

A STUDY OF MANAGEMENT CONGRUENCE AS RELATED TO
DISTINCTIVENESS IN SMALL PRIVATE LIBERAL
ARTS COLLEGES IN THE UNITED STATES

By

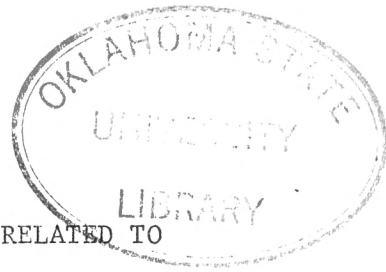
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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Background	1
Statement of the Problem	3
Assumptions and Need for the Study	4
Purpose of the Study	5
Research Questions	5
Definition of Terms	6
Limitations of the Study	7
Organization of the Study	8
II. REVIEW OF RELATED LITERATURE	10
Introduction	10
Liberal Arts Colleges Today	10
Distinctiveness	15
Leadership and Management	17
Thesis Rationale	19
III. METHODOLOGY	26
Introduction	26
The Survey Instrument	26
The Population	30
Administration of the Survey Instrument	32
Tabulation of the Data	34
Treatment of the Data	35
IV. PRESENTATION AND ANALYSIS OF DATA	38
Introduction	38
Analysis of the Research Instrument	38
Report of Hypothesis Testing	43
Demographic Data	62
Analysis of the Open-Ended Question	73
Additional Findings	82
V. SUMMARY OF FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS FOR FURTHER STUDY	96
Introduction	96
Summary of the Findings	97

Chapter	Page
Hypothesis I	97
Hypothesis II	98
Hypothesis III	99
Hypothesis IV	100
Demographics	101
Open-Ended Question	102
Additional Findings	103
Implications	104
Recommendations for Further Study	106
A SELECTED BIBLIOGRAPHY	108
APPENDIXES	115
APPENDIX A - BASIC SURVEY INSTRUMENT	116
APPENDIX B - MODIFIED SURVEY INSTRUMENT	119
APPENDIX C - LETTER OF PERMISSION TO USE SURVEY INSTRUMENT	123
APPENDIX D - DR. LIKERT'S ACKNOWLEDGMENT OF MODIFIED INSTRUMENT	125
APPENDIX E - VALIDATION OF FINAL SURVEY INSTRUMENT	127
APPENDIX F - COVER LETTER FOR SURVEY INSTRUMENT WITH CODED RETURN ENVELOPE	133
APPENDIX G - FOLLOW-UP POST CARD TO NON-RESPONDENTS	136
APPENDIX H - FOLLOW-UP LETTER TO NON-RESPONDENTS	138
APPENDIX I - COMPUTER CODING FORMS	140
APPENDIX J - PARTICIPATING INSTITUTIONS	145
APPENDIX K - CHI-SQUARE COMPARISONS OF RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS, LIBERAL ARTS COLLEGES TYPES I AND II	149
APPENDIX L - CHI-SQUARE COMPARISONS OF RESPONSES OF PRESIDENTS, LIBERAL ARTS COLLEGES TYPES I AND II	204
APPENDIX M - CHI-SQUARE COMPARISONS OF RESPONSES OF BOARD CHAIRPERSONS, LIBERAL ARTS COLLEGES TYPES I AND II	232

LIST OF TABLES

Table	Page
I. Chi-Square Comparison of Responses of Matching Presidents and Board Chairpersons of Liberal Arts Type I Colleges--Question 3	45
II. Chi-Square Comparison of Responses of Matching Presidents and Board Chairpersons of Liberal Arts Type I Colleges--Question 4	46
III. Chi-Square Comparison of Responses of Matching Presidents and Board Chairpersons of Liberal Arts Type I Colleges--Question 21a	48
IV. Chi-Square Comparison of Responses of Matching Presidents and Board Chairpersons of Liberal Arts Type I Colleges--Question 23	49
V. Chi-Square Comparison of Responses of Matching Presidents and Board Chairpersons of Liberal Arts Type II Colleges--Question 21a	50
VI. Chi-Square Comparison of Responses of Matching Presidents and Board Chairpersons of Liberal Arts Type II Colleges--Question 21b	51
VII. Chi-Square Comparison of Responses of Matching Presidents and Board Chairpersons of Liberal Arts Type II Colleges--Question A	53
VIII. Chi-Square Comparison of Responses of All Presidents of Liberal Arts Type I and Type II Colleges--Question 5a	55
IX. Chi-Square Comparison of Responses of All Presidents of Liberal Arts Type I and Type II Colleges--Question 8	56
X. Chi-Square Comparison of Responses of All Presidents of Liberal Arts Type I and Type II Colleges--Question 16	57
XI. Chi-Square Comparison of Responses of All Board Chairpersons of Liberal Arts Type I and Type II Colleges--Question 5a	59

Table	Page
XII. Chi-Square Comparison of Responses of All Board Chairpersons of Liberal Arts Type I and Type II Colleges--Question 21a	60
XIII. Summary Comparison of the Relative Chi-Square Values for the Four Groups Tested Where Significance was Determined	61
XIV. Sex of Participants	63
XV. Age of Participants	64
XVI. Highest Degree Earned by Participants	66
XVII. Occupations of Board Chairpersons	67
XVIII. Total Years in Present Position and in Higher Education of Respondents	69
XIX. Willingness of Respondents to Participate in Further Research	71
XX. Number of Participating Institutions by State and Regional Accreditation Association	72

LIST OF FIGURES

Figure	Page
1. Groups Between Which the Study Attempted to Establish Management Consistency	43
2. Major Challenges Facing Liberal Arts Colleges as Perceived by Presidents, Liberal Arts Type I Colleges	75
3. Major Challenges Facing Liberal Arts Colleges as Perceived by Board Chairpersons, Liberal Arts Type I Colleges	76
4. Major Challenges Facing Liberal Arts Colleges as Perceived by Presidents, Liberal Arts Type II Colleges	77
5. Major Challenges Facing Liberal Arts Colleges as Perceived by Board Chairpersons, Liberal Arts Type II Colleges	78
6. A Comparison of Weighted Mean Scores of All Survey Responses with Likert's Four Systems of Management	85
7. A Comparison of Mean Scores of the Responses of All Presidents with Likert's Four Systems of Management	88
8. A Comparison of Mean Scores of the Responses of All Board Chairpersons with Likert's Four Systems of Management	90

CHAPTER I

INTRODUCTION

Background

The history of American higher education has been one of avoiding, whenever possible, dangerous concentrations of power and one of fostering equality of educational opportunity and academic freedom. Higher education has been successful, to a large extent, due to the multiplicity of institutional types and academic programs available in higher education today.

When this chapter was written (1978), there were approximately 691 independent liberal arts colleges in the United States enrolling between 400 and 2,000 students. The literature in higher education clearly suggests that the small private liberal arts colleges are worth preserving. They ensure a critical balance to public institutions, preserve church-related and liberal arts traditions, give students more choices, and preserve the small collegial institution concept.

A study sponsored by the American Association of Colleges and conducted by Howard R. Bowen and John Minter provided the most recent data relative to the financial and educational trends in private higher education. In general, their findings revealed that private institutions "are not slipping badly, either financially or academically, and are planning for the future with determination and cautious confidence."¹

However, the study pointed out that even though the often predicted disaster for the private colleges had not occurred, the future is far from secure. Most of the pessimism in this study focused among the Liberal Arts Type II Colleges as defined in the Carnegie Commission Report, A Classification of Institutions of Higher Education.²

Burton Clark, in his study on higher education, indicated that private institutions to survive and succeed must seek a distinctive character.³ One major factor important to distinctiveness appeared to be leadership and management. One criterion for evaluation of developing institutions as defined in Title III of the 1965 Higher Education Act was the area of leadership dynamism and efficiency. The rating system employed for this program seemed to suggest that institutions with dynamic, forceful, and efficient leadership were far more likely to move toward development than those with weaker leadership.

There is a considerable and expanding body of literature relative to leadership and management systems and styles for organizations, including institutions of higher education. This apparent demand for new and improved concepts of leadership and management appears to be a major national concern not limited to one particular social or economic institution. Pattillo and MacKensie, in a Danforth Commission sponsored report, Eight Hundred Colleges Face the Future, made the following comment:

The role of the president of a private college is, of course, crucial. Without an able educator as its chief executive officer, an institution is seriously handicapped in creating or maintaining a quality program. It is normally the president who must provide vision and perspective.⁴

The Carnegie Commission Report, Governance of Higher Education: Six Priority Problems, reaffirmed that the Board of Trustees is the legal

entity responsible for the overall mission and governance of the institution.⁵

Cohen and March point out, in the Carnegie sponsored research, Leadership and Ambiguity: The American College President, that the mission, demographic, and organizational patterns of marginally surviving private liberal arts colleges are different from other institutions of higher education.⁶ It seems to follow, then, that with increased demand for accountability and efficiency--educational, financial, and social--more sophisticated, responsive, and appropriate management systems and styles are necessary, especially in the private liberal arts college sector of higher education.

