0.0%  |
|   | 18                   | 64.3% |                 |        | 0                   | 0.0%  |         |       |
|   | 6                    | 21.4% |                 |        | -                   | ----  |         |       |
| Master<br>of Arts<br>of Education<br>of Science<br>of Teaching<br>not indicated | 7                    | 25.0% | 30 <sup>a</sup> | 107.1% | 3                   | 10.7% | 9       | 32.1% |
|   | 2                    | 7.1%  |                 |        | 0                   | 0.0%  |         |       |
|   | 17                   | 60.7% |                 |        | 5                   | 17.9% |         |       |
|   | 1                    | 3.6%  |                 |        | 1                   | 3.6%  |         |       |
|   | 3                    | 10.7% |                 |        | -                   | ----  |         |       |
| Specialist in<br>Administration   | 2                    | 7.1%  | 2               | 7.1%   | 2                   | 7.1%  | 2       | 7.1%  |
| Doctor<br>of Education<br>of Philosophy   | 9                    | 32.1% | 17              | 60.7%  | 9                   | 32.1% | 17      | 60.7% |
|   | 8                    | 28.6% |                 |        | 8                   | 28.6% |         |       |
| Total   | 80                   |       | 80              |        | 28                  |       | 28      |       |

<sup>a</sup>Some reported earning more than one degree at this level.

TABLE LXIV

## YEARS IN WHICH CHIEF ACADEMIC OFFICERS RECEIVED THEIR HIGHEST DEGREES

| Years   | Number<br>Receiving<br>Ph.D. | Number<br>Receiving<br>Ed.D. | Number<br>Receiving<br>Spec. | Number<br>Receiving<br>M.S. | Number<br>Receiving<br>M.A. | Number<br>Receiving<br>M.T. | Total |
|---------|------------------------------|------------------------------|------------------------------|-----------------------------|-----------------------------|-----------------------------|-------|
| 1975-78 | 2                            | 1                            | --                           | --                          | --                          | --                          | 3     |
| 1970-74 | 2                            | 7                            | 2                            | 1                           | --                          | --                          | 12    |
| 1965-69 | 4                            | 1                            | --                           | 1                           | --                          | --                          | 6     |
| 1960-64 | --                           | --                           | --                           | 1                           | 3                           | 1                           | 5     |
| 1955-59 | --                           | --                           | --                           | 1                           | --                          | --                          | 1     |
| 1950-54 | --                           | --                           | --                           | 1                           | --                          | --                          | 1     |
| Total   | 8                            | 9                            | 2                            | 5                           | 3                           | 1                           | 28    |

TABLE LXV

INSTITUTIONS GRANTING HIGHEST DEGREES REPORTED  
BY CHIEF ACADEMIC OFFICERS

| Institution                               | Ph.D. | Ed.D. | Spec. | M.S. | M.A. | M.T. | Total |
|---|-------|-------|-------|------|------|------|-------|
| University of Kansas                      | 3     | 1     | -     | -    | -    | -    | 4     |
| Oklahoma State<br>University              | -     | 3     | -     | 1    | -    | -    | 4     |
| Kansas State<br>University                | 3     | -     | -     | -    | -    | -    | 3     |
| University of<br>Oklahoma                 | -     | 2     | 1     | -    | -    | -    | 3     |
| Fort Hays State Univ.                     | -     | -     | -     | -    | 2    | -    | 2     |
| Emporia State Univ.                       | -     | -     | -     | 2    | -    | -    | 2     |
| Pittsburg State Univ.                     | -     | -     | 1     | 1    | -    | -    | 2     |
| Southwestern Oklahoma<br>State University | -     | -     | -     | -    | -    | 1    | 1     |
| Out-of-State Instits.                     | 2     | 3     | -     | 1    | 1    | -    | 7     |
|   | -     | -     | -     | -    | -    | -    | -     |
| Total                                     | 8     | 9     | 2     | 5    | 3    | 1    | 28    |

TABLE LXVI

## MAJOR FIELDS FOR HIGHEST DEGREES OF CHIEF ACADEMIC OFFICERS

| Major Field                                | Ph.D. | Ed.D. | Spec. | M.A. | M.S. | M.T. | Total |
|--|-------|-------|-------|------|------|------|-------|
| Higher Education                           | 1     | 2     | -     | -    | -    | -    | 3     |
| Higher Education<br>Administration         | 1     | 1     | -     | -    | -    | -    | 2     |
| Higher Education<br>Student Personnel      | -     | 1     | -     | -    | -    | -    | 1     |
| Higher Education<br>Curriculum             | 1     | -     | -     | -    | -    | -    | 1     |
| Junior College<br>Administration           | -     | -     | 1     | -    | -    | -    | 1     |
| Education Admin.                           | -     | 2     | 1     | -    | 1    | -    | 4     |
| Secondary Admin                            | -     | 1     | -     | -    | -    | -    | 1     |
| Education Psychology                       | -     | 1     | -     | -    | -    | -    | 1     |
| Education                                  | -     | -     | -     | 1    | 1    | -    | 2     |
| Adult and Occupational<br>Education        | 2     | -     | -     | -    | -    | -    | 2     |
| Business and Continuing<br>Education       | -     | -     | -     | -    | 1    | -    | 1     |
| Industrial Technical and<br>Business Admin | -     | 1     | -     | -    | -    | -    | 1     |
| Business                                   | -     | -     | -     | -    | 1    | -    | 1     |
| Drama Theory                               | 1     | -     | -     | -    | -    | -    | 1     |
| English                                    | -     | -     | -     | 1    | -    | -    | 1     |
| History                                    | -     | -     | -     | -    | -    | 1    | 1     |
| Math Education                             | -     | -     | -     | 1    | 1    | -    | 2     |
| Political Science                          | 1     | -     | -     | -    | -    | -    | 1     |
| No Answer                                  | 1     | -     | -     | -    | -    | -    | 1     |
| Total                                      | 8     | 9     | 2     | 3    | 5    | 1    | 28    |

TABLE LXVII

QUALIFICATIONS FOR THE POSITION OF CHIEF ACADEMIC  
OFFICER RANKED BY NUMBER OF TIMES MENTIONED

| Specific Qualification                             | Times<br>Mentioned | Rank |
|--|--------------------|------|
| Administrative experience                          | 7                  | 1.5  |
| Working with people                                | 7                  | 1.5  |
| Teaching experience                                | 5                  | 3    |
| Flexibility  | 4                  | 4.5  |
| Knowledge of community college<br>philosophy       | 4                  | 4.5  |
| Curriculum experience                              | 3                  | 9    |
| Staff selection, evaluation,<br>development skills | 3                  | 9    |
| Course, program, instruction<br>evaluation skills  | 3                  | 9    |
| Reliability  | 3                  | 9    |
| Sensitivity  | 3                  | 9    |
| Degrees  | 3                  | 9    |
| Academic excellence                                | 3                  | 9    |
| Experience   | 2                  | 18   |
| Personnel relations                                | 2                  | 18   |
| Human relations                                    | 2                  | 18   |
| Leadership   | 2                  | 18   |
| Organizing   | 2                  | 18   |
| Planning skills                                    | 2                  | 18   |
| Administering, supervising skills                  | 2                  | 18   |
| Budget skills                                      | 2                  | 18   |
| Patience   | 2                  | 18   |
| Broad academic background                          | 2                  | 18   |
| Knowledge  | 2                  | 18   |



APPENDIX G

RESULTS OF THE STUDY

TABLE LXVIII

DATA FOR THE CHIEF ACADEMIC OFFICERS' RESPONSES FOR PERCEPTIONS OF ACTUAL FREQUENCY

| Function <sup>a</sup> | Frequency of Response |    |    |    |    |    |    |    |   |   |   |     | Mean | Median | Mode | Range | S.D. |
|-----------------------|-----------------------|----|----|----|----|----|----|----|---|---|---|-----|------|--------|------|-------|------|
|                       | 10                    | 9  | 8  | 7  | 6  | 5  | 4  | 3  | 2 | 1 | 0 | N   |      |        |      |       |      |
| A                     | 10                    | 6  | 4  | 3  | 0  | 2  | 1  | 0  | 0 | 0 | 0 | 26  | 8.5  | 9.0    | 10   | 4-10  | 1.72 |
| B                     | 14                    | 6  | 3  | 1  | 1  | 0  | 1  | 0  | 0 | 0 | 0 | 26  | 9.0  | 9.6    | 10   | 4-10  | 1.45 |
| C                     | 8                     | 5  | 5  | 5  | 2  | 1  | 0  | 0  | 0 | 0 | 0 | 26  | 8.4  | 8.5    | 10   | 5-10  | 1.47 |
| D                     | 6                     | 2  | 3  | 5  | 2  | 3  | 0  | 2  | 1 | 1 | 1 | 26  | 6.7  | 7.1    | 10   | 0-10  | 2.89 |
| E                     | 11                    | 6  | 3  | 3  | 0  | 1  | 0  | 1  | 1 | 0 | 0 | 26  | 8.4  | 9.2    | 10   | 2-10  | 2.13 |
| F                     | 5                     | 4  | 7  | 1  | 1  | 5  | 1  | 0  | 1 | 1 | 0 | 26  | 7.2  | 7.9    | 8    | 1-10  | 2.47 |
| G                     | 1                     | 2  | 5  | 6  | 1  | 4  | 3  | 2  | 1 | 1 | 0 | 26  | 6.0  | 6.2    | 7    | 1-10  | 2.28 |
| H                     | 8                     | 5  | 2  | 4  | 1  | 5  | 0  | 1  | 0 | 0 | 0 | 26  | 7.8  | 8.5    | 10   | 3-10  | 2.09 |
| I                     | 5                     | 5  | 4  | 4  | 2  | 1  | 0  | 2  | 2 | 1 | 0 | 26  | 7.0  | 7.8    | 9,10 | 1-10  | 2.72 |
| J                     | 0                     | 3  | 1  | 2  | 0  | 4  | 5  | 4  | 2 | 4 | 1 | 26  | 4.2  | 3.9    | 4    | 0-9   | 2.60 |
| K                     | 0                     | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0   | ---  | ---    | --   | ----  | ---- |
| All                   | 68                    | 44 | 37 | 34 | 10 | 26 | 11 | 12 | 8 | 8 | 2 | 260 | 7.3  | 8.0    | 10   | 0-10  | 2.65 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

TABLE LXIX

DATA FOR THE CHIEF ACADEMIC OFFICERS' RESPONSES FOR PERCEPTIONS OF ACTUAL INTENSITY

| Function <sup>a</sup> | Frequency of Response |    |    |    |    |    |    |   |   |   |   |     | Mean | Median | Mode  | Range | S.D. |
|-----------------------|-----------------------|----|----|----|----|----|----|---|---|---|---|-----|------|--------|-------|-------|------|
|                       | 10                    | 9  | 8  | 7  | 6  | 5  | 4  | 3 | 2 | 1 | 0 | N   |      |        |       |       |      |
| A                     | 9                     | 8  | 2  | 2  | 2  | 2  | 1  | 0 | 0 | 0 | 0 | 26  | 8.4  | 8.9    | 10    | 4-10  | 1.80 |
| B                     | 14                    | 7  | 3  | 1  | 0  | 1  | 0  | 0 | 0 | 0 | 0 | 26  | 9.2  | 9.6    | 10    | 5-10  | 1.18 |
| C                     | 10                    | 2  | 7  | 6  | 1  | 0  | 0  | 0 | 0 | 0 | 0 | 26  | 8.5  | 8.5    | 10    | 6-10  | 1.31 |
| D                     | 6                     | 5  | 5  | 4  | 0  | 1  | 0  | 2 | 1 | 1 | 1 | 26  | 7.2  | 8.1    | 10    | 0-10  | 2.94 |
| E                     | 8                     | 8  | 6  | 2  | 1  | 1  | 0  | 0 | 0 | 0 | 0 | 26  | 8.7  | 8.9    | 9,10  | 5-10  | 1.30 |
| F                     | 4                     | 5  | 9  | 1  | 3  | 3  | 0  | 0 | 0 | 0 | 0 | 26  | 7.6  | 8.1    | 8     | 1-10  | 2.02 |
| G                     | 2                     | 4  | 5  | 3  | 2  | 1  | 6  | 2 | 0 | 0 | 0 | 26  | 6.4  | 6.9    | 4     | 1-10  | 2.45 |
| H                     | 8                     | 5  | 6  | 2  | 2  | 2  | 1  | 0 | 0 | 0 | 0 | 26  | 8.2  | 8.5    | 10    | 4-10  | 1.75 |
| I                     | 6                     | 6  | 3  | 4  | 2  | 1  | 1  | 0 | 1 | 0 | 0 | 26  | 7.4  | 8.2    | 9,10  | 1-10  | 2.70 |
| J                     | 0                     | 3  | 3  | 1  | 2  | 2  | 3  | 4 | 4 | 0 | 0 | 26  | 4.5  | 3.8    | 1,2,3 | 1- 9  | 2.72 |
| K                     | 0                     | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0   | ---  | ---    | --    | ----  | ---- |
| All                   | 67                    | 53 | 49 | 26 | 15 | 14 | 12 | 8 | 6 | 9 | 1 | 260 | 7.6  | 8.3    | 10    | 0-10  | 2.49 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

TABLE LXX  
 DATA FOR THE CHIEF ACADEMIC OFFICERS<sup>1</sup>  
 RESPONSES FOR PERCEPTIONS OF  
 ACTUAL PROPORTION

| Response            | Frequency by Function <sup>a</sup> |           |           |           |           |           |           |           |           |           |          | Total      |
|---------------------|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|------------|
|                     | A                                  | B         | C         | D         | E         | F         | G         | H         | I         | J         | K        |            |
| 61-65%              | 0                                  | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        | 0          |
| 56-60%              | 0                                  | 0         | 1         | 0         | 1         | 0         | 0         | 1         | 0         | 0         | 0        | 3          |
| 51-55%              | 0                                  | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        | 0          |
| 46-50%              | 0                                  | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        | 0          |
| 41-45%              | 0                                  | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        | 0          |
| 36-40%              | 0                                  | 0         | 0         | 0         | 1         | 1         | 0         | 0         | 0         | 0         | 0        | 2          |
| 31-35%              | 0                                  | 1         | 1         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        | 2          |
| 26-30%              | 0                                  | 1         | 0         | 0         | 0         | 0         | 0         | 3         | 0         | 0         | 0        | 4          |
| 21-25%              | 1                                  | 1         | 3         | 1         | 2         | 0         | 0         | 3         | 0         | 0         | 0        | 11         |
| 16-20%              | 2                                  | 1         | 4         | 5         | 6         | 1         | 1         | 2         | 0         | 0         | 0        | 22         |
| 11-15%              | 3                                  | 2         | 1         | 1         | 1         | 3         | 0         | 5         | 2         | 0         | 0        | 18         |
| 6-10%               | 10                                 | 7         | 10        | 4         | 6         | 6         | 3         | 6         | 8         | 3         | 0        | 63         |
| 1-5%                | 9                                  | 12        | 5         | 14        | 8         | 14        | 21        | 5         | 15        | 19        | 2        | 124        |
| 0%                  | 0                                  | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 3         | 0        | 3          |
| <b>Total</b>        | <b>25</b>                          | <b>25</b> | <b>25</b> | <b>25</b> | <b>25</b> | <b>25</b> | <b>25</b> | <b>25</b> | <b>25</b> | <b>25</b> | <b>2</b> | <b>252</b> |
| Measure             | Central Tendency and Variability   |           |           |           |           |           |           |           |           |           |          | All        |
|                     | A                                  | B         | C         | D         | E         | F         | G         | H         | I         | J         | K        |            |
| Mean <sup>b</sup>   | 9.7                                | 9.9       | 15.5      | 9.4       | 15.2      | 8.6       | 4.9       | 16.5      | 6.4       | 3.4       | 0.4      | 9.9        |
| Median <sup>b</sup> | 9.8                                | 6.0       | 10.3      | 5.3       | 10.3      | 5.3       | 4.8       | 14.8      | 5.2       | 3.0       | 0.0      | 5.5        |
| Mode <sup>b</sup>   | 10                                 | 5         | 10        | 5         | 5         | 5         | 5         | 15        | 5,10      | 5         | 0        | 5          |
| Range <sup>b</sup>  | 2-21                               | 1-33      | 5-59      | 1-25      | 1-60      | 1-39      | 1-20      | 2-60      | 1-15      | 0-10      | 0-5      | 0-60       |
| S.D. <sup>c</sup>   | 5.34                               | 7.96      | 11.75     | 7.13      | 12.68     | 7.82      | 4.01      | 12.00     | 3.78      | 2.70      | 1.36     | 9.21       |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

<sup>b</sup>Read as percentages.

<sup>c</sup>Read as percentage points.

TABLE LXXI

DATA FOR THE CHIEF ACADEMIC OFFICERS' RESPONSES FOR PERCEPTIONS OF PREFERRED FREQUENCY

| Function <sup>a</sup> | Frequency of Response |    |    |    |    |    |   |   |   |    |   |     | Mean | Median | Mode | Range | S.D. |
|-----------------------|-----------------------|----|----|----|----|----|---|---|---|----|---|-----|------|--------|------|-------|------|
|                       | 10                    | 9  | 8  | 7  | 6  | 5  | 4 | 3 | 2 | 1  | 0 | N   |      |        |      |       |      |
| A                     | 11                    | 5  | 5  | 1  | 0  | 4  | 0 | 0 | 0 | 0  | 0 | 26  | 8.5  | 8.7    | 10   | 5-10  | 1.74 |
| B                     | 15                    | 7  | 2  | 1  | 0  | 0  | 1 | 0 | 0 | 0  | 0 | 26  | 9.2  | 9.6    | 10   | 4-10  | 1.31 |
| C                     | 8                     | 7  | 8  | 1  | 0  | 2  | 0 | 0 | 0 | 0  | 0 | 26  | 8.6  | 8.8    | 8,10 | 5-10  | 1.36 |
| D                     | 8                     | 3  | 9  | 4  | 0  | 0  | 0 | 2 | 0 | 0  | 0 | 26  | 8.2  | 8.3    | 8    | 3-10  | 1.84 |
| E                     | 12                    | 7  | 3  | 1  | 1  | 0  | 1 | 1 | 0 | 0  | 0 | 26  | 8.7  | 9.4    | 10   | 3-10  | 1.83 |
| F                     | 5                     | 2  | 8  | 4  | 0  | 1  | 2 | 0 | 1 | 3  | 0 | 26  | 6.9  | 7.8    | 8    | 1-10  | 2.88 |
| G                     | 1                     | 3  | 5  | 6  | 4  | 0  | 3 | 2 | 1 | 0  | 0 | 26  | 6.5  | 6.9    | 7    | 1-10  | 2.08 |
| H                     | 5                     | 1  | 7  | 3  | 3  | 5  | 0 | 1 | 0 | 1  | 0 | 26  | 7.0  | 7.5    | 8    | 2-10  | 2.24 |
| I                     | 6                     | 5  | 3  | 5  | 1  | 2  | 0 | 1 | 1 | 2  | 0 | 26  | 7.2  | 7.8    | 10   | 1-10  | 2.76 |
| J                     | 2                     | 5  | 1  | 3  | 2  | 2  | 1 | 2 | 2 | 6  | 0 | 26  | 5.2  | 5.5    | 1    | 1-10  | 3.25 |
| K                     | 0                     | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0  | 0 | 26  | ---  | ---    | --   | ----  | ---- |
| All                   | 73                    | 45 | 51 | 29 | 11 | 16 | 8 | 9 | 5 | 12 | 0 | 259 | 7.6  | 8.3    | 10   | 1-10  | 2.57 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

TABLE LXXII

DATA FOR THE CHIEF ACADEMIC OFFICERS' RESPONSES FOR PERCEPTIONS OF PREFERRED INTENSITY

| Function <sup>a</sup> | Frequency of Response |    |    |    |    |    |   |   |   |   |   |     | Mean | Median | Mode   | Range | S.D. |
|-----------------------|-----------------------|----|----|----|----|----|---|---|---|---|---|-----|------|--------|--------|-------|------|
|                       | 10                    | 9  | 8  | 7  | 6  | 5  | 4 | 3 | 2 | 1 | 0 | N   |      |        |        |       |      |
| A                     | 10                    | 9  | 1  | 3  | 0  | 2  | 1 | 0 | 0 | 0 | 0 | 26  | 8.6  | 9.2    | 10     | 4-10  | 1.71 |
| B                     | 15                    | 8  | 2  | 1  | 0  | 0  | 0 | 0 | 0 | 0 | 0 | 26  | 9.4  | 9.6    | 10     | 7-10  | 0.79 |
| C                     | 11                    | 3  | 9  | 2  | 0  | 1  | 0 | 0 | 0 | 0 | 0 | 26  | 8.8  | 8.8    | 10     | 5-10  | 1.28 |
| D                     | 7                     | 5  | 11 | 3  | 0  | 0  | 0 | 0 | 0 | 0 | 0 | 26  | 8.6  | 8.4    | 8      | 7-10  | 1.00 |
| E                     | 13                    | 5  | 4  | 3  | 0  | 1  | 0 | 0 | 0 | 0 | 0 | 26  | 9.0  | 9.5    | 10     | 5-10  | 1.32 |
| F                     | 4                     | 3  | 6  | 3  | 5  | 1  | 1 | 1 | 0 | 2 | 0 | 26  | 6.9  | 7.5    | 8      | 1-10  | 2.48 |
| G                     | 3                     | 2  | 4  | 8  | 3  | 2  | 1 | 3 | 0 | 0 | 0 | 26  | 6.8  | 7.0    | 10     | 3-10  | 2.02 |
| H                     | 5                     | 3  | 5  | 5  | 2  | 2  | 1 | 1 | 1 | 0 | 1 | 26  | 7.0  | 7.5    | 7,8,10 | 0-10  | 2.56 |
| I                     | 6                     | 5  | 5  | 2  | 2  | 1  | 1 | 1 | 1 | 1 | 1 | 26  | 7.2  | 8.1    | 10     | 0-10  | 2.90 |
| J                     | 3                     | 1  | 3  | 3  | 1  | 4  | 1 | 3 | 1 | 6 | 0 | 26  | 5.0  | 5.0    | 10     | 1-10  | 3.09 |
| K                     | 0                     | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0 | 0   | ---  | ---    | --     | ----  | ---- |
| All                   | 77                    | 44 | 50 | 33 | 13 | 14 | 6 | 9 | 3 | 9 | 2 | 260 | 7.7  | 8.3    | 10     | 0-10  | 2.45 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