Statement of the Problem

Most of the literature relative to leadership and management in higher education focused on the style or system considered most effective in accomplishing organizational goals and objectives. Most definitions of management have as a common thread "the working with and through individuals and groups to accomplish organizational goals."⁷

This investigator served as a senior administrator in a small private liberal arts college and, through considerable observation and personal participation, observed that effectiveness, efficiency, and morale seemed to diminish when the management styles of the major administrators were not compatible. In one particular situation, the senior administrative officer was following an autocratic, highly bureaucratized model of management and the next senior administrative officer was following a highly participatory, collegial model of management. The investigator's observations suggested that the problem was not one of

which style was most effective, but rather largely a matter of a lack of congruence or consistency in management styles at the key levels. Hence, the needed decisions were not being made. Rensis Likert observed that "all component parts of any system of management must be consistent with each of the key parts and reflect the system's basic philosophy."⁸ There is little research in the literature which suggests that the effectiveness of the management style or system used within an organization is related to the extent that it is consistently and uniformly adapted and implemented within the organization.

Assumptions and Need for the Study

This researcher agrees that private liberal arts colleges are important and serve a worthwhile purpose in the schemata of higher education in the United States. It appears that the survival of private liberal arts colleges is, to a large extent, related to their being distinctive and that management and leadership are essential to distinctiveness. Private liberal arts colleges have an organizational typology somewhat different from other major types of institutions in American higher education and, therefore, need leadership and management styles and systems specifically oriented to their goals and demographics.

Most data cited in the literature relative to leadership and management are either broadly applicable to higher education or much more oriented to the major private universities and public state universities. It is now timely to begin to analyze, test, and expand existing knowledge in the area of management in relation to the small liberal arts colleges in order to help ensure their well-being and survival.

Purpose of the Study

The general purpose of this study was to select one limited area relating to management and examine this within the specific context of the small liberal arts colleges in an attempt to extend the body of knowledge available.

The specific purpose of this study was to determine to what extent the congruence or internal consistency of the college management system, as perceived by the presidents and board chairpersons of select private liberal arts colleges, was related to distinctiveness.

Two populations were used, namely the Carnegie Commission separations for distinctiveness categorized as Liberal Arts Colleges Type I and Type II.⁹ Further comparisons were made to determine other areas of difference between the management styles and systems of these two classifications of liberal arts colleges.

Research Questions

This investigation sought to test the following null hypotheses in an attempt to answer the research purpose of this study:

1. There is no significant difference between the perceptions of the presidents and board chairpersons relative to the management systems used in Liberal Arts Type I Colleges, e.g., there is significant internal congruence in the management system used.
2. There is no significant difference between the perceptions of the presidents and board chairpersons relative to the management systems used in Liberal Arts Type II Colleges, e.g., there

is significant internal congruence in the management system used.

3. There is no significant difference between the perceptions of all responding presidents of Liberal Arts Type I and Type II Colleges relative to the management systems used in their institutions.
4. There is no significant difference between the perceptions of all responding board chairpersons of Liberal Arts Type I and Type II Colleges relative to the management systems used in their institutions.

Definition of Terms

Private Liberal Arts College--An institution of higher education principally committed to liberal learning which is privately or independently sponsored and receiving the majority of its financial support from non-governmental sources and, generally, with enrollments of less than 2,000.

Liberal Arts College Type I--Liberal arts colleges which are selective in admissions or among leading colleges in number of graduates receiving Ph.D.'s, as reported in the Carnegie Commission Report, A Classification of Institutions of Higher Education.¹⁰

Liberal Arts College Type II--All other liberal arts colleges not within the above definition and not meeting the criteria of Type I institutions.

President--The principal administrative official who is responsible for the direction of all facets of the college consistent with the stated goals and who reports directly to the governing board.

Board Chairperson--The senior elected member of the governing board of a college. This board is the legally constituted body responsible for the establishment of goals, board policy, and the fiscal well-being of the college.

Management--The planning, organizing, motivating, and controlling of personnel and resources in the most effective way to accomplish organizational goals.

Leadership--The broader aspect of management, i.e., the reconciliation or interaction of organizational goals and the need dispositions of the people within the organization.

Congruence--The quality or state of coinciding or a point of agreement.

Distinctiveness--Attribute of differentiating educational meaning or worthiness.

Perception--The awareness of the elements of the environment through physical sensation interpreted in the light of experience.

Limitations of the Study

There were certain specific limitations of this study. First, the time demands on the presidents and board chairpersons and the fact that matched pairs of respondents were sought reduced the size of the sample available for certain data analysis. Second, the study was limited to perceptions of management style, it was not a validation of the effectiveness of style. Third, the study was limited to liberal arts colleges within a size range of 400 to 2,000 students. Fourth, the rank order Likert research instrument used in this study, if known to the respondents, could influence the choice selection.

Organization of the Study

This study was organized in five chapters.

Chapter I provided a general background for the study, stated the problem involved, outlined the need and significance for the study, stated the purposes and specific research questions for the study, listed the appropriate definition of terms used, and outlined the limitations encountered in the study.

Chapter II reviewed the literature and research related to the study. A summary of the literature which seemed generally pertinent is followed by a selected summary of the specific literature and research related to the study.

Chapter III outlined the method of investigation for this descriptive study. It included a description of the development and administration of the research instrument, a description and method of selection of the populations used and, finally, a summary of the collection procedures used and the treatment of the response data.

Chapter IV included a detailed description of the research questions and a presentation and analysis of the data collected.

Chapter V contained a summary of the findings, appropriate conclusions, and recommendations for further study.

FOOTNOTES

¹Howard R. Bowen and W. John Minter, Private Higher Education: First Annual Report on Financial and Educational Trends in the Private Sector of American Higher Education (Washington, D. C., 1975), p. 77.

²Carnegie Commission on Higher Education, A Classification of Institutions of Higher Education (New York, 1973).

³Burton R. Clark, The Distinctive College: Antioch, Reed and Swathmore (Chicago, 1970), pp. 3-9.

⁴Manning H. Pattillo, Jr. and Donald M. MacKenzie, Eight Hundred Colleges Face the Future (St. Louis, 1965), p. 15.

⁵Carnegie Commission on Higher Education, Governance of Higher Education: Six Priority Problems (New York, 1973).

⁶Michael D. Cohen and James G. March, Leadership and Ambiguity: The American College President (New York, 1974).

⁷Paul Hershey and Kenneth H. Blanchard, Management of Organizational Behavior: Utilizing Human Resources (2nd ed., New Jersey, 1972), p. 3.

⁸Rensis Likert, New Patterns of Management (New York, 1961), p. 222.

⁹Carnegie Commission on Higher Education, A Classification of Institutions of Higher Education.

¹⁰Ibid.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

This investigator conducted an extensive search of the literature and research in the areas of leadership and management, meticulously narrowing the search to the four general areas which are briefly developed and outlined in Chapter I:

1. The importance, present state, and predicted future of small, independent liberal arts colleges;
2. The distinctive character necessary for liberal arts colleges;
3. The importance and relationship of leadership and management to the quality and survival of liberal arts colleges;
4. The thesis rationale.

The literature relative to leadership and management is abundant; the literature oriented to the demographics and needs of small liberal arts colleges is less abundant. However, the literature relative to the purpose of this study--management congruence as related to distinctiveness--is almost non-existent.

Liberal Arts Colleges Today

One does not have to review the literature long to realize that most educators would agree that private higher education is worth preserving. Steven Muller, in an article entitled "The Purposes of the Independent

Institution," summed up this attitude and stated that independent colleges provided a crucial counterweight to public institutions of higher education.¹ He further suggested that they were important in the protection of the freedom of religion for so many private colleges are church related. He also pointed out that independent colleges can control their size and programs, hence make a significant contribution to greater freedom of student choice and institutional diversity.

James Madison, in 1825, made the point that, "A diffusion of knowledge is the only guardian of true liberty."² Edward Fiske, Education Editor of the New York Times, in an article entitled "Are Private Colleges an Endangered Species?", picked up the implied message in Mr. Madison's quote and suggested four reasons why independent colleges should be saved:

1. Independent Colleges are a major national resource.
2. Independent Colleges promote diversity.
3. Independent Colleges promote human values.
4. Independent Colleges are free of political pressure.³

In this same article, Fiske related a comment that the president of Johns Hopkins University made: "Our whole society would be poorer without flourishing private colleges proudly committed to the faiths of different religious recommendations."⁴ Throughout the literature, as suggested in the Muller and Fiske articles, the preservation of freedom of religion stood out as one of the most important purposes of the private liberal arts college.

In Private Colleges: Present Conditions and Future Prospects, Carol Shulman articulated the importance of the small private liberal arts college by stating that:

Private colleges have contributed to make higher education in the United States what it represents today: the transmittal of learning and culture; the support of student personal

development; and the free inquiry into all areas of intellectual endeavor.⁵

She further stated that the private colleges have embodied the above ideals very well under restricted financial circumstances and changing social conditions.