TABLE LXXIII  
 DATA FOR THE CHIEF ACADEMIC OFFICERS' RESPONSES FOR  
 PERCEPTIONS OF PREFERRED PROPORTION

| Response            | Frequency by Function <sup>a</sup> |      |       |      |       |      |      |       |      |      |      |       |
|---------------------|------------------------------------|------|-------|------|-------|------|------|-------|------|------|------|-------|
|                     | A                                  | B    | C     | D    | E     | F    | G    | H     | I    | J    | K    | Total |
| 61-65%              | 0                                  | 0    | 0     | 0    | 1     | 0    | 0    | 0     | 0    | 0    | 0    | 1     |
| 56-60%              | 0                                  | 0    | 1     | 0    | 0     | 0    | 0    | 1     | 0    | 0    | 0    | 2     |
| 51-55%              | 0                                  | 0    | 0     | 0    | 0     | 0    | 0    | 0     | 0    | 0    | 0    | 0     |
| 46-50%              | 0                                  | 0    | 0     | 0    | 0     | 0    | 0    | 0     | 0    | 0    | 0    | 0     |
| 41-46%              | 0                                  | 0    | 0     | 0    | 0     | 0    | 0    | 0     | 0    | 0    | 0    | 0     |
| 36-40%              | 0                                  | 0    | 1     | 0    | 0     | 0    | 0    | 0     | 0    | 0    | 0    | 1     |
| 31-35%              | 0                                  | 1    | 0     | 1    | 0     | 0    | 0    | 0     | 0    | 0    | 0    | 2     |
| 26-30%              | 0                                  | 0    | 0     | 0    | 3     | 0    | 0    | 1     | 0    | 0    | 0    | 4     |
| 21-25%              | 0                                  | 1    | 2     | 1    | 2     | 1    | 0    | 0     | 0    | 0    | 0    | 7     |
| 16-20%              | 6                                  | 4    | 3     | 3    | 5     | 2    | 1    | 3     | 0    | 1    | 0    | 28    |
| 11-15%              | 4                                  | 3    | 2     | 2    | 4     | 3    | 0    | 2     | 5    | 0    | 0    | 25    |
| 6-10%               | 8                                  | 4    | 10    | 9    | 3     | 5    | 4    | 3     | 8    | 4    | 0    | 58    |
| 1- 5%               | 7                                  | 12   | 6     | 9    | 6     | 13   | 20   | 15    | 12   | 17   | 1    | 118   |
| 0%                  | 0                                  | 0    | 0     | 0    | 1     | 1    | 0    | 0     | 0    | 3    | 0    | 5     |
| Total               | 25                                 | 25   | 25    | 25   | 25    | 25   | 25   | 25    | 25   | 25   | 1    | 251   |
| Measure             | Central Tendency and Variability   |      |       |      |       |      |      |       |      |      |      |       |
|                     | A                                  | B    | C     | D    | E     | F    | G    | H     | I    | J    | K    | All   |
| Mean <sup>b</sup>   | 11.4                               | 10.6 | 14.4  | 10.9 | 16.4  | 8.3  | 5.5  | 10.6  | 7.3  | 4.5  | 0.1  | 10.0  |
| Median <sup>b</sup> | 10.1                               | 6.0  | 10.2  | 9.7  | 14.0  | 5.4  | 4.8  | 5.4   | 5.8  | 4.0  | 0.0  | 6.0   |
| Mode <sup>b</sup>   | 10                                 | 5    | 10    | 5    | 5.20  | 5    | 5    | 5     | 5,10 | 5    | 0.0  | 5     |
| Range <sup>b</sup>  | 2-20                               | 2-33 | 1-60  | 4-33 | 0-65  | 0-22 | 1-20 | 1-60  | 1-15 | 0-18 | 0.5  | 0-65  |
| S.D. <sup>c</sup>   | 5.84                               | 7.99 | 12.33 | 7.29 | 13.24 | 5.65 | 3.97 | 12.20 | 4.42 | 4.22 | 1.79 | 9.10  |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

<sup>b</sup>Read as percentages.

<sup>c</sup>Read as percentage points.

TABLE LXXIV

DATA FOR THE SUPERORDINATES' RESPONSES FOR PERCEPTIONS OF ACTUAL FREQUENCY

| Function <sup>a</sup> | Frequency of Response |    |    |    |    |    |    |    |    |   |   |     | Mean | Median | Mode | Range | S.D. |
|-----------------------|-----------------------|----|----|----|----|----|----|----|----|---|---|-----|------|--------|------|-------|------|
|                       | 10                    | 9  | 8  | 7  | 6  | 5  | 4  | 3  | 2  | 1 | 0 | N   |      |        |      |       |      |
| A                     | 4                     | 4  | 5  | 0  | 4  | 0  | 0  | 1  | 0  | 2 | 0 | 20  | 7.3  | 7.9    | 8    | 2-10  | 2.41 |
| B                     | 10                    | 2  | 1  | 1  | 3  | 1  | 1  | 0  | 1  | 0 | 0 | 20  | 8.1  | 9.5    | 10   | 1-10  | 2.72 |
| C                     | 3                     | 7  | 1  | 6  | 1  | 1  | 0  | 0  | 1  | 0 | 0 | 20  | 7.8  | 8.5    | 9    | 2-10  | 1.91 |
| D                     | 2                     | 3  | 4  | 1  | 1  | 3  | 1  | 3  | 0  | 2 | 0 | 20  | 6.1  | 6.5    | 8    | 1-10  | 2.83 |
| E                     | 6                     | 4  | 4  | 2  | 0  | 0  | 1  | 0  | 3  | 0 | 0 | 20  | 7.6  | 8.5    | 10   | 2-10  | 2.75 |
| F                     | 7                     | 4  | 3  | 0  | 0  | 1  | 1  | 0  | 2  | 2 | 0 | 20  | 7.3  | 8.8    | 10   | 1-10  | 3.28 |
| G                     | 0                     | 0  | 2  | 2  | 1  | 7  | 2  | 2  | 3  | 1 | 0 | 20  | 4.6  | 4.8    | 5    | 1- 8  | 1.96 |
| H                     | 3                     | 2  | 5  | 0  | 2  | 5  | 0  | 1  | 2  | 0 | 0 | 20  | 6.6  | 6.5    | 5,8  | 2-10  | 2.50 |
| I                     | 3                     | 4  | 1  | 2  | 2  | 1  | 3  | 2  | 2  | 0 | 0 | 20  | 6.4  | 6.5    | 9    | 2-10  | 2.74 |
| J                     | 0                     | 1  | 0  | 2  | 3  | 3  | 3  | 3  | 4  | 1 | 0 | 20  | 4.3  | 4.2    | 2    | 1- 9  | 2.05 |
| K                     | 0                     | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0   | ---  | ---    | --   | ----  | ---- |
| All                   | 38                    | 31 | 26 | 16 | 17 | 22 | 12 | 12 | 18 | 8 | 0 | 200 | 6.6  | 7.2    | 10   | 1-10  | 2.83 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.



TABLE LXXV

DATA FOR THE SUPERORDINATES' RESPONSES FOR PERCEPTIONS OF ACTUAL INTENSITY

| Function <sup>a</sup> | Frequency of Response |    |    |    |   |    |    |    |    |    |   |     | Mean | Median | Mode | Range | S.D. |
|-----------------------|-----------------------|----|----|----|---|----|----|----|----|----|---|-----|------|--------|------|-------|------|
|                       | 10                    | 9  | 8  | 7  | 6 | 5  | 4  | 3  | 2  | 1  | 0 | N   |      |        |      |       |      |
| A                     | 7                     | 3  | 0  | 3  | 0 | 3  | 2  | 1  | 1  | 1  | 0 | 21  | 7.0  | 7.3    | 10   | 1-10  | 2.94 |
| B                     | 7                     | 4  | 3  | 1  | 3 | 1  | 0  | 0  | 1  | 1  | 0 | 21  | 7.8  | 8.6    | 10   | 1-10  | 2.56 |
| C                     | 4                     | 6  | 0  | 7  | 1 | 2  | 0  | 0  | 0  | 1  | 0 | 21  | 7.6  | 7.4    | 7    | 1-10  | 2.15 |
| D                     | 2                     | 8  | 2  | 1  | 2 | 0  | 1  | 2  | 1  | 1  | 1 | 21  | 6.7  | 8.3    | 9    | 0-10  | 3.11 |
| E                     | 6                     | 5  | 4  | 2  | 0 | 2  | 1  | 0  | 0  | 1  | 0 | 21  | 7.9  | 8.6    | 10   | 1-10  | 2.33 |
| F                     | 3                     | 6  | 3  | 2  | 0 | 1  | 2  | 2  | 0  | 1  | 1 | 21  | 6.8  | 8.0    | 9    | 0-10  | 3.02 |
| G                     | 0                     | 6  | 2  | 0  | 0 | 4  | 3  | 2  | 1  | 3  | 0 | 21  | 5.4  | 4.9    | 9    | 1-9   | 2.92 |
| H                     | 2                     | 5  | 5  | 1  | 1 | 3  | 1  | 1  | 0  | 2  | 0 | 21  | 6.8  | 7.8    | 8    | 1-10  | 2.69 |
| I                     | 1                     | 5  | 3  | 5  | 0 | 2  | 0  | 1  | 4  | 0  | 0 | 21  | 6.4  | 7.2    | 7    | 2-10  | 2.66 |
| J                     | 0                     | 2  | 2  | 1  | 1 | 0  | 5  | 3  | 3  | 2  | 2 | 21  | 4.0  | 3.6    | 4    | 0-9   | 2.76 |
| K                     | 0                     | 0  | 0  | 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0 | 0   | ---  | ---    | --   | ----  | ---- |
| All                   | 32                    | 50 | 24 | 23 | 8 | 18 | 15 | 12 | 11 | 13 | 4 | 210 | 6.6  | 7.5    | 9    | 0-10  | 2.95 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

TABLE LXXVI  
 DATA FOR THE SUPERORDINATES' RESPONSES FOR PERCEPTIONS  
 OF ACTUAL PROPORTION

| Response | Frequency by Function <sup>a</sup> |    |    |    |    |    |    |    |    |    |   | Total |
|----------|------------------------------------|----|----|----|----|----|----|----|----|----|---|-------|
|          | A                                  | B  | C  | D  | E  | F  | G  | H  | I  | J  | K |       |
| 46-50%   | 0                                  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0     |
| 41-45%   | 0                                  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0 | 1     |
| 36-40%   | 1                                  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 2     |
| 31-35%   | 0                                  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0 | 1     |
| 26-30%   | 0                                  | 1  | 0  | 0  | 2  | 0  | 0  | 1  | 1  | 0  | 0 | 5     |
| 21-25%   | 0                                  | 0  | 0  | 0  | 0  | 1  | 0  | 2  | 0  | 0  | 0 | 3     |
| 16-20%   | 1                                  | 1  | 5  | 1  | 5  | 2  | 0  | 1  | 1  | 1  | 0 | 18    |
| 11-15%   | 3                                  | 1  | 4  | 3  | 1  | 2  | 3  | 2  | 1  | 0  | 0 | 20    |
| 6-10%    | 8                                  | 8  | 7  | 8  | 8  | 9  | 2  | 5  | 7  | 3  | 0 | 65    |
| 1- 5%    | 7                                  | 8  | 3  | 7  | 4  | 6  | 15 | 7  | 10 | 15 | 3 | 85    |
| 0%       | 0                                  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0 | 3     |
| Total    | 20                                 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 3 | 203   |

| Measure             | Central Tendency and Variability |      |      |      |      |      |      |       |      |      |      | All  |
|---------------------|----------------------------------|------|------|------|------|------|------|-------|------|------|------|------|
|                     | A                                | B    | C    | D    | E    | F    | G    | H     | I    | J    | K    |      |
| Mean <sup>b</sup>   | 10.9                             | 8.8  | 12.0 | 10.3 | 13.2 | 10.3 | 5.9  | 13.9  | 8.5  | 5.4  | 0.8  | 10.0 |
| Median <sup>b</sup> | 9.9                              | 8.0  | 10.3 | 9.7  | 10.2 | 9.8  | 5.0  | 10.0  | 7.5  | 4.8  | 0.0  | 9.6  |
| Mode <sup>b</sup>   | 10                               | 5,10 | 10   | 10   | 10   | 10   | 5    | 5     | 5    | 5    | 5    | 5    |
| Range <sup>b</sup>  | 4-40                             | 2-30 | 0-20 | 2-40 | 2-30 | 2.25 | 1-15 | 2-45  | 1-30 | 0-20 | 0.5  | 0.45 |
| S.D. <sup>c</sup>   | 7.88                             | 6.46 | 5.94 | 8.24 | 7.96 | 5.76 | 4.08 | 11.41 | 6.20 | 4.30 | 1.79 | 7.47 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

<sup>b</sup>Read as percentages.

<sup>c</sup>Read as percentage points.

TABLE LXXVII

DATA FOR THE SUPERORDINATES' RESPONSES FOR PERCEPTIONS OF PREFERRED FREQUENCY

| Function <sup>a</sup> | Frequency of Response |    |    |    |    |    |   |    |   |    |   |     | Mean | Median | Mode | Range | S.D. |
|-----------------------|-----------------------|----|----|----|----|----|---|----|---|----|---|-----|------|--------|------|-------|------|
|                       | 10                    | 9  | 8  | 7  | 6  | 5  | 4 | 3  | 2 | 1  | 0 | N   |      |        |      |       |      |
| A                     | 7                     | 4  | 5  | 0  | 3  | 0  | 0 | 0  | 0 | 1  | 0 | 20  | 8.3  | 8.5    | 10   | 1-10  | 2.14 |
| B                     | 9                     | 2  | 3  | 3  | 1  | 0  | 1 | 0  | 0 | 1  | 0 | 20  | 8.2  | 9.0    | 10   | 1-10  | 2.34 |
| C                     | 3                     | 7  | 1  | 2  | 3  | 3  | 0 | 0  | 0 | 1  | 0 | 20  | 7.5  | 8.5    | 9    | 1-10  | 2.27 |
| D                     | 2                     | 5  | 1  | 2  | 2  | 5  | 2 | 0  | 0 | 1  | 0 | 20  | 6.7  | 6.5    | 5,9  | 1-10  | 2.37 |
| E                     | 7                     | 4  | 2  | 4  | 1  | 0  | 1 | 0  | 0 | 1  | 0 | 20  | 8.1  | 8.8    | 10   | 1-10  | 2.29 |
| F                     | 6                     | 4  | 2  | 0  | 2  | 3  | 1 | 1  | 0 | 1  | 0 | 20  | 7.4  | 8.5    | 10   | 1-10  | 2.69 |
| G                     | 0                     | 1  | 1  | 3  | 1  | 10 | 0 | 3  | 0 | 1  | 0 | 20  | 5.2  | 5.1    | 5    | 1-9   | 1.81 |
| H                     | 3                     | 1  | 3  | 1  | 2  | 4  | 1 | 3  | 1 | 1  | 0 | 20  | 5.9  | 5.5    | 5    | 1-10  | 2.70 |
| I                     | 3                     | 1  | 3  | 4  | 1  | 4  | 0 | 2  | 1 | 1  | 0 | 20  | 6.3  | 6.8    | 5,7  | 1-10  | 2.59 |
| J                     | 0                     | 1  | 2  | 1  | 2  | 3  | 3 | 1  | 2 | 2  | 1 | 18  | 4.4  | 4.5    | 4,5  | 0-9   | 2.54 |
| K                     | 0                     | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 1  | 0 | 1   | 0.1  | 0.0    | 0    | 0-1   | 0.22 |
| All                   | 40                    | 30 | 23 | 20 | 18 | 32 | 9 | 10 | 4 | 12 | 1 | 199 | 6.8  | 7.2    | 10   | 0-10  | 2.72 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff interaction, J--Student Interaction, K--Other.

TABLE LXXVIII

DATA FOR THE SUPERORDINATES' RESPONSES FOR PERCEPTIONS OF PREFERRED INTENSITY

| Function <sup>a</sup> | Frequency of Response |    |    |    |    |    |    |    |   |   |   |     | Mean | Median | Mode | Range | S.D. |
|-----------------------|-----------------------|----|----|----|----|----|----|----|---|---|---|-----|------|--------|------|-------|------|
|                       | 10                    | 9  | 8  | 7  | 6  | 5  | 4  | 3  | 2 | 1 | 0 | N   |      |        |      |       |      |
| A                     | 7                     | 6  | 3  | 2  | 0  | 2  | 1  | 0  | 0 | 0 | 0 | 21  | 8.4  | 8.9    | 10   | 4-10  | 1.79 |
| B                     | 7                     | 4  | 4  | 3  | 0  | 2  | 1  | 0  | 0 | 0 | 0 | 21  | 8.2  | 8.6    | 10   | 4-10  | 1.80 |
| C                     | 5                     | 5  | 2  | 4  | 2  | 2  | 1  | 0  | 0 | 0 | 0 | 21  | 7.9  | 8.3    | 9,10 | 4-10  | 1.83 |
| D                     | 2                     | 5  | 3  | 3  | 3  | 4  | 1  | 0  | 0 | 0 | 0 | 21  | 7.2  | 7.3    | 9    | 4-10  | 1.80 |
| E                     | 8                     | 5  | 3  | 3  | 0  | 2  | 0  | 0  | 0 | 0 | 0 | 21  | 8.6  | 9.0    | 10   | 5-10  | 1.56 |
| F                     | 4                     | 5  | 3  | 1  | 3  | 2  | 1  | 1  | 0 | 0 | 0 | 20  | 7.6  | 8.2    | 9    | 3-10  | 2.11 |
| G                     | 1                     | 2  | 1  | 4  | 4  | 5  | 2  | 2  | 0 | 0 | 0 | 21  | 6.1  | 5.9    | 5    | 3-10  | 1.86 |
| H                     | 2                     | 2  | 3  | 5  | 2  | 4  | 1  | 2  | 0 | 0 | 0 | 21  | 6.6  | 6.8    | 7    | 3-10  | 2.01 |
| I                     | 2                     | 4  | 4  | 5  | 2  | 0  | 0  | 3  | 0 | 0 | 0 | 20  | 7.2  | 7.5    | 7    | 3-10  | 2.09 |
| J                     | 0                     | 1  | 2  | 3  | 3  | 2  | 5  | 3  | 1 | 0 | 1 | 21  | 5.0  | 4.4    | 4    | 0-10  | 2.18 |
| K                     | 0                     | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0   | ---  | ---    | --   | ----  | ---- |
| All                   | 38                    | 39 | 28 | 33 | 20 | 25 | 13 | 11 | 1 | 0 | 1 | 208 | 7.3  | 7.2    | 10   | 0-10  | 2.25 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

TABLE LXXIX  
DATA FOR THE SUPERORDINATES' RESPONSES FOR PERCEPTIONS  
OF PREFERRED PROPORTION

| Response            | Frequency by Function <sup>a</sup> |           |           |           |           |           |           |           |           |           |          | Total      |
|---------------------|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|------------|
|                     | A                                  | B         | C         | D         | E         | F         | G         | H         | I         | J         | K        |            |
| 46-50%              | 1                                  | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        | 1          |
| 41-45%              | 0                                  | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        | 0          |
| 36-40%              | 0                                  | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        | 0          |
| 31-35%              | 0                                  | 0         | 0         | 0         | 0         | 0         | 0         | 1         | 0         | 0         | 0        | 1          |
| 26-30%              | 0                                  | 1         | 0         | 0         | 1         | 0         | 0         | 1         | 1         | 0         | 0        | 4          |
| 21-25%              | 1                                  | 0         | 0         | 1         | 2         | 0         | 0         | 0         | 0         | 0         | 0        | 4          |
| 16-20%              | 5                                  | 1         | 3         | 0         | 6         | 3         | 0         | 0         | 1         | 0         | 0        | 19         |
| 11-15%              | 1                                  | 1         | 4         | 3         | 3         | 1         | 1         | 1         | 2         | 1         | 0        | 18         |
| 6-10%               | 11                                 | 10        | 9         | 9         | 5         | 8         | 5         | 8         | 7         | 5         | 0        | 77         |
| 1-5%                | 1                                  | 7         | 4         | 7         | 3         | 7         | 13        | 9         | 9         | 12        | 3        | 75         |
| 0%                  | 0                                  | 0         | 0         | 0         | 0         | 1         | 1         | 0         | 0         | 2         | 0        | 4          |
| <b>Total</b>        | <b>20</b>                          | <b>20</b> | <b>20</b> | <b>20</b> | <b>20</b> | <b>20</b> | <b>20</b> | <b>20</b> | <b>20</b> | <b>20</b> | <b>3</b> | <b>203</b> |
| Measure             | Central Tendency and Variability   |           |           |           |           |           |           |           |           |           |          | All        |
|                     | A                                  | B         | C         | D         | E         | F         | G         | H         | I         | J         | K        |            |
| Mean <sup>b</sup>   | 15.1                               | 9.9       | 11.3      | 9.4       | 15.1      | 9.1       | 5.8       | 9.5       | 8.9       | 5.4       | 0.2      | 10.0       |
| Median <sup>b</sup> | 10.3                               | 9.8       | 10.2      | 9.8       | 15.2      | 9.6       | 5.0       | 9.5       | 9.5       | 6.3       | 0.0      | 9.7        |
| Mode <sup>b</sup>   | 10                                 | 10        | 10        | 10        | 20        | 5,10      | 5         | 10        | 10        | 5,10      | 0        | 10         |
| Range <sup>b</sup>  | 5-50                               | 2-30      | 2-20      | 3-25      | 5-30      | 0-20      | 0-15      | 2-35      | 1-30      | 0-15      | 0-5      | 0-50       |
| S.D. <sup>c</sup>   | 9.35                               | 6.08      | 4.86      | 5.05      | 7.18      | 5.09      | 3.78      | 7.81      | 6.63      | 4.03      | 1.98     | 6.62       |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

<sup>b</sup>Read as percentages.