In Private Higher Education: Second Annual Report on Financial and Educational Trends in the Private Sector of American Higher Education, sponsored by the Association of American Colleges, Howard Bowen and John Minter summarized the importance of small private liberal arts colleges. They suggested that the private sector is an indispensable part of the American higher education system which

. . . adds diversity, offers competition to an otherwise all-embracing public system, provides a center of academic freedom removed from political influence, is deeply committed to liberal learning, is concerned for human values and individual personality, sets standards, provides educational leadership, and saves money for taxpayers.⁶

In a national Presbyterian journal, A.D., Florence Davis published an article entitled "Are Small Independent Colleges Obsolete?" In her article, she concluded: "They are vital and those institutions which remain flexible and forward-looking deserve all the help they can get--not only to survive, but to prosper."⁷

With the importance of liberal arts colleges so well documented in the literature, as evidenced by the aforementioned summaries, one must now examine the present state and the future of these same colleges. There was one overriding concern expressed in the literature and that was financial stability in light of many external and internal pressures. Authorities, to date, have found it very difficult to offer or find one conclusion that was adequate to describe the present condition and future of the liberal arts colleges in the United States.

The following summaries from current literature represented the most widely held perspectives. From the general and less empirical view, the following discussions were noted. In the spring of 1976, the New York Times declared that private colleges and universities of the United States were, individually and collectively, in extreme danger.⁸

In the January, 1979, issue of Time, an article in the "Education" section entitled "Private Colleges Cry Help!" the future was described as bleak. The article quoted Dartmouth president, John G. Kemeny, as saying "that one way or another, if present trends continue, about half the private colleges are going to go out of business."⁹ This article also paraphrased numerous educators such as Peter Armacost, President of Florida's Eckerd College, who indicated "it is difficult to sell at a fair price education which is being sold down the street for 25 per cent of cost."¹⁰

Stanford's president, Richard Lyman, is quoted in this article as saying "that at some point, financially, and I don't know where that point is, it will no longer be a rational decision to attend a private college, regardless of the value of its education."¹¹

The Time article concluded with numerous illustrations of the extreme financial pressures on the private colleges. The final summation alluded to the importance of the private colleges by suggesting that the public system was designed to supplement the private colleges, not supplant them.¹²

In Change, March, 1977, Finn and Hartle maintained that the government was aware of the crises in private higher education but "lacked a clear diagnosis of the private sector's health and how to improve it."¹³

From a more considered view or empirical perspective, the present state of private liberal arts colleges was summarized best by the recent findings of Bowen and Minter in the American Association of Colleges' sponsored reports on private higher education. They indicated that 16 accredited and 12 unaccredited four-year private institutions closed since 1970 and most of these were small private obscure institutions.¹⁴

In their final summary in 1976, they interpreted their findings to suggest that the private sector was "steady without stagnancy." This steadiness, according to Bowen and Minter, was due to enrollment stability, student-faculty ratio stability, an approximate two percent decline in current revenues per student, collective balanced budgets, a good capital ratio of assets to liabilities, steady residence halls occupancy, and cautious leader optimism. The worrisome trends, as seen by Bowen and Minter, included increasing competitiveness for students, lowering national academic scores of entering students, revenues not keeping pace with inflation, the sharp decline in capital expenditures, the precarious sources of current income--particularly the Liberal Arts Colleges Type II, the growing trend to attract out-of-state students, the slippage in faculty salaries related to inflation, and the tuition gap between the private and public sectors. They found that distress or success was not limited to one category of private higher education.¹⁵

In an article in the January 18, 1979, issue of The Chronicle of Higher Education entitled "Federal Guidelines Worry 'Developing' Institutions," the author, Lorenzo Middleton, indicated that new federal proposed guidelines for federal aid to developing institutions may preclude some institutions previously receiving aid from continuing aid under Title III of the Higher Education Act of 1965. Specifically, the new

guideline suggested aid be granted to colleges with "the desire and potential to make a substantial contribution to higher education but struggling for survival and isolated from the main currents of academic life."¹⁶

In an article by Morton Baratz, General Secretary of the American Association of University Professors, in Academe, he warns that the well advertised decline in enrollment should not be used as the single set of data to make major changes in higher institutions of learning that took decades to develop. Though focused on higher education in general, his statement appeared to be particularly relevant to the private sector.¹⁷

Authorities do not predict the future with certainty. Most will agree, however, that the future is financially precarious for the small liberal arts colleges and that the preservation of the private liberal arts college is central to the United States' system of higher education.

Distinctiveness

One of the variables in the survival of the liberal arts college will be its continuing ability to attract sufficient numbers of students. This demands that the institution offer distinctive alternatives to public higher education. Hence, in this section, a few of the more pertinent articles and studies related to distinctiveness will be summarized.

On a general level, William Bowen, in an article in the Educational Record on "The Effects of Inflation on Higher Education," suggested, in summary, that "the strength of American higher education depends now, as it has for many years, on a distinctive pluralism."¹⁸

Carol Shulman, in Private Colleges: Present Conditions and Future Prospects, indicated that private colleges must place great emphasis on developing distinct educational missions.¹⁹

Shulman quoted from Burton Clark's work, The Distinctive College: Antioch, Reed and Swarthmore, one of the most noteworthy studies on distinctiveness in this decade. Clark indicated the elements present in the distinctive private liberal arts college were:

1. Faculty dedication and involvement in the college's conception of its institutional mission;
2. A curriculum that carries out the college's philosophy;
3. A social base, committed to the institutional mission that provides financial and moral support, personnel and students;
4. A student subculture which defines what the enterprise is all about; and
5. An ideology that unifies the college community.²⁰

Robert C. Pace, in a Carnegie Commission technical report, The Demise of Diversity? A Comparative Profile of Eight Types of Institutions, found that diversity and distinctiveness still exist in the private sector and have not declined. He defined three clusters of distinctiveness around science, religion, and intellectuality with the latter two more clearly exemplified by strongly denominational and highly selective liberal arts colleges, respectively. He pointed out,

The most distinctive institutions, which means to some extent the institutions that are most effective in achieving their purposes, are also the ones that enroll the fewest students and are in the most serious financial condition today, and whose long range future is least assured.²¹

Balderston, in Managing Today's University, stated that "the global image of a campus signals its quality and distinctiveness."²² The opening address of a new president of a small liberal arts college stated, "My first commitment is to quality and distinctiveness, not only in the academic program, but throughout the entire life of the college."²³

Leadership and Management

There is an exhaustive amount of literature pertinent to leadership and management. In the next few paragraphs, a summary of trends found in this literature and research relative to the importance and nature of presidential and board leadership in achieving the quality and distinctiveness will be presented.

Joseph Kauffman, in an Association of American Colleges sponsored report, The Selection of College and University Presidents, stated:

"The college president should provide the knowledge and leadership to guide the institution in its responses to the challenges and opportunities it faces."²⁴

Peter Drucker, in his The Practice of Management, pointed out that the successful organization has one major attribute that sets it apart from unsuccessful organizations--dynamic and effective leadership.²⁵

Levine and Weingart pointed out, in Reform of Undergraduate Education, that the chief administrators of today's colleges were the only source that could provide the needed academic leadership for they had the tools--money and power.²⁶

This investigator found The Leaning Ivory Tower, by Warren Bennis, a delightful and refreshing treatise, especially his comments on presidential leadership in a setting he described as increasingly litigious, less autonomous, without clear purpose, with extreme external pressures and internal fragmentation, topped by a post-Watergate morality. He summarized by suggesting we have not yet learned to orchestrate our diverse strengths and discordant voices. He went on to suggest there is no simple solution for the leadership of our colleges but strongly urged "academic leadership must develop the vision and strength to call

the shots."²⁷ It appeared that Bennis recognized the need for strong leadership in higher education as important to effectiveness which related to distinctiveness.

Pattillo and McKensie, in a Danforth Commission sponsored report on liberal arts colleges, Eight Hundred Colleges Face the Future, made the following statement:

The role of the president of a college is, of course, crucial. Without an able educator as its chief executive officer, an institution is seriously handicapped in creating or maintaining a quality program. It is normally the president who must provide vision and perspective.²⁸

There was much literature relative to the relationship of the chief executive officer and the board of trustees of the liberal arts college. Clifton Wharton, Jr. best described this relationship in an Association of Governing Boards report. He indicated

. . . the president and trustees can truly address and meld the broad range of issues. These shared perspectives lie at the heart of the joint leadership. We can no longer rely upon a dominant board of trustees or a dominant president. We must forge a partnership wherein the president and board lead together.²⁹

The body of literature found relative to the relationship between the board and the president of a college and as summarized by Wharton above formed the basis for the selection of the participants in this study.

Butler, in an article on higher education leadership in a 1976 issue of Educational Record, suggested the ultimate challenge is to go beyond the objectives of efficient educational management to achieve effective leadership.³⁰

It seemed appropriate to end this segment of the review of literature with this one quote from Clark's Distinctive College, "When we look for how distinctive emphasis gets underway, we find typically a single individual, usually the president."³¹

Thesis Rationale

The first three sections of this chapter drew from the literature the basis or broad framework for the general purpose of this study. It was important to review this briefly. The current literature in higher education and management clearly suggested the social importance and vulnerability of the small, independent sector of American higher education. It further suggested the need for carefully defined missions that are distinctive and quality oriented. Leadership and management appeared closely related to the accomplishment of this distinctiveness according to current literature. It was also substantiated in the the review of literature that within the liberal arts college the president, working in harmony with the board of trustees, whose chief executive is the chairperson, filled the two most significant leadership positions.

With this in focus, this investigator will summarize the limited literature as it pertained to the specific thesis purpose. This investigator attempted to establish a conceptual framework from the existing literature which suggested that it was now timely for some research to determine to what extent consistency in management or leadership style within an institution related to effectiveness or distinctiveness.

The literature on leadership and management models, styles, systems, theories, orientations, approaches, traits, roles, behaviors, effectiveness, and situational variables was seemingly unending. This study did not attempt to select the best of the above but, rather, determine if the management style or system used within the colleges was as important as the consistency with which it was implemented or applied. If one wanted to review the most comprehensive survey on leadership literature, Ralph Stogdill's Handbook of Leadership provided such a survey.³²

The following, then, is a glimpse or capsule of the literature supporting the relevance of this research. It seemed appropriate to cite a few comments on the importance of management as a prelude to the specific literature on internal congruence.

Joseph Cangemi, in an article for Education, stated:

The aims of business and education are different. Business is profit oriented and materialistic, while education is dedicated to humanity, broadly speaking. In spite of this difference in purposes, business has much to offer to education, especially in the area of leadership.³³

Much of the literature was in agreement with Alverno College's President, Sister Joel, when she suggested that most small college presidents have had to become concerned principally with management questions.³⁴

The specific literature suggesting internal management congruence was related to effectiveness or distinctiveness and was found mostly in the business sector. The most important works in this area were by Rensis Likert, which was the reason for the selection of a Likert instrument for this study. In his book, New Patterns of Management, Likert stated, as was reported in Chapter I, that "all component parts of any system of management must be consistent with each other--and reflect the system's basic philosophy."³⁵ He further pointed out that if one system or style for decision making, for example, was grafted to another, the new system would be impaired. Communication, motivation, and other processes related to decision making would be lacking and no longer fit the pattern. Likert summarized all of this in the following statement:

The complex but internally consistent pattern of inter-relationships among the various parts of any system of management which is working well becomes evident when we compare the processes involved in various systems or styles of management.³⁶

James L. Price, in Organizational Effectiveness, offered the following proposition: "Organizations whose ideologies have high degrees of congruence, priority and conformity are more likely to have a high degree of effectiveness."³⁷

In a number of articles, other factors pertinent to the main focus of this study were found. A doctoral dissertation, at Cornell University by Kenneth Blanchard, found that the more favorable the disposition of the board of trustees toward the president, the easier the leadership function became for the president.³⁸ Douglas C. Basil, in Leadership Skills for Executive Action, stated

. . . organizations must rely on a high degree of compatibility among their parts, and therefore on consistency of behavior . . . since the firm wants to organize people toward a common way of doing things.³⁹

Another example of how internal management consistency related to effectiveness was reflected in a research paper from the Harvard Business School which suggested there was evidence that candidates whose backgrounds and attitudes are similar to those of executives currently considered to be outstanding performers will tend to be more successful.⁴⁰

Richard Brien, in Educational Record, reflected that all purposeful organizations were faced with the need to agree on goals and all must select from among various strategies to reach these goals.⁴¹ Birnbaum, in another Educational Record article, pointed out that leadership succession was a disruptive process and when one selected a successor, one was likely to select an individual who "sees eye to eye" with oneself.⁴²

Another article in Educational Record, by Joseph Burke, suggested that presidents must adopt systems of management that highlight inter-relationships between the campus as a whole and each of its parts.⁴³

Another particularly interesting study, found in Basic Studies in Social Psychology, indicated that leaders can be trained to recognize their own styles and conditions which were most compatible to their styles.⁴⁴ This would suggest that if leaders can achieve this, then obtaining institutional congruence would be considerably easier.

The above summaries, though limited, seemed to indicate an awareness that internal management styles or systems consistently applied are extremely important and may, in fact, be more significantly related to effectiveness in business and distinctiveness in colleges than is presently recognized. One quote from an editorial in the Journal of Higher Education, by Theodore M. Hesburgh, seemed an appropriate way to end this section, "Moreover, a good leadership at the top inspires correlative leadership down the line."⁴⁵

FOOTNOTES

¹ Steven Muller, "The Purpose of the Independent Institution," Educational Record, 57 (Summer, 1975), pp. 145-148.

² Edward B. Fiske, "Are Private Colleges an Endangered Species?" Reader's Digest, 109 (November, 1976), p. 96.

³ Ibid., pp. 93-95.

⁴ Ibid., p. 96.

⁵ Carol Herrnstadt Shulman, Private Colleges: Present Conditions and Future Prospects (Washington, D. C., 1974), p. 45.

⁶ Howard R. Bowen and W. John Minter, Private Higher Education: Second Annual Report on Financial and Educational Trends in the Private Sector of American Higher Education (Washington, D. C., 1976), p. 1.

⁷ Florence B. Davis, "Are Small Independent Colleges Obsolete?" A.D., 5 (March, 1975), p. 28.

⁸ Ibid., p. 24.

⁹ "Private Colleges Cry 'Help'!" Time, 113 (January 15, 1979), p. 38.

¹⁰ Ibid.

¹¹ Ibid.

¹² Ibid., pp. 38-40.

¹³ Chester E. Finn, Jr. and Terry W. Hartle, "Do Private Colleges Have a Federal Case?" Change, 9 (March, 1977), pp. 6-7.

¹⁴ Howard R. Bowen and W. John Minter, Private Higher Education: First Annual Report on Financial and Educational Trends in the Private Sector of American Higher Education (Washington, D. C., 1975), p. 101.

¹⁵ Bowen and Minter, Private Higher Education: Second Annual Report on Financial and Educational Trends in the Private Sector of American Higher Education, pp. 97-100.

¹⁶ Lorenzo Middleton, "Federal Guidelines Worry 'Developing' Institutions," The Chronicle of Higher Education, 18 (January 8, 1979), p. 17.

¹⁷Morton S. Baratz, "A Warning to Academic Budget-Cutters," Academe, 12 (December, 1978), p. i.

¹⁸William G. Bowen, "The Effects of Inflation/Recession on Higher Education," Educational Record, 56 (Summer, 1975), p. 155.

¹⁹Shulman, p. 15.

²⁰Ibid., p. 16.

²¹C. Robert Pace, The Demise of Diversity? A Comparative Profile of Eight Types of Institutions (New York, 1974), p. 63.

²²Frederick E. Balderston, Managing Today's University (San Francisco, 1974), p. 13.

²³G. T. Smith, Speech given at Chapman College, May 16, 1977.

²⁴Joseph F. Kauffman, The Selection of College and University Presidents (Washington, D. C., 1974), p. 8.

²⁵Paul Hershey and Kenneth H. Blanchard, Management of Organizational Behavior (2nd ed., Englewood Cliffs, 1972), pp. 67-69.

²⁶Arthur Levine and John Weingart, Reform of Undergraduate Education (San Francisco, 1973), pp. 139-140.

²⁷Warren Bennis, The Leaning Ivory Tower (San Francisco, 1973).

²⁸Manning M. Pattillo, Jr. and Donald M. MacKenzie, Eight Hundred Colleges Face the Future (St. Louis, 1965), p. 15.

²⁹Clifton R. Wharton, Jr., "The Stewardship of Trustees and the President," AGB Reports, 15 (September, 1973), p. 18.

³⁰Broadus N. Butler, "Higher Education Leadership in the Nation's Third Century," Educational Record, 57 (Winter, 1976), p. 56.

³¹Burton R. Clark, The Distinctive College: Antioch, Reed and Swathmore (Chicago, 1970), p. 244.

³²Ralph M. Stogdill, Handbook of Leadership (New York, 1974).

³³Joseph P. Cangemi, "Leadership Characteristics of Business Executives Appropriate for Leaders in Higher Education," Education, 95 (Spring, 1975), p. 229.

³⁴"The College that Made Milwaukee Famous," Change, 10 (October, 1978), p. 15.

³⁵Rensis Likert, New Patterns of Management (New York, 1961), p. 222.

³⁶Ibid.