<sup>c</sup>Read as percentage points.

TABLE LXXX

DATA FOR THE SUBORDINATES' RESPONSES FOR PERCEPTIONS OF ACTUAL FREQUENCY

| Function <sup>a</sup> | Frequency of Response |     |     |     |     |     |     |    |    |    |    |      | Mean | Median | Mode | Range | S.D. |
|-----------------------|-----------------------|-----|-----|-----|-----|-----|-----|----|----|----|----|------|------|--------|------|-------|------|
|                       | 10                    | 9   | 8   | 7   | 6   | 5   | 4   | 3  | 2  | 1  | 0  | N    |      |        |      |       |      |
| A                     | 37                    | 23  | 23  | 14  | 12  | 14  | 13  | 7  | 8  | 10 | 4  | 165  | 6.7  | 7.5    | 10   | 0-10  | 3.00 |
| B                     | 53                    | 39  | 22  | 12  | 7   | 9   | 6   | 8  | 7  | 0  | 0  | 165  | 7.9  | 8.8    | 10   | 2-10  | 2.37 |
| C                     | 43                    | 34  | 28  | 27  | 10  | 9   | 3   | 7  | 1  | 2  | 1  | 165  | 7.8  | 8.3    | 10   | 0-10  | 2.16 |
| D                     | 29                    | 24  | 30  | 18  | 17  | 20  | 9   | 8  | 4  | 5  | 1  | 165  | 7.0  | 7.5    | 8    | 0-10  | 2.49 |
| E                     | 41                    | 24  | 19  | 24  | 10  | 18  | 8   | 7  | 7  | 4  | 2  | 164  | 7.1  | 7.6    | 10   | 0-10  | 2.67 |
| F                     | 29                    | 15  | 23  | 13  | 15  | 20  | 17  | 11 | 14 | 7  | 1  | 165  | 6.2  | 6.3    | 10   | 0-10  | 2.83 |
| G                     | 22                    | 17  | 25  | 34  | 8   | 11  | 14  | 14 | 11 | 9  | 0  | 165  | 6.3  | 7.0    | 7    | 1-10  | 2.71 |
| H                     | 41                    | 31  | 21  | 22  | 7   | 20  | 9   | 6  | 5  | 3  | 0  | 165  | 7.4  | 8.0    | 10   | 1-10  | 2.44 |
| I                     | 17                    | 23  | 17  | 19  | 15  | 22  | 13  | 11 | 13 | 12 | 3  | 165  | 5.9  | 6.1    | 5    | 0-10  | 2.86 |
| J                     | 19                    | 11  | 13  | 21  | 8   | 11  | 19  | 20 | 19 | 24 | 10 | 165  | 4.5  | 4.0    | 1    | 0-10  | 2.99 |
| K                     | 1                     | 1   | 1   | 0   | 0   | 1   | 0   | 0  | 1  | 0  | 5  | 10   | 0.2  | 0.0    | 0    | 0-10  | 1.28 |
| All                   | 324                   | 242 | 222 | 204 | 109 | 155 | 111 | 99 | 90 | 76 | 27 | 1659 | 6.7  | 7.3    | 10   | 0-10  | 2.84 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

TABLE LXXXI

DATA FOR THE SUBORDINATES' RESPONSES FOR PERCEPTIONS OF ACTUAL INTENSITY

| Function <sup>a</sup> | Frequency of Response |     |     |     |     |     |     |     |    |    |    |      | Mean | Median | Mode | Range | S.D. |
|-----------------------|-----------------------|-----|-----|-----|-----|-----|-----|-----|----|----|----|------|------|--------|------|-------|------|
|                       | 10                    | 9   | 8   | 7   | 6   | 5   | 4   | 3   | 2  | 1  | 0  | N    |      |        |      |       |      |
| A                     | 29                    | 29  | 19  | 19  | 13  | 15  | 7   | 13  | 10 | 7  | 4  | 165  | 6.6  | 7.2    | 9,10 | 0-10  | 2.92 |
| B                     | 38                    | 49  | 20  | 17  | 11  | 10  | 6   | 8   | 4  | 2  | 0  | 165  | 7.7  | 8.6    | 9    | 1-10  | 2.31 |
| C                     | 33                    | 39  | 25  | 32  | 13  | 5   | 3   | 9   | 2  | 3  | 0  | 164  | 7.7  | 8.1    | 9    | 1-10  | 2.17 |
| D                     | 24                    | 26  | 25  | 24  | 20  | 21  | 10  | 7   | 2  | 5  | 1  | 165  | 6.9  | 7.2    | 9    | 0-10  | 2.37 |
| E                     | 33                    | 31  | 18  | 16  | 16  | 24  | 9   | 5   | 5  | 5  | 1  | 163  | 7.0  | 7.5    | 10   | 0-10  | 2.56 |
| F                     | 20                    | 23  | 25  | 17  | 15  | 13  | 12  | 18  | 11 | 9  | 2  | 165  | 6.2  | 6.6    | 8    | 0-10  | 2.85 |
| G                     | 21                    | 25  | 16  | 34  | 7   | 15  | 13  | 13  | 14 | 6  | 1  | 165  | 6.3  | 6.9    | 7    | 0-10  | 2.74 |
| H                     | 33                    | 30  | 23  | 25  | 17  | 14  | 11  | 5   | 4  | 2  | 1  | 165  | 7.3  | 7.7    | 10   | 0-10  | 2.34 |
| I                     | 14                    | 22  | 17  | 26  | 13  | 17  | 16  | 14  | 9  | 11 | 5  | 164  | 5.8  | 6.3    | 7    | 0-10  | 2.83 |
| J                     | 9                     | 16  | 10  | 21  | 8   | 20  | 16  | 19  | 21 | 16 | 8  | 164  | 4.8  | 5.6    | 7    | 0-10  | 2.92 |
| K                     | 0                     | 0   | 3   | 0   | 0   | 0   | 0   | 0   | 1  | 0  | 0  | 4    | 0.2  | 0.0    | 0    | 0-8   | 1.07 |
| All                   | 254                   | 290 | 201 | 231 | 133 | 154 | 103 | 111 | 83 | 66 | 23 | 1649 | 6.7  | 7.2    | 9    | 0-10  | 2.61 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

TABLE LXXXII  
DATA FOR THE SUBORDINATES' RESPONSES FOR PERCEPTIONS  
OF ACTUAL PROPORTION

| Response            | Frequency by Function <sup>a</sup> |      |       |      |      |      |      |       |      |      |      | Total |
|---------------------|------------------------------------|------|-------|------|------|------|------|-------|------|------|------|-------|
|                     | A                                  | B    | C     | D    | E    | F    | G    | H     | I    | J    | K    |       |
| 86-90%              | 0                                  | 0    | 0     | 0    | 0    | 0    | 0    | 1     | 0    | 0    | 0    | 1     |
| 81-85%              | 0                                  | 0    | 0     | 0    | 0    | 0    | 0    | 1     | 0    | 0    | 0    | 1     |
| 76-80%              | 0                                  | 1    | 0     | 0    | 0    | 0    | 0    | 1     | 0    | 0    | 0    | 2     |
| 61-65%              | 0                                  | 0    | 1     | 0    | 0    | 0    | 0    | 0     | 0    | 0    | 0    | 1     |
| 56-60%              | 0                                  | 0    | 0     | 0    | 0    | 0    | 0    | 0     | 0    | 0    | 0    | 0     |
| 51-55%              | 0                                  | 0    | 0     | 0    | 0    | 0    | 1    | 1     | 0    | 0    | 0    | 2     |
| 46-50%              | 1                                  | 0    | 3     | 0    | 0    | 0    | 1    | 2     | 0    | 0    | 0    | 7     |
| 41-45%              | 0                                  | 0    | 1     | 0    | 1    | 0    | 0    | 0     | 0    | 0    | 0    | 2     |
| 36-40%              | 1                                  | 0    | 5     | 0    | 1    | 0    | 1    | 5     | 0    | 2    | 0    | 15    |
| 31-35%              | 1                                  | 0    | 2     | 0    | 0    | 0    | 0    | 2     | 0    | 0    | 0    | 5     |
| 26-30%              | 1                                  | 2    | 8     | 2    | 3    | 1    | 2    | 8     | 0    | 0    | 1    | 28    |
| 21-25%              | 2                                  | 2    | 14    | 0    | 7    | 3    | 2    | 9     | 0    | 0    | 1    | 47    |
| 16-20%              | 13                                 | 12   | 21    | 15   | 17   | 8    | 6    | 18    | 4    | 2    | 0    | 116   |
| 11-15%              | 16                                 | 20   | 32    | 17   | 26   | 15   | 11   | 20    | 18   | 3    | 2    | 180   |
| 6-10%               | 54                                 | 58   | 52    | 64   | 55   | 60   | 46   | 53    | 47   | 32   | 4    | 525   |
| 1-5%                | 62                                 | 64   | 17    | 49   | 47   | 66   | 76   | 36    | 83   | 97   | 8    | 605   |
| 0%                  | 8                                  | 0    | 3     | 5    | 2    | 6    | 13   | 2     | 7    | 23   | 0    | 69    |
| Total               | 159                                | 159  | 159   | 159  | 159  | 159  | 159  | 159   | 159  | 159  | 16   | 1606  |
| Measure             | Central Tendency and Variability   |      |       |      |      |      |      |       |      |      |      | All   |
|                     | A                                  | B    | C     | D    | E    | F    | G    | H     | I    | J    | K    |       |
| Mean <sup>b</sup>   | 9.1                                | 9.6  | 16.0  | 10.1 | 11.1 | 8.2  | 7.9  | 15.3  | 6.8  | 5.1  | 0.9  | 10.0  |
| Median <sup>b</sup> | 9.5                                | 9.7  | 13.3  | 9.8  | 10.0 | 8.2  | 5.3  | 10.2  | 5.3  | 4.7  | 0.6  | 9.6   |
| Mode <sup>b</sup>   | 10                                 | 10   | 10    | 10   | 10   | 10   | 10   | 10    | 5    | 5    | 0    | 10    |
| Range <sup>b</sup>  | 0-50                               | 1-80 | 0-64  | 0-30 | 0-44 | 0-30 | 0-53 | 0-90  | 0-20 | 0-40 | 0-30 | 0-90  |
| S.D. <sup>c</sup>   | 7.28                               | 7.89 | 10.62 | 6.09 | 7.32 | 5.52 | 7.92 | 14.05 | 4.40 | 5.53 | 3.69 | 8.67  |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

<sup>b</sup>Read as percentages.

<sup>c</sup>Read as percentage points.