- ³⁷James L. Price, Organizational Effectiveness (Homewood, 1968), p. 104.
- ³⁸Kenneth Hartley Blanchard, "The Favorableness of the Group Situation in a Board of Trustees to its Principal Designated Leaders--the College President and the Board Chairman" (unpub. Doctoral dissertation, Cornell University, 1967), p. 1.
- ³⁹Douglas C. Basil, Leadership Skills for Executive Action (New York, 1971), p. 164.
- ⁴⁰O. A. Ohmann, "Some Observations on Executive Selection Research," Research Needs in Executive Selection, ed. Renato Tagiuri (Boston, 1961), p. 28.
- ⁴¹Richard H. Brien, "The 'Managerialization' of Higher Education," Educational Record, 51 (Summer, 1970), p. 275.
- ⁴²Robert Birnbaum, "Presidential Succession: An Institutional Analysis," Educational Record, 52 (Spring, 1971), pp. 134-135.
- ⁴³Joseph C. Burke, "Coping with the Role of College or University President," Educational Record, 58 (Fall, 1977), p. 395.
- ⁴⁴Harold Proshansky and Bernard Seidenberg, Basic Studies in Social Psychology (New York, 1965), p. 549.
- ⁴⁵Theodore M. Hesburgh, "Presidential Leadership," Journal of Higher Education, 42 (December, 1971), p. 764.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this descriptive study was to collect information on management styles used in private liberal arts colleges, as perceived by the college president and by the chairperson of the board, with the intention of determining the extent of management congruence within Liberal Arts Colleges Type I and Liberal Arts Colleges Type II. These institutional separations are found in the Carnegie Commission Report, A Classification of Institutions of Higher Education.¹ The investigator also sought to devise useful generalizations regarding the management styles used and the perceptions and the differences of the general groups surveyed.

The data for this study was collected by a mail survey. The remainder of this chapter describes the survey instrument, the population, the administration of the survey instrument, and the treatment of the data after collection.

The Survey Instrument

In view of the fact that this study dealt with management styles, a careful review of the business management literature was conducted in search of the most appropriate instrument. As a result of this review, the survey instrument selected was Likert's "Profile of Organizational

Characteristics, Form S." This questionnaire was developed by Rensis Likert Associates, Inc. to enable persons to describe the management system or style used in their organization. The Form S (Appendix A) is a simplified version of Form T outlined in Likert's The Human Organization: Its Management and Value.² This simplified version highlighted the most important organizational variables and provided an approximation of an organization's management system according to the Likert systems I through IV orientation. The major categories surveyed in this study included:

1. Leadership Processes,
2. Motivational Forces,
3. Communication Processes,
4. Decision Making Processes,
5. Goal Setting or Ordering Processes,
6. Control Processes, and
7. Interaction-Influence Processes.³

The survey instrument for measuring the organizational profile contained several items under each of the listed major categories. Each item was arranged on a continuum with a range of responses from one through eight. The eight responses were consistent with the Likert management systems.

Reliability of the "Profile of Organizational Characteristics, Form S," was provided in Likert's The Human Organization: Its Management and Value, which reports intercorrelations from which reliability could be computed or estimated.⁴ The Form S usually yields split-half reliabilities in the .90 to .96 range when applying the Spearman-Brown formula for estimating the reliability between two halves of a form. In Chapters

Three and Four of this same reference and in New Ways of Managing Conflict,⁵ Likert presented studies indicating the validity of the "Profile of Organizational Characteristics," hence, basing validity on the history of the original scale. Table 5-4 in this work presented data showing the rank order correlation between "Profile of Organizational Characteristics" scores and performance for a west coast manufacturing firm to be $+0.61$.⁶ J. M. Ketchel, in a doctoral dissertation utilizing Likert's Form S, determined that the total mean scores on Form S were correlated with performance. He found the correlation between the "Profile of Organizational Characteristics" mean score and member rating effectiveness to be $+0.85$ and the r of the "Profile of Organizational Characteristics" mean score and member scaled expectancy rating to be $+0.74$.⁷

In 1976, Rensis Likert Associates, Inc. of Ann Arbor, Michigan, developed a series of Likert scales specifically designed for assisting colleges and universities in obtaining information which could help them improve their administrative and educational effectiveness. Eight separate forms, with similar data requested, were developed for all levels: governing boards, presidents, vice presidents, deans, department heads, faculty, non-academic administrators, and students. These instruments formed the basis for additional questions on the survey instrument. Three of these questions were in the area of faculty-administration interaction. Four questions related to the respondent's own position satisfaction.⁸ Questions A, B, and C, designed by the investigator in cooperation with members of the thesis committee, dealt with broad aspects of university leadership. They included perceptions on the extent which management systems were utilized, on the extent

which goals and objectives were defined, and on the major challenges facing liberal arts college leadership in the near future.

The final section of the survey instrument requested specific demographic information from the respondent: sex, age, degrees, years in office, and, in the case of board chairpersons, occupation.

After careful review of the questions selected from the Likert forms for the survey instrument, certain rewording was necessary to focus the questions on higher education. An examination of Appendixes A and B will illustrate this process. The initial modifications were made by the investigator. The modified survey instrument was then reviewed in detail with Dr. Donald W. Robinson and Dr. John Creswell, chairperson and former member of this researcher's thesis committee, respectively, who made suggestions and approved the instrument for use in this study.

The investigator then contacted Dr. Rensis Likert and discussed the use of his Form S for this study, outlining the modifications intended. A written copy of the modified form was forward to Dr. Likert. Dr. Likert provided the investigator with additional suggestions and provided written approval for use of the modified instrument. (See Appendixes C and D.) In numbering items of the survey instrument, number six was inadvertently left out. However, this in no way affected the content of the instrument, only the numbering sequence.

The final survey instrument, with 25 questions and limited demographic data requested, was submitted for pre-test to five college presidents and board chairpersons selected from institutions not included in the random sample used in this study. In addition, this investigator talked by telephone to each of these individuals. Appendix E contains their reactions which were generally favorable.

The validity of the survey instrument used in this study, then, was based upon the history of the original scale and the logical validation based upon the opinion of experts. Other major considerations in the selection of the Likert instrument were as follows:

1. Generally favorable references to the management style measurements were found in the current literature.
2. Questions were arranged for ease in answering, grouped to focus the respondent's attention on one area at a time, sufficiently defined and brief, closed ended, facilitating interpretation and tabulation, limited respondents who tended toward verbosity, and were presented in a modified multiple choice format.
3. The respondents selected for this study were asked information they could readily and accurately answer.

The Population

Two distinct populations were used in this study, Liberal Arts Colleges Type I and Liberal Arts Colleges Type II, as defined in the Carnegie Commission on Higher Education Report, A Classification of Institutions of Higher Education.⁹ According to this same study, there were 26 public liberal arts colleges in the United States and 691 private liberal arts colleges. This study was limited to the private institutions.

For the purposes of this study, private liberal arts colleges were those privately funded institutions with a major emphasis in the liberal arts and a liberal arts tradition and, perhaps, with modest occupational programs. In general, these institutions enroll less than 2,000 students with median enrollments of between 1,000 and 1,500.

This Carnegie Commission Report listed all private institutions by state. Colleges were divided into two categories. Category I institutions met one of the following criteria:

1. Colleges scoring 5 or above on Astin's Selectivity Index, which is based on National Merit Scholarship Qualifying Test Scores for all students who took the NMSQT in 1964, classified according to the college of their first choice. From these scores, it was possible to estimate the mean and standard deviation of the scores of students actually entering each college.
2. Colleges included among the 200 leading baccalaureate-granting institutions in terms of numbers of their graduates receiving Ph.D.'s at 40 leading doctoral-granting institutions from 1920-1966.¹⁰

The remaining private liberal arts colleges were included in the Liberal Arts Colleges II category, consistent with the Carnegie classification of institutions.

To test the hypotheses, which essentially were comparisons of perceptions of institutions' management styles within these two categories, a total of 216 institutions (108 from each category of Liberal Arts Type College) comprised the sample. These institutions were selected utilizing a probability sample (i.e., the simple random assignment).¹¹ Hence, each institution in the total identified population had essentially the same probability of being selected.

To minimize sample bias, the specific procedure followed in this phase of the study included the sequential numbering of all colleges in Categories I and II Type Liberal Arts Colleges separately. A card representing each college was placed in a covered container for the

respective groups and a neutral person, at random, selected 108 numbers from each container, one at a time. These selected numbers were identified and appropriate lists drawn, constituting the total sample.

The simple random assignment to determine the two populations used in this study was selected because it precluded, to a large extent, researcher sample maneuvering; it was free of errors in classification; and it was more appropriate for data analysis which included use of inferential statistics.

Responses to the research instrument were sought from the president and board chairperson of each institution in the sample.

Administration of the Survey Instrument

Intense attention was given to the instructions provided, to the general quality and appearance of the instrument and accompanying letters, and to the method of transmittal, thereby adding an element of face validity and increasing the possibility of response. Specifically, a professional printer was engaged to reduce the instrument's printed size to permit the entire instrument to fit on three 8 1/2 x 11 sheets. A cover letter was carefully drafted (Appendix F) with the following criteria in mind:

1. To develop a letter which would state the purpose of the study in such a way as to reflect the importance and relevance of the study to the prospective participants, the presidents and chairpersons of the boards from the institutions selected for the study;
2. To establish the fact that two participants from each institution would be separately contacted and the responses matched,

thereby increasing the care taken in responding;

3. To assure the participants of personal and institutional confidentiality relative to their responses;
4. To indicate summaries of the study would be provided;
5. To communicate a professional and courteous tone, each letter programmed for individual typing on bond paper signed as originals, and all mailed first class mail.

In early May, 1977, the cover letter over the primary signature of the investigator's thesis committee chairperson and the survey instrument (Appendixes E and B) were mailed to all participants, 432 in total. This included two participants from each of the 108 selected institutions from both Liberal Arts Colleges Types I and II categories. Coded self-return envelopes were enclosed (Appendix F).

Considerable effort was devoted to ascertaining the names of the respondents and, as a result, 88 percent of the letters were addressed to the specific respondent.

During June, 1977, a first follow-up postcard (Appendix G) was mailed to all those individuals who had not responded. In July, 1977, a follow-up letter was mailed to all non-respondents (Appendix H) with an additional copy of the survey instrument. During the month of August, 1977, personal telephone calls were made in all cases where only one response was received from an institution, and the second respondent was urged to complete the survey instrument, thus providing an additional matched pair.

These procedures provided the investigator with the following response data. From the Liberal Arts Colleges Type I sample, 41 matched pairs (38 percent) were received; that is, responses were gained from

both the president and board chairperson. In addition, unmatched responses were received from 28 presidents and 16 board chairpersons of other institutions in the sample. Thus, the total response rate for Type I institutions was 57.3 percent.

From the Liberal Arts Colleges Type II sample, 40 matched pairs (37 percent) were received. In addition, unmatched responses were received from 21 presidents and six board chairpersons. The total response rate for Type II institutions was 49.2 percent.

From the total sample of 432 possible respondents, 233 completed and returned the survey instrument, representing a 53.9 percent return rate.

Tabulation of the Data

The data collected from the 25 multiple choice questions in the survey instrument and from the demographic questions were tabulated on individual computer coding forms (Appendix I). The majority were objective multiple choice questions with an eight point numerical scale assigned to each response. The objective and short answer demographic questions were coded, keypunched onto computer cards, and verified. The one open-ended question (C) was hand tabulated, organized into categories and recorded. The original computer tabulations and computations were done at the Computer Center, University of California, Los Angeles, utilizing an IBM 360 Computer. The resulting data revealed a considerable number of tabulation and coding errors. As a result, the original survey instruments were rechecked with the computer coding forms and keypunched again and finally tabulated on a Control Data Corporation Computer, the CYBER 172, at Colorado State University. Cross-tabulation

procedures to compute contingency tables were used from the Statistical Package for the Social Sciences.¹²

Treatment of the Data

The tabulated data were collected in a form amenable to the testing of the hypotheses stated in Chapter I. Comparisons were drawn between the responses of the identified groups of participants for each item in the survey instrument.

The first comparison was between the matched responses of the presidents and board chairpersons of the Liberal Arts Type I Colleges. The second comparison was between the matched responses of the presidents and board chairpersons of the Liberal Arts Type II Colleges. A third comparison was developed between the total responses, matched and unmatched, of the presidents of Liberal Arts Type I Colleges and the presidents of Liberal Arts Type II Colleges and between the total responses of the chairpersons of Liberal Arts Type I Colleges and chairpersons of Liberal Arts Type II Colleges.

A statistical procedure utilizing Chi-Square Tests of significance, as described by Downie and Heath, was used.¹³ Specifically, Chi-Square Tests were used to determine the relationship of the matched responses item by item between the aforementioned groups. This particular technique was selected because it did not depend upon the assumption that the variable measured is normally distributed in the population tested. A Chi-Square statistic was considered appropriate because of its non-parametric, or distribution-free, characteristic. Further, the Chi-Square Test was appropriate to small samples and with data which was enumerated or nominal and characterized according to a predetermined

scheme. All critical values of Chi-Square were tested for significance at the .10 level. Experts in the field of non-parametric statistics suggested that the occasional use of a .10 level of significance is appropriate with very nominal data.^{14, 15}

Finally, the open-ended question relative to challenges facing Liberal Arts Colleges in the future was categorized, recorded and analyzed, and appropriate generalizations suggested in Chapter IV.

Any appropriate additional generalizations or information of value discovered in the analyses of the data for this study were reported or suggested for further study in Chapters IV and V.

FOOTNOTES

¹Carnegie Commission on Higher Education, A Classification of Institutions of Higher Education (New York, 1973).

²Rensis Likert, The Human Organization: Its Management and Value (New York, 1967), pp. 196-211.

³Ibid., pp. 3-12.

⁴Ibid., pp. 116-127, 193-195.

⁵Rensis Likert and Jane Gibson Likert, New Ways of Managing Conflicts (New York, 1976), p. 76.

⁶Ibid.

⁷J. M. Ketchel, "The Development of Methodology for Evaluating the Effectiveness of a Volunteer Health Planning Organization" (Doctoral dissertation, Ohio State University, 1972).

⁸Jane Gibson Likert and Rensis Likert, Profile of a College or University, Forms 1-8 (Ann Arbor, 1976).

⁹Carnegie Commission on Higher Education, A Classification of Institutions of Higher Education.

¹⁰Ibid., p. 3.

¹¹N. M. Downie and R. W. Heath, Basic Statistical Methods (3rd ed., New York, 1970).

¹²Norman H. Nie et al., Statistical Package for the Social Sciences (2nd ed., New York, 1975), pp. 218-235.

¹³Downie and Heath, pp. 196-212.

¹⁴Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (1st ed., New York, 1956), p. 9.

¹⁵Wayne W. David, Applied Nonparametric Statistics (1st ed., Boston, 1972), p. 6.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter includes the presentation and analysis of the data generated by the methodology outlined in Chapter III. The presentation and analysis are in five parts in accordance with the following format. First, the individual questions in the research instrument will be explained within the general management category being examined. Second, each of the four hypotheses will be stated and tables of data presented where significance is found as defined in Chapter III. Third, the demographic data relative to the respondents will be presented and appropriate analyses made. Fourth, the responses received from the open-ended question will be recorded and analyzed. Fifth, additional findings will be examined.

Analysis of the Research Instrument

Twenty-five questions in seven major areas related to organizational operating characteristics were posed. On an eight-point scale, each respondent was asked to select the answer best describing his/her perception of his/her institution at the present time. In the following narrative, question numbers were underlined to provide the reader with easy reference to the specific questions.

The first major area dealt with the leadership processes used in the institution. Three questions sought to elicit perceptions relative to the extent faculty members and administrators had trust and confidence in and were supportive of each other's respective roles. Question 1 asked how much trust and confidence was shown in the faculty by administrators. The choice of responses ranged from "very little" to "a very great deal". Question 2 asked how free faculty members felt to discuss their work with administrators. The choice of answers ranged from "not free" to "very free". Question 3 asked how often faculty members' ideas were sought and used constructively. The choice of responses ranged from "rarely" to "very often".

The second area examined was the character of the motivational forces found in the institution; that is, the extent and manner in which motives were used and the extent individuals and groups were involved in the achievement of organizational goals. Question 4 asked to what extent fear, threats, punishment, rewards, or involvement were used in motivating people. Question 5 asked where responsibility was felt for achieving academic excellence and fiscal stability. The choices ranged from "senior administration only" to "at all levels--administration, faculty, staff, and students".

The third section of the survey instrument attempted to determine the character of the communication process within the institution. The four questions were related to the extent that open, shared, and accurate communication between the faculty and administration was present. Question 7 dealt with the usual direction of information flow between faculty and administration with response choices ranging from "downward only" to "downward, upward, and between". Question 8 asked how communication from

administration to faculty was accepted. The response choices ranged from "with distrust" to "fully accepted". Question 9 asked how accurate was communication from faculty to administration. The response choices ranged from "usually inaccurate" to "almost always accurate". Question 10 asked how well did senior administrators know the problems faced by faculty. The response choices ranged from "not well" to "very well".

The fourth section of the research instrument dealt with the character of the decision making process within the institution. The primary emphasis centered around the level at which decisions were made and the extent that information from the faculty was used and the extent to which faculty members themselves were involved in academic decisions. Question 11 asked at what level major policy decisions were made. The response choices ranged from "mostly at top administration" to "wide-spread and coordinated decision making". Question 12 asked how often faculty members were involved in academic decisions. The response choices ranged from "almost never" to "fully involved".

Section five examined the goal setting process within the institution. Specifically, how goal setting was accomplished and the extent to which faculty members worked to achieve the institution's goals. Question 13 asked how goal setting was usually done. The response choices ranged from "administration directives" to "generally by group discussion between faculty and staff". Question 14 asked how much did faculty members do to achieve the college's goals. The choice of responses ranged from "very little" to "a very great deal".

Section six of the research instrument focused on the nature of the control processes. That is, at what hierarchical level were major control functions found and concentrated and to what extent evaluations were

used for controlling rewards, and for self improvement, group guidance, and problem solving within the institution. Question 15 asked where review and control functions were found. The response choices ranged from "highly at top administration" to "widely shared throughout the institution". Question 16 attempted to determine what faculty evaluations and other control data were used for, with responses ranging from "refusing salary tenure and promotion" to "granting salary, tenure and promotion, and group guidance and problem solving".