TABLE LXXXIII

DATA FOR THE SUBORDINATES' RESPONSES FOR PERCEPTIONS OF PREFERRED FREQUENCY

| Function <sup>a</sup> | Frequency of Response |     |     |     |     |     |    |    |    |    |    |      | Mean | Median | Mode | Range | S.D. |
|-----------------------|-----------------------|-----|-----|-----|-----|-----|----|----|----|----|----|------|------|--------|------|-------|------|
|                       | 10                    | 9   | 8   | 7   | 6   | 5   | 4  | 3  | 2  | 1  | 0  | N    |      |        |      |       |      |
| A                     | 49                    | 34  | 26  | 19  | 11  | 10  | 8  | 2  | 5  | 1  | 0  | 165  | 7.9  | 8.1    | 10   | 1-10  | 2.19 |
| B                     | 58                    | 38  | 23  | 17  | 7   | 10  | 4  | 6  | 1  | 1  | 0  | 165  | 8.2  | 8.9    | 10   | 1-10  | 2.06 |
| C                     | 55                    | 39  | 26  | 22  | 7   | 12  | 2  | 1  | 0  | 1  | 0  | 165  | 8.4  | 8.8    | 10   | 1-10  | 1.75 |
| D                     | 38                    | 28  | 35  | 24  | 12  | 15  | 6  | 2  | 2  | 1  | 2  | 165  | 7.7  | 8.0    | 10   | 0-10  | 2.15 |
| E                     | 54                    | 32  | 20  | 20  | 11  | 16  | 5  | 4  | 2  | 1  | 0  | 165  | 8.0  | 8.6    | 10   | 1-10  | 2.14 |
| F                     | 29                    | 19  | 31  | 16  | 16  | 24  | 12 | 7  | 9  | 0  | 2  | 165  | 6.8  | 7.3    | 8    | 0-10  | 2.48 |
| G                     | 24                    | 22  | 29  | 39  | 10  | 26  | 5  | 8  | 1  | 1  | 0  | 165  | 7.2  | 7.3    | 7    | 1-10  | 2.03 |
| H                     | 34                    | 25  | 24  | 20  | 17  | 19  | 11 | 4  | 6  | 3  | 0  | 163  | 7.2  | 7.6    | 10   | 1-10  | 2.40 |
| I                     | 23                    | 24  | 30  | 22  | 17  | 22  | 7  | 9  | 4  | 3  | 4  | 165  | 6.8  | 7.3    | 8    | 0-10  | 2.51 |
| J                     | 11                    | 14  | 16  | 26  | 16  | 27  | 17 | 11 | 10 | 10 | 6  | 164  | 5.5  | 5.7    | 5    | 0-10  | 2.68 |
| K                     | 0                     | 1   | 0   | 1   | 0   | 0   | 1  | 0  | 0  | 0  | 0  | 3    | 0.1  | 0.0    | 0    | 0-9   | 0.87 |
| All                   | 375                   | 276 | 260 | 226 | 124 | 181 | 78 | 54 | 40 | 22 | 14 | 1650 | 7.4  | 7.8    | 10   | 0-10  | 2.38 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

TABLE LXXXIV

DATA FOR THE SUBORDINATES' RESPONSES FOR PERCEPTIONS OF PREFERRED INTENSITY

| Function <sup>a</sup> | Frequency of Response |     |     |     |     |     |    |    |    |    |    |      | Mean | Median | Mode | Range | S.D. |
|-----------------------|-----------------------|-----|-----|-----|-----|-----|----|----|----|----|----|------|------|--------|------|-------|------|
|                       | 10                    | 9   | 8   | 7   | 6   | 5   | 4  | 3  | 2  | 1  | 0  | N    |      |        |      |       |      |
| A                     | 49                    | 32  | 31  | 15  | 8   | 15  | 5  | 3  | 3  | 1  | 0  | 162  | 8.0  | 8.6    | 10   | 1-10  | 2.11 |
| B                     | 46                    | 41  | 20  | 20  | 11  | 14  | 6  | 3  | 1  | 0  | 0  | 162  | 8.0  | 8.7    | 10   | 2-10  | 1.96 |
| C                     | 46                    | 33  | 33  | 24  | 8   | 13  | 3  | 2  | 0  | 1  | 0  | 163  | 8.1  | 8.4    | 10   | 1-10  | 1.81 |
| D                     | 29                    | 26  | 32  | 28  | 13  | 22  | 6  | 2  | 2  | 1  | 1  | 162  | 7.4  | 7.7    | 8    | 0-10  | 2.07 |
| E                     | 46                    | 39  | 18  | 27  | 7   | 16  | 3  | 2  | 4  | 1  | 0  | 163  | 7.9  | 8.6    | 10   | 1-10  | 2.09 |
| F                     | 22                    | 27  | 23  | 17  | 16  | 27  | 11 | 8  | 8  | 2  | 1  | 162  | 6.7  | 7.0    | 5, 9 | 0-10  | 2.47 |
| G                     | 25                    | 27  | 21  | 41  | 12  | 19  | 8  | 5  | 4  | 1  | 0  | 163  | 7.2  | 7.3    | 7    | 1-10  | 2.11 |
| H                     | 35                    | 26  | 20  | 18  | 22  | 19  | 6  | 6  | 4  | 6  | 1  | 163  | 7.1  | 7.5    | 10   | 0-10  | 2.54 |
| I                     | 24                    | 22  | 21  | 30  | 13  | 21  | 11 | 8  | 7  | 3  | 2  | 162  | 6.7  | 7.4    | 7    | 0-10  | 2.50 |
| J                     | 12                    | 14  | 15  | 33  | 8   | 26  | 13 | 13 | 10 | 14 | 5  | 163  | 5.5  | 5.6    | 7    | 0-10  | 2.78 |
| K                     | 2                     | 0   | 1   | 1   | 1   | 0   | 0  | 0  | 0  | 1  | 0  | 6    | 0.3  | 0.0    | 10   | 0-10  | 1.64 |
| All                   | 336                   | 287 | 235 | 254 | 119 | 192 | 72 | 52 | 43 | 31 | 10 | 1631 | 7.3  | 7.7    | 10   | 0-10  | 2.38 |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

TABLE LXXXV

DATA FOR THE SUBORDINATES' RESPONSES FOR PERCEPTIONS  
OF PREFERRED PROPORTION

| Response            | Frequency by Function <sup>a</sup> |      |      |      |      |      |      |       |      |      |      | Total |
|---------------------|------------------------------------|------|------|------|------|------|------|-------|------|------|------|-------|
|                     | A                                  | B    | C    | D    | E    | F    | G    | H     | I    | J    | K    |       |
| 76-80%              | 0                                  | 0    | 0    | 0    | 0    | 0    | 0    | 1     | 0    | 0    | 0    | 1     |
| —                   | 0                                  | 0    | 0    | 0    | 0    | 0    | 0    | 0     | 0    | 0    | 0    | 0     |
| 56-60%              | 0                                  | 0    | 1    | 0    | 0    | 0    | 0    | 0     | 0    | 0    | 0    | 1     |
| 51-55%              | 0                                  | 0    | 0    | 0    | 0    | 0    | 1    | 0     | 0    | 0    | 0    | 1     |
| 46-50%              | 0                                  | 1    | 1    | 0    | 1    | 0    | 0    | 2     | 0    | 0    | 0    | 5     |
| 41-45%              | 0                                  | 0    | 0    | 0    | 1    | 0    | 0    | 1     | 0    | 0    | 0    | 2     |
| 36-40%              | 2                                  | 0    | 1    | 1    | 2    | 0    | 0    | 1     | 0    | 1    | 0    | 8     |
| 31-35%              | 1                                  | 0    | 0    | 0    | 1    | 0    | 0    | 1     | 0    | 0    | 0    | 3     |
| 26-30%              | 3                                  | 2    | 4    | 2    | 9    | 1    | 2    | 4     | 0    | 0    | 0    | 27    |
| 21-25%              | 3                                  | 0    | 10   | 5    | 7    | 1    | 2    | 7     | 0    | 0    | 0    | 35    |
| 16-20%              | 24                                 | 13   | 21   | 14   | 26   | 10   | 6    | 13    | 0    | 4    | 0    | 131   |
| 11-15%              | 25                                 | 20   | 29   | 20   | 34   | 19   | 12   | 13    | 17   | 3    | 0    | 192   |
| 6-10%               | 56                                 | 56   | 71   | 66   | 50   | 61   | 52   | 51    | 53   | 32   | 4    | 552   |
| 1- 5%               | 44                                 | 66   | 20   | 47   | 25   | 61   | 82   | 61    | 82   | 99   | 9    | 596   |
| 0%                  | 1                                  | 1    | 1    | 4    | 3    | 6    | 2    | 4     | 7    | 20   | 0    | 49    |
| Total               | 159                                | 159  | 159  | 159  | 159  | 159  | 159  | 159   | 159  | 159  | 13   | 1603  |
| Measure             | Central Tendency and Variability   |      |      |      |      |      |      |       |      |      |      | All   |
|                     | A                                  | B    | C    | D    | E    | F    | G    | H     | I    | J    | K    |       |
| Mean <sup>b</sup>   | 11.8                               | 9.4  | 13.4 | 10.5 | 14.3 | 8.9  | 8.1  | 11.3  | 6.8  | 5.2  | 0.4  | 10.0  |
| Median <sup>b</sup> | 10.1                               | 9.6  | 10.3 | 9.9  | 10.5 | 9.6  | 5.4  | 9.7   | 5.4  | 4.8  | 0.1  | 9.7   |
| Mode <sup>b</sup>   | 10                                 | 10   | 10   | 10   | 10   | 10   | 5    | 10    | 5    | 5    | 0    | 10    |
| Range <sup>b</sup>  | 0-40                               | 0-50 | 0-60 | 0-40 | 0-50 | 0-25 | 0-52 | 0-80  | 0-15 | 0-40 | 0-9  | 0-80  |
| S.D. <sup>c</sup>   | 7.10                               | 6.20 | 8.02 | 6.32 | 8.54 | 5.45 | 6.36 | 10.48 | 3.85 | 5.01 | 1.48 | 7.84  |

<sup>a</sup>Key to functions: A--Academic Staff Development, B--Academic Staff Selection, C--Administrative Interaction, D--Budget Planning and Management, E--Curriculum Development, F--Division/Department Activities, G--External Liaison, H--Routine Administrative Duties, I--Staff Interaction, J--Student Interaction, K--Other.

<sup>b</sup>Read as percentages.

<sup>c</sup>Read as percentage points.