Section seven of the instrument was a series of questions related to the quality and quantity of interaction between and among the various functional components of an academic institution. Furthermore, the questions attempted to determine the extent of cooperation, of sharing of information and ideas, of respect, and of communication between the two primary participants of this study--the president and the board chairperson. Question 17 asked how academic conflicts were usually resolved. The response choices ranged from "ignored" to "resolved by all those affected". Questions 18 and 19 requested a perception of the extent of interaction and sharing of ideas between the president and board chairperson of the institution. The responses ranged respectively from "very little to rarely" and "a great deal to very often". Question 20 asked the presidents and board chairpersons to rate the governing board relative to its competence as a policy making body and its overall knowledge in the field of education. The response choices ranged from "not competent" to "very competent". Question 21 asked each respondent to measure his/her sense of responsibility for the educational excellence and fiscal stability of the institution. The response choices ranged from "very little" to "very great". Question 22 asked each respondent

to suggest the quality of communication between themselves and their co-respondent. The response choices ranged again from "very little" to "very great". Question 23 asked each respondent to indicate the extent of work satisfaction he/she felt.

In addition to the above specific sections on organizational characteristics, five lettered questions (designed by the investigator in consultation with the thesis chairperson) were also a part of the research instrument. Two questions were designed to provide additional information relative to the extent formal management systems were being planned and implemented consistent with carefully defined institutional goals and objectives. The first of these questions, Question A, asked to what extent formal management systems were being utilized. The response choices ranged from "very little" to "a great deal". Question B asked how well the goals and objectives of the college were defined. The choice of responses ranged from "not at all" to "clearly and saliently". Question C asked each respondent to suggest the major challenges that face the leadership of his or her respective college and indicate whether these were generally applicable to other small independent liberal arts colleges. Question D asked each respondent to indicate his or her willingness to participate in expanded research developed as a result of this study. Question E, the final question, requested of each respondent certain demographic information including age, sex, highest degree, years in present position, years in administration, and teaching, respectively, and in the case of board chairpersons, his/her occupation.

The research instrument is reproduced in its entirety in Appendix B of this study for the reference of any reader or interested party.

Report of Hypothesis Testing

In this section, each of the four hypotheses was stated and tables presented where significant difference was found. Complete comparative tables of all data collected for each question were included in Appendixes K, L, and M. Graphically, the hypotheses used in this study attempted to establish the extent of management consistency between the groups as shown in Figure 1.

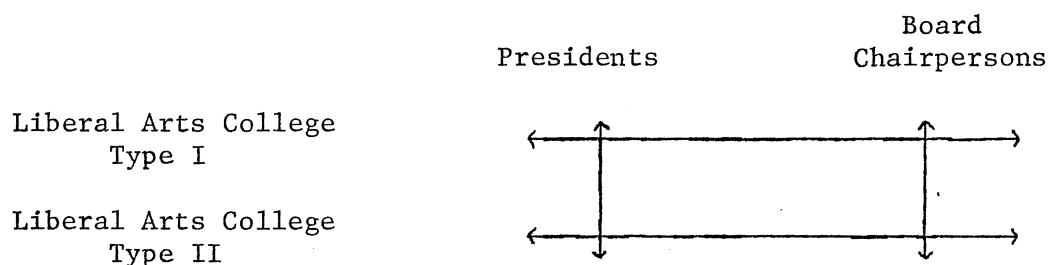


Figure 1. Groups Between Which the Study Attempted to Establish Management Consistency

A Chi-Square Test of significance was used to compare the matched institutional responses, that is where questionnaires were received from both the president and board chairperson of the Type I or Type II institutions in the respective samples. Authorities on parametric statistics, as cited earlier, indicated that a .10 level of significance was appropriate for reporting; thus, providing the reader a broader range of data for interpreting the research findings.

Hypothesis I: There is no significant difference between the perceptions of the presidents and board chairpersons relative to the management system used in Liberal Arts Type I Colleges.

Out of the 27 eight-point optional questions, significant difference was found in only four instances. Tables I, II, III, and IV illustrate the specific data in each instance.

Question 3 asked how often faculty ideas were sought and used. As reported in Table I, there is a significant difference in the perception of the presidents and board chairpersons as to the extent faculty members' ideas are sought and used by the administration in Liberal Arts Type I Colleges. Interestingly, the board chairpersons felt that faculty input was not sought as often as the presidents indicated. Perhaps this is the result of the board chairperson being somewhat removed from the day-to-day operation of the institution and would, naturally, expect administrators to be the decision makers.

Question 4 asked the extent negative or positive motivators were used. There was a significant difference of perception between the two responding groups, as reported in Table II. The presidents of Liberal Arts Type I Colleges seem to suggest that rewards with some involvement and, indeed, some punishment are used to motivate faculty whereas the board chairpersons were more inclined to believe reward and involvement were the two major motivators used. It was assumed that the withholding of tenure, promotion, and salary would be the items included as punishment. The only assumption that this investigator felt appropriate to explain the difference was that from a president's perception, punishment (i.e., withholding tenure or promotion) was an acceptable way to motivate faculty.

In the general area of interaction-influence, the matched pair responses from Liberal Arts Colleges Type I to Question 21a, responsibility for achieving educational excellence, produced a statistically

TABLE I

CHI-SQUARE COMPARISON OF RESPONSES OF MATCHING PRESIDENTS AND BOARD CHAIRPERSONS
OF LIBERAL ARTS TYPE I COLLEGES--QUESTION 3

Question 3: How often are faculty members' ideas sought and used constructively?									
<div>Rarely</div>		<div>Sometimes</div>		<div>Often</div>		<div>Very Often</div>	Total		
1	2	3	4	5	6	7		8	
Responses of Presidents					4	12	15	9	40*
Responses of Board Chairpersons			4		7	11	11	5	41
TOTAL									81

Raw Chi-Square = 9.60902, Degrees of Freedom = 4, Significance = .0476.

*One missing response.

TABLE II

CHI-SQUARE COMPARISON OF RESPONSES OF MATCHING PRESIDENTS AND BOARD CHAIRPERSONS
OF LIBERAL ARTS TYPE I COLLEGES--QUESTION 4

Question 4: Is predominant use made of (a) fear, (b) threats, (c) punishment, (d) rewards, (e) involvement?

	<u>a,b,c,d</u>		<u>d with c</u>		<u>d with c & e</u>		<u>d & c</u>		Total
	1	2	3	4	5	6	7	8	
Responses of Presidents					1	10	21	8	40*
Responses of Board Chairpersons					4	3	29	4	41
TOTAL									81

Raw Chi-Square = 9.17162, Degrees of Freedom = 4, Significance = .0570.

*One missing response.

significant difference, as reported in Table III. Clearly, there was a pattern indicating that the presidents felt a much greater sense of responsibility for achieving educational excellence than board chairpersons. On the surface, this would appear to be expected since board members are generally more concerned with board policy and in particular fiscal matters. However, upon careful reflection, it seemed that for the principal governing board, educational excellence and fiscal stability would be considered equally important and inclusive. This particular difference was surprising to this investigator.

In response to Question 23, relative to the extent the respondents felt satisfied with their particular role with the institution, and as presented in Table IV, the board chairpersons appeared to be slightly more satisfied with their work than did the presidents. This seemed appropriate for the board chairpersons are less involved in the day-to-day operation of the college.

Hypothesis II: There is no significant difference between the perceptions of the presidents and board chairpersons relative to the management systems used in Liberal Arts Type II Colleges.

A review of the statistical data, the Chi-Square analyses, showed that there were three questions where significant differences were found between the perceptions of the presidents and board chairpersons in Type II Colleges, as presented in Tables V, VI, and VII.

Questions 21a and 21b, dealing with the extent of responsibility felt for educational and fiscal excellence and stability, showed the greatest significant difference between the presidents and board chairpersons in Type II Colleges. The results of these questions, Tables V and VI, represented the most significant differences found in the study.

TABLE III

CHI-SQUARE COMPARISON OF RESPONSES OF MATCHING PRESIDENTS AND BOARD CHAIRPERSONS
OF LIBERAL ARTS TYPE I COLLEGES--QUESTION 21A

Question 21a: To what extent do you feel responsible for the educational excellence in your college?

	<u>Very Little</u>		<u>Some</u>		<u>Considerable</u>		<u>Very Great</u>		Total
	1	2	3	4	5	6	7	8	
Responses of Presidents						3	10	27	40*
Responses of Board Chairpersons			1	3	2	11	10	14	41
TOTAL									81

Raw Chi-Square = 14.68327, Degrees of Freedom = 5, Significance = .0118.

*One missing response.

TABLE IV

CHI-SQUARE COMPARISON OF RESPONSES OF MATCHING PRESIDENTS AND BOARD CHAIRPERSONS
OF LIBERAL ARTS TYPE I COLLEGES--QUESTION 23

Question 23: How satisfying is your work with the college?

	<u>Not Satisfying</u>		<u>Somewhat Satisfying</u>		<u>Quite Satisfying</u>		<u>Very Satisfying</u>		Total
	1	2	3	4	5	6	7	8	
Responses of Presidents			2	1	3	6	9	19	40*
Responses of Board Chairpersons				2		7	18	14	41
TOTAL									81

Raw Chi-Square = 9.15688, Degrees of Freedom = 5, Significance = .1030.