APPENDIX H

ANALYSIS OF VARIANCE

TABLE LXXXVI

## ANALYSIS OF VARIANCE SUMMARIES FOR ACTUAL FREQUENCY RESPONSES

| Source of Variance  | df  | SS       | MS    | F    |
|---|-----|----------|-------|------|
| Academic Staff Development  |     |          |       |      |
| Between Groups  | 2   | 27.51    | 38.75 | 4.72 |
| Within Groups   | 208 | 1,706.92 | 8.21  |      |
| Total   | 210 | 1,784.43 |       |      |
| F is significant at $p < .01$<br>( $t_{1-3}$ is 3.03, significant at $p < .01$ ) <sup>a</sup> |     |          |       |      |
| Academic Staff Selection  |     |          |       |      |
| Between Groups  | 2   | 27.13    | 13.57 | 2.61 |
| Within Groups   | 208 | 1,079.16 | 5.19  |      |
| Total   | 210 | 1,106.29 |       |      |
| F is not significant  |     |          |       |      |
| Administrative Interaction  |     |          |       |      |
| Between Groups  | 2   | 6.28     | 3.14  | 0.73 |
| Within Groups   | 208 | 898.99   | 4.34  |      |
| Total   | 210 | 905.27   |       |      |
| F is not significant  |     |          |       |      |
| Budget Planning and Management  |     |          |       |      |
| Between Groups  | 2   | 13.90    | 6.95  | 1.03 |
| Within Groups   | 208 | 1,399.30 | 6.75  |      |
| Total   | 210 | 1,413.20 |       |      |
| F is not significant  |     |          |       |      |
| Curriculum Development  |     |          |       |      |
| Between Groups  | 2   | 40.04    | 20.02 | 2.89 |
| Within Groups   | 207 | 1,433.94 | 6.93  |      |
| Total   | 209 | 1,473.98 |       |      |
| F is not significant  |     |          |       |      |
| Division/Department Activities  |     |          |       |      |
| Between Groups  | 2   | 35.95    | 17.98 | 2.21 |
| Within Groups   | 208 | 1,691.93 | 8.13  |      |
| Total   | 210 | 1,727.88 |       |      |
| F is not significant  |     |          |       |      |

TABLE LXXXVI (Continued)

| Source of Variance   | df    | SS        | MS    | F    |
|--|-------|-----------|-------|------|
| External Liaison   |       |           |       |      |
| Between Groups   | 2     | 53.06     | 26.53 | 3.86 |
| Within Groups  | 208   | 1,427.74  | 6.86  |      |
| Total  | 210   | 1,480.80  |       |      |
| F is significant at $p < .05$<br>( $t_{2-3}$ is 2.77, significant at $p < .01$ )   |       |           |       |      |
| Routine Administrative Duties  |       |           |       |      |
| Between Groups   | 2     | 16.93     | 8.47  | 1.44 |
| Within Groups  | 208   | 1,224.23  | 5.89  |      |
| Total  | 210   | 1,241.16  |       |      |
| F is not significant   |       |           |       |      |
| Staff Interaction  |       |           |       |      |
| Between Groups   | 2     | 32.36     | 16.18 | 1.98 |
| Within Groups  | 208   | 1,695.84  | 8.15  |      |
| Total  | 210   | 1,728.20  |       |      |
| F is not significant   |       |           |       |      |
| Student Interaction  |       |           |       |      |
| Between Groups   | 2     | 2.41      | 1.21  | 0.14 |
| Within Groups  | 208   | 1,731.48  | 8.32  |      |
| Total  | 210   | 1,733.89  |       |      |
| F is not significant   |       |           |       |      |
| All Functions  |       |           |       |      |
| Between Groups   | 2     | 98.46     | 49.23 | 6.23 |
| Within Groups  | 2,106 | 16,641.35 | 7.90  |      |
| Total  | 2,108 | 16,739.81 |       |      |
| F is significant at $p < .01$<br>( $t_{1-2}$ is 2.76, significant at $p < .01$ )<br>( $t_{1-3}$ is 3.45, significant at $p < .001$ ) |       |           |       |      |

<sup>a</sup> $t_1$  is chief academic officers,  $t_2$  is superordinates,  $t_3$  is subordinates.

TABLE LXXXVII

## ANALYSIS OF VARIANCE SUMMARIES FOR ACTUAL INTENSITY RESPONSES

| Source of Variance  | df  | SS       | MS    | F    |
|---|-----|----------|-------|------|
| Academic Staff Development  |     |          |       |      |
| Between Groups  | 2   | 75.15    | 37.58 | 4.69 |
| Within Groups   | 209 | 1,672.74 | 8.00  |      |
| Total   | 211 | 1,747.89 |       |      |
| F is significant at $p < .05$<br>( $t_{1-3}$ is 3.05, significant at $p < .01$ )  |     |          |       |      |
| Academic Staff Selection  |     |          |       |      |
| Between Groups  | 2   | 49.09    | 24.54 | 4.88 |
| Within Groups   | 209 | 1,051.02 | 5.03  |      |
| Total   | 211 | 1,100.11 |       |      |
| F is significant at $p < .05$<br>$t_{1-2}$ is 2.17, significant at $p < .05$<br>( $t_{1-3}$ is 3.11, significant at $p < .01$ ) |     |          |       |      |
| Administrative Interaction  |     |          |       |      |
| Between Groups  | 2   | 18.28    | 9.14  | 2.08 |
| Within Groups   | 208 | 912.90   | 4.39  |      |
| Total   | 210 | 931.18   |       |      |
| F is not significant  |     |          |       |      |
| Budget Planning and Management  |     |          |       |      |
| Between Groups  | 2   | 3.37     | 1.69  | 0.26 |
| Within Groups   | 209 | 1,354.74 | 6.48  |      |
| Total   | 211 | 1,358.11 |       |      |
| F is not significant  |     |          |       |      |
| Curriculum Development  |     |          |       |      |
| Between Groups  | 2   | 66.51    | 33.25 | 5.63 |
| Within Groups   | 207 | 1,223.47 | 5.91  |      |
| Total   | 209 | 1,289.98 |       |      |
| F is significant at $p < .01$<br>( $t_{1-3}$ is 3.15, significant at $p < .01$ )  |     |          |       |      |

TABLE LXXXVII (Continued)

| Source of Variance   | df  | SS       | MS    | F    |
|--|-----|----------|-------|------|
| Division/Department Activities   |     |          |       |      |
| Between Groups   | 2   | 51.81    | 25.91 | 3.31 |
| Within Groups  | 209 | 1,634.47 | 7.82  |      |
| Total  | 211 | 1,686.28 |       |      |
| F is significant at $p < .05$<br>( $t_{1-3}$ is 2.48, significant at $p < .05$ ) |     |          |       |      |
| External Liaison   |     |          |       |      |
| Between Groups   | 2   | 16.86    | 8.43  | 1.12 |
| Within Groups  | 209 | 1,570.81 | 7.52  |      |
| Total  | 211 | 1,587.67 |       |      |
| F is not significant   |     |          |       |      |
| Routine Administrative Duties  |     |          |       |      |
| Between Groups   | 2   | 26.64    | 13.32 | 2.46 |
| Within Groups  | 209 | 1,132.58 | 5.42  |      |
| Total  | 211 | 1,159.22 |       |      |
| F is not significant   |     |          |       |      |
| Staff Interaction  |     |          |       |      |
| Between Groups   | 2   | 10.84    | 5.42  | 0.64 |
| Within Groups  | 208 | 1,754.26 | 8.43  |      |
| Total  | 210 | 1,765.10 |       |      |
| F is not significant<br>( $t_{1-3}$ is 2.57, significant at $p < .05$ )          |     |          |       |      |
| Student Interaction  |     |          |       |      |
| Between Groups   | 2   | 78.83    | 39.41 | 4.69 |
| Within Groups  | 208 | 1,746.22 | 8.40  |      |
| Total  | 210 | 1,825.05 |       |      |
| F is significant at $p < .05$  |     |          |       |      |



TABLE LXXXVII (Continued)

| Source of Variance                               | df    | SS        | MS     | F     |
|--|-------|-----------|--------|-------|
| All Functions                                    |       |           |        |       |
| Between Groups                                   | 2     | 214.18    | 107.09 | 14.27 |
| Within Groups                                    | 2,112 | 15,846.38 | 7.50   |       |
| Total  | 2,114 | 16,060.56 |        |       |
| F is significant at $p < .01$                    |       |           |        |       |
| ( $t_{1-2}$ is 3.79, significant at $p < .001$ ) |       |           |        |       |
| ( $t_{1-3}$ is 5.27, significant at $p < .001$ ) |       |           |        |       |

TABLE LXXXVIII

## ANALYSIS OF VARIANCE SUMMARIES FOR ACTUAL PROPORTION RESPONSES

| Source of Variance                              | df  | SS        | MS     | F    |
|---|-----|-----------|--------|------|
| Academic Staff Development                      |     |           |        |      |
| Between Groups                                  | 2   | 60.69     | 30.35  | 0.59 |
| Within Groups                                   | 201 | 10,386.61 |        |      |
| Total   | 203 | 10,447.30 |        |      |
| F is not significant                            |     |           |        |      |
| Academic Staff Selection                        |     |           |        |      |
| Between Groups                                  | 2   | 14.75     | 7.37   | 0.12 |
| Within Groups                                   | 201 | 12,401.26 |        |      |
| Total   | 203 | 12,416.01 |        |      |
| F is not significant                            |     |           |        |      |
| Administrative Interaction                      |     |           |        |      |
| Between Groups                                  | 2   | 283.88    | 141.94 | 1.29 |
| Within Groups                                   | 201 | 22,070.85 | 109.81 |      |
| Total   | 203 | 22,354.73 |        |      |
| F is not significant                            |     |           |        |      |
| Budget Planning and Management                  |     |           |        |      |
| Between Groups                                  | 2   | 10.44     | 5.22   | 0.12 |
| Within Groups                                   | 201 | 8,527.12  | 41.80  |      |
| Total   | 203 | 8,537.56  |        |      |
| F is not significant                            |     |           |        |      |
| Curriculum Development                          |     |           |        |      |
| Between Groups                                  | 2   | 416.18    | 208.09 | 3.02 |
| Within Groups                                   | 201 | 13,864.00 | 69.04  |      |
| Total   | 203 | 14,280.18 |        |      |
| F is not significant                            |     |           |        |      |
| ( $t_{1-3}$ is 2.32, significant at $p < .05$ ) |     |           |        |      |
| Division/Department Activities                  |     |           |        |      |
| Between Groups                                  | 2   | 77.47     | 38.73  | 1.10 |
| Within Groups                                   | 201 | 7,048.94  | 35.07  |      |
| Total   | 203 | 7,126.41  |        |      |
| F is not significant                            |     |           |        |      |

TABLE LXXXVIII (Continued)

| Source of Variance            | df  | SS        | MS     | F    |
|-------------------------------|-----|-----------|--------|------|
| External Liaison              |     |           |        |      |
| Between Groups                | 2   | 231.20    | 115.60 | 2.17 |
| Within Groups                 | 201 | 10,695.66 | 53.21  |      |
| Total                         | 203 | 10,926.86 |        |      |
| F is not significant          |     |           |        |      |
| Routine Administrative Duties |     |           |        |      |
| Between Groups                | 2   | 80.58     | 40.29  | 0.22 |
| Within Groups                 | 201 | 37,611.78 | 187.12 |      |
| Total                         | 203 | 37,692.36 |        |      |
| F is not significant          |     |           |        |      |
| Staff Interaction             |     |           |        |      |
| Between Groups                | 2   | 59.41     | 29.71  | 1.41 |
| Within Groups                 | 201 | 4,233.21  | 21.09  |      |
| Total                         | 203 | 4,292.62  |        |      |
| F is not significant          |     |           |        |      |
| Student Interaction           |     |           |        |      |
| Between Groups                | 2   | 66.34     | 33.17  | 1.23 |
| Within Groups                 | 201 | 5,424.84  | 26.99  |      |
| Total                         | 203 | 5,491.18  |        |      |
| F is not significant          |     |           |        |      |

TABLE LXXXIX

## ANALYSIS OF VARIANCE SUMMARIES FOR PREFERRED FREQUENCY

| Source of Variance             | df  | SS       | MS    | F    |
|--------------------------------|-----|----------|-------|------|
| Academic Staff Development     |     |          |       |      |
| Between Groups                 | 2   | 10.75    | 5.38  | 1.17 |
| Within Groups                  | 208 | 958.25   | 4.61  |      |
| Total                          | 210 | 969.00   |       |      |
| F is not significant           |     |          |       |      |
| Academic Staff Selection       |     |          |       |      |
| Between Groups                 | 2   | 23.97    | 11.99 | 2.93 |
| Within Groups                  | 208 | 850.81   | 4.09  |      |
| Total                          | 210 | 874.78   |       |      |
| F is not significant           |     |          |       |      |
| Administrative Interaction     |     |          |       |      |
| Between Groups                 | 2   | 17.37    | 8.68  | 2.76 |
| Within Groups                  | 208 | 654.41   | 3.15  |      |
| Total                          | 210 | 671.78   |       |      |
| F is not significant           |     |          |       |      |
| Budget Planning and Management |     |          |       |      |
| Between Groups                 | 2   | 27.47    | 13.73 | 2.97 |
| Within Groups                  | 208 | 962.20   | 4.63  |      |
| Total                          | 210 | 989.67   |       |      |
| F is not significant           |     |          |       |      |
| Curriculum Development         |     |          |       |      |
| Between Groups                 | 2   | 13.85    | 6.93  | 1.52 |
| Within Groups                  | 208 | 948.58   | 4.56  |      |
| Total                          | 210 | 962.43   |       |      |
| F is not significant           |     |          |       |      |
| Division/Department Activities |     |          |       |      |
| Between Groups                 | 2   | 5.17     | 2.59  | 0.39 |
| Within Groups                  | 208 | 1,377.11 | 6.62  |      |
| Total                          | 210 | 1,382.28 |       |      |
| F is not significant           |     |          |       |      |

TABLE LXXXIX (Continued)

| Source of Variance   | df    | SS        | MS    | F    |
|--|-------|-----------|-------|------|
| External Liaison   |       |           |       |      |
| Between Groups   | 2     | 71.83     | 35.91 | 8.74 |
| Within Groups  | 207   | 850.65    | 4.11  |      |
| Total  | 209   | 922.48    |       |      |
| F is significant at $p < .01$<br>$(t_{1-2}$ is 2.19, significant at $p < .05$ )<br>$(t_{2-3}$ is 4.06, significant at $p < .01$ )  |       |           |       |      |
| Routine Administrative Duties  |       |           |       |      |
| Between Groups   | 2     | 27.73     | 13.86 | 2.35 |
| Within Groups  | 206   | 1,217.23  | 5.91  |      |
| Total  | 208   | 1,244.96  |       |      |
| F is not significant   |       |           |       |      |
| Staff Interaction  |       |           |       |      |
| Between Groups   | 2     | 9.03      | 4.51  | 0.68 |
| Within Groups  | 208   | 1,372.94  | 6.60  |      |
| Total  | 210   | 1,381.97  |       |      |
| F is not significant   |       |           |       |      |
| Student Interaction  |       |           |       |      |
| Between Groups   | 2     | 20.24     | 10.12 | 1.32 |
| Within Groups  | 205   | 1,567.84  | 7.65  |      |
| Total  | 207   | 1,588.08  |       |      |
| F is not significant   |       |           |       |      |
| All Functions  |       |           |       |      |
| Between Groups   | 2     | 76.92     | 38.46 | 6.47 |
| Within Groups  | 2,101 | 12,483.82 | 5.94  | .05  |
| Total  | 2,103 | 12,560.74 |       |      |
| F is significant at $p < .01$<br>$(t_{1-2}$ is 3.54, significant at $p < .001$ )<br>$(t_{2-3}$ is 2.96, significant at $p < .01$ ) |       |           |       |      |

TABLE XC  
ANALYSIS OF VARIANCE SUMMARIES FOR PREFERRED INTENSITY

| Source of Variance   | df  | SS     | MS    | F    |
|--|-----|--------|-------|------|
| Academic Staff Development   |     |        |       |      |
| Between Groups   | 2   | 11.57  | 5.78  | 1.38 |
| Within Groups  | 206 | 864.88 | 4.20  |      |
| Total  | 208 | 876.45 |       |      |
| F is not significant   |     |        |       |      |
| Academic Staff Selection   |     |        |       |      |
| Between Groups   | 2   | 43.82  | 21.91 | 6.39 |
| Within Groups  | 206 | 706.06 | 3.43  |      |
| Total  | 208 | 749.88 |       |      |
| F is significant at $p < .01$<br>( $t_{1-2}$ is 2.18, significant at $p < .05$ )<br>( $t_{1-3}$ is 3.57, significant at $p < .001$ ) |     |        |       |      |
| Administrative Interaction   |     |        |       |      |
| Between Groups   | 2   | 12.08  | 6.04  | 1.95 |
| Within Groups  | 207 | 642.41 | 3.10  |      |
| Total  | 209 | 654.49 |       |      |
| F is not significant   |     |        |       |      |
| Budget Planning and Management   |     |        |       |      |
| Between Groups   | 2   | 35.10  | 17.55 | 4.59 |
| Within Groups  | 206 | 786.88 | 3.82  |      |
| Total  | 208 | 821.98 |       |      |
| F is significant at $p < .05$<br>( $t_{1-2}$ is 2.40, significant at $p < .05$ )<br>( $t_{1-3}$ is 2.94, significant at $p < .01$ )  |     |        |       |      |
| Curriculum Development   |     |        |       |      |
| Between Groups   | 2   | 28.42  | 14.21 | 3.64 |
| Within Groups  | 207 | 808.36 | 3.91  |      |
| Total  | 209 | 836.78 |       |      |
| F is significant at $p < .05$<br>( $t_{1-3}$ is 2.47, significant at $p < .05$ )   |     |        |       |      |

TABLE XC (Continued)

| Source of Variance                              | df    | SS        | MS    | F    |
|---|-------|-----------|-------|------|
| Division/Department Activities                  |       |           |       |      |
| Between Groups                                  | 2     | 13.78     | 6.89  | 1.14 |
| Within Groups                                   | 205   | 1,233.74  | 6.02  |      |
| Total   | 207   | 1,247.52  |       |      |
| F is not significant                            |       |           |       |      |
| External Liaison                                |       |           |       |      |
| Between Groups                                  | 2     | 25.41     | 12.71 | 2.91 |
| Within Groups                                   | 207   | 903.47    | 4.36  |      |
| Total   | 209   | 928.88    |       |      |
| F is not significant                            |       |           |       |      |
| Routine Administrative Duties                   |       |           |       |      |
| Between Groups                                  | 2     | 3.85      | 1.93  | 0.30 |
| Within Groups                                   | 207   | 1,307.03  | 6.31  |      |
| Total   | 209   | 1,310.88  |       |      |
| F is not significant                            |       |           |       |      |
| Staff Interaction                               |       |           |       |      |
| Between Groups                                  | 2     | 8.37      | 4.18  | 0.65 |
| Within Groups                                   | 205   | 1,321.15  | 6.44  |      |
| Total   | 207   | 1,329.52  |       |      |
| F is not significant                            |       |           |       |      |
| Student Interaction                             |       |           |       |      |
| Between Groups                                  | 2     | 9.14      | 4.57  | 0.59 |
| Within Groups                                   | 207   | 1,607.64  | 7.77  |      |
| Total   | 209   | 1,616.78  |       |      |
| F is not significant                            |       |           |       |      |
| All Functions                                   |       |           |       |      |
| Between Groups                                  | 2     | 51.50     | 25.75 | 4.55 |
| Within Groups                                   | 2,090 | 11,824.57 | 5.66  |      |
| Total   | 2,092 | 11,876.07 |       |      |
| F is significant at $p < .05$                   |       |           |       |      |
| ( $t_{1-2}$ is 2.09, significant at $p < .05$ ) |       |           |       |      |
| ( $t_{1-3}$ is 3.05, significant at $p < .01$ ) |       |           |       |      |

TABLE XCI  
ANALYSIS OF VARIANCE SUMMARIES FOR PREFERRED PROPORTION

| Source of Variance             | df  | SS          | MS     | F    |
|--------------------------------|-----|-------------|--------|------|
| Academic Staff Development     |     |             |        |      |
| Between Groups                 | 2   | 209.08      | 104.54 | 1.97 |
| Within Groups                  | 201 | 10,645.14   | 52.96  |      |
| Total                          | 203 | 10,854.2152 |        |      |
| F is not significant           |     |             |        |      |
| Academic Staff Selection       |     |             |        |      |
| Between Groups                 | 2   | 31.55       | 15.78  | 0.38 |
| Within Groups                  | 201 | 8,438.39    | 41.98  |      |
| Total                          | 203 | 8,469.94    |        |      |
| F is not significant           |     |             |        |      |
| Administrative Interaction     |     |             |        |      |
| Between Groups                 | 2   | 113.86      | 56.93  | 0.79 |
| Within Groups                  | 201 | 14,509.32   | 72.19  |      |
| Total                          | 203 | 14,623.18   |        |      |
| F is not significant           |     |             |        |      |
| Budget Planning and Management |     |             |        |      |
| Between Groups                 | 2   | 27.76       | 12.88  | 0.32 |
| Within Groups                  | 201 | 8,194.57    | 40.77  |      |
| Total                          | 203 | 8,220.33    |        |      |
| F is not significant           |     |             |        |      |
| Curriculum Development         |     |             |        |      |
| Between Groups                 | 2   | 102.20      | 51.10  | 0.61 |
| Within Groups                  | 201 | 16,950.63   | 84.33  |      |
| Total                          | 203 | 17,052.83   |        |      |
| F is not significant           |     |             |        |      |
| Division/Department Activities |     |             |        |      |
| Between Groups                 | 2   | 8.10        | 4.05   | 0.13 |
| Within Groups                  | 201 | 6,107.01    | 30.38  |      |
| Total                          | 203 | 6,115.11    |        |      |
| F is not significant           |     |             |        |      |



TABLE XCI (Continued)

| Source of Variance   | df  | SS        | MS     | F    |
|--|-----|-----------|--------|------|
| External Liaison   |     |           |        |      |
| Between Groups   | 2   | 245.71    | 122.86 | 3.47 |
| Within Groups  | 201 | 7,111.80  | 35.38  |      |
| Total  | 203 | 7,357.51  |        |      |
| F is significant at $p < .05$<br>( $t_{1-3}$ is 2-17, significant at $p < .05$ ) |     |           |        |      |
| Routine Administrative Duties  |     |           |        |      |
| Between Groups   | 2   | 62.57     | 31.28  | 0.28 |
| Within Groups  | 201 | 22,434.91 | 111.62 |      |
| Total  | 203 | 22,497.48 |        |      |
| F is not significant   |     |           |        |      |
| Staff Interaction  |     |           |        |      |
| Between Groups   | 2   | 75.43     | 37.71  | 2.04 |
| Within Groups  | 201 | 3,720.79  | 18.51  |      |
| Total  | 203 | 3,796.22  |        |      |
| F is not significant   |     |           |        |      |
| Student Interaction  |     |           |        |      |
| Between Groups   | 2   | 13.07     | 6.53   | 0.28 |
| Within Groups  | 201 | 4,769.22  | 23.73  |      |
| Total  | 203 | 4,782.29  |        |      |
| F is not significant   |     |           |        |      |

VITA

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