*One missing response.

TABLE V

CHI-SQUARE COMPARISON OF RESPONSES OF MATCHING PRESIDENTS AND BOARD CHAIRPERSONS
OF LIBERAL ARTS TYPE II COLLEGES--QUESTION 21A

Question 21a: To what extent do you feel responsible for the educational excellence of the college?

	<u>Very Little</u>		<u>Some</u>		<u>Considerable</u>		<u>Very Great</u>		Total
	1	2	3	4	5	6	7	8	
Responses of Presidents					1	4	11	24	40
Responses of Board Chairpersons			1	1	10	6	16	6	40
TOTAL									

Raw Chi-Square = 21.48956, Degrees of Freedom = 5, Significance = .0007.

TABLE VI

CHI-SQUARE COMPARISON OF RESPONSES OF MATCHING PRESIDENTS AND BOARD CHAIRPERSONS
OF LIBERAL ARTS TYPE II COLLEGES--QUESTION 21B

Question 21b: To what extent do you feel responsible for the fiscal stability of the college?								
<u>Very Little</u>		<u>Some</u>		<u>Considerable</u>		<u>Very Great</u>	Total	
1	2	3	4	5	6	7		8
<hr/>								
Responses of Presidents				2		7	31	40
Responses of Board Chairpersons				3		20	17	40
TOTAL								80

Raw Chi-Square = 10.54259, Degrees of Freedom = 2, Significance = .0051.

It appeared that the presidents felt greater responsibility for the educational excellence of the colleges than the board chairpersons. It seemed reasonable that presidents would be more concerned with educational excellence. However, in the area of fiscal matters, the presidents also demonstrated a significantly higher sense of fiscal responsibility than the board chairperson. This suggested that greater pressure may be felt by the presidents of Type II Colleges in fiscal areas in the day-to-day operation of the college. Nevertheless, the preponderance of the data indicated that most of the Type I and Type II presidents and board chairpersons ranked fiscal and academic responsibility as major concerns.

Question A was concerned with the extent of management systems used and suggested that, on an overall basis, the board chairpersons of Type II Colleges perceived a greater utilization of formal management systems within the institution (Table VII). This raised the question of whether or not this was due to their own lack of contact with the college's day-to-day operation which would place them in a position to observe the use of formal management systems. It is interesting to note that, in both Type I and Type II Colleges, the median response for this question was 4. This strongly suggested that the use of formal management systems was limited as perceived by most participants.

Hypothesis 3: There is no significant difference between the perceptions of all responding presidents of Liberal Arts Type I and Type II Colleges relative to the management systems used in their institutions.

As this investigator attempted to compare management congruence with distinctiveness to determine if a relationship did exist, perceptions of

TABLE VII

CHI-SQUARE COMPARISON OF RESPONSES OF MATCHING PRESIDENTS AND BOARD CHAIRPERSONS
OF LIBERAL ARTS TYPE II COLLEGES--QUESTION A

Question A: To what extent are formal management systems being utilized in your college?

	<u>Very Little</u>		<u>Some</u>		<u>Considerable</u>		<u>A Very Great Deal</u>		Total
	1	2	3	4	5	6	7	8	
Responses of Presidents	2	6	5	13	5	4	5		40
Responses of Board Chairpersons	3	2	3	8	12	10	2		40
TOTAL									80

Raw Chi-Square = 10.62947, Degrees of Freedom = 6, Significance = .1005.

the presidents from Type I and Type II Colleges were statistically compared in addition to the two aforementioned comparisons. As a result of this comparison, only three areas of significance appeared. Tables VIII, IX, and X present these data.

Question 5a asked where responsibility for achieving academic excellence was felt. Table VIII indicated a significant difference between the presidents of Type I and Type II Liberal Arts Colleges. The Liberal Arts College Type I presidents seemed to indicate that responsibility for achieving academic excellence was felt throughout all levels of the college to a greater extent than indicated by the Liberal Arts College Type II presidents.

Table IX, relating to the acceptance of downward communication, indicated that the presidents of Liberal Arts Colleges Type I are less consistent and the spread of responses was considerably greater than among the Liberal Arts Colleges Type II presidents. One suggestion this investigator can offer is that the Type I presidents are less sure of the acceptance of downward administrative communication in view of a stronger likelihood of a collegial model in Type I institutions.

Results found in Table X pertained to the use of faculty evaluation data. It appeared that Type I presidents seemed somewhat more willing to use control data to deny salary, promotion, or tenure.

Hypothesis IV: There is no significant difference between the perceptions of all responding board chairpersons of Liberal Arts Type I and Type II Colleges relative to the management systems used in their institutions.

As with Hypothesis III, Hypothesis IV tested the perceptions of board chairpersons from Type I and Type II Liberal Arts Colleges in an

TABLE VIII

CHI-SQUARE COMPARISON OF RESPONSES OF ALL PRESIDENTS OF LIBERAL ARTS
TYPE I AND TYPE II COLLEGES--QUESTION 5A

Question 5a: Where is responsibility felt for achieving academic excellence?									
	<u>Top Administration</u>		<u>Top and Middle Administration</u>		<u>Faculty and Administration</u>		<u>Faculty, Staff, Administration and Students</u>		
	1	2	3	4	5	6	7	8	Total
Responses of Type I Presidents					7	27	24	11	69
Responses of Type II Presidents	1		2	2	14	14	21	6	61
TOTAL									130

Raw Chi-Square = 13.68539, Degrees of Freedom = 6, Significance = .0334.

TABLE IX

CHI-SQUARE COMPARISON OF RESPONSES OF ALL PRESIDENTS OF LIBERAL ARTS
TYPE I AND TYPE II COLLEGES--QUESTION 8

Question 8: How is downward communication accepted (administration to faculty)?									
	With Distrust		Often With Suspicion		Often Accepted		Fully Accepted		
	1	2	3	4	5	6	7	8	Total
Responses of Type I Presidents			1	14	18	22	13	1	69
Responses of Type II Presidents		1	3	3	23	23	8		61
TOTAL									130

Raw Chi-Square = 11.49131, Degrees of Freedom = 6, Significance = .0743.

TABLE X

CHI-SQUARE COMPARISON OF RESPONSES OF ALL PRESIDENTS OF LIBERAL ARTS
TYPE I AND TYPE II COLLEGES---QUESTION 16

Question 16: What are faculty evaluations and other control data used for?								
<u>Refusing</u> <u>Salary, Tenure,</u> <u>Promotion</u>		<u>Granting and</u> <u>Refusing STP</u>		<u>Granting</u> <u>STP, Some</u> <u>Self-Guidance</u>		<u>Granting STP,</u> <u>Group Guidance,</u> <u>Problem Solving</u>		Total
1	2	3	4	5	6	7	8	
Responses of								
Type I								
Presidents		1	7	17	17	22	5	69
Responses of								
Type II								
Presidents		2	1	13	26	16	3	61
TOTAL								130

Raw Chi-Square = 10.91344, Degrees of Freedom = 6, Significance = .0911.

attempt to examine the relationship between distinctiveness and management congruence. Two areas of significant difference were found as illustrated in Tables XI and XII.

When asked the extent to which, and level at which, responsibility for academic excellence was felt, the board chairpersons of Type I Liberal Arts Colleges felt more responsible for achieving academic excellence than their Type II counterparts.

There were 27 multiple option questions included in this management survey. In only a limited number of areas significant differences were determined. The areas where significant differences were found, however, are interesting and worthy of some consideration and analysis.

Table XIII was designed to present the relative Chi-Square values for the tested hypothesis across the four groups surveyed. It was interesting to note that significant differences were not indicated across the other three groups with two exceptions.

In the general area of motivation, specifically Question 5a, which asked at what level responsibility for academic excellence was felt within the institution, there was a significant difference between Type I and Type II presidents and a significant difference in the perceptions of the Type I and Type II board chairpersons as well. Apparently, one of the key differences between Type I and Type II respondents was that, with Type I presidents and board chairpersons, there was a greater perceived sense of obligation to ensure academic excellence.

The most notable exception, which very closely paralleled the aforementioned question, is 21a--the extent each respondent felt personally responsible for achieving academic excellence. Significant differences were found between the presidents and board chairpersons of Type I

TABLE XI

CHI-SQUARE COMPARISON OF RESPONSES OF ALL BOARD CHAIRPERSONS OF LIBERAL ARTS
TYPE I AND TYPE II COLLEGES--QUESTION 5A

Question 5a: Where is responsibility felt for achieving academic excellence?

	<u>Top</u> <u>Administration</u>		<u>Top and Middle</u> <u>Administration</u>		<u>Faculty,</u> <u>Administration</u>		<u>Faculty,</u> <u>Administration,</u> <u>Staff, Students</u>		Total
	1	2	3	4	5	6	7	8	
Responses of Type I Board Chairpersons	1	2			5	13	21	15	57
Responses of Type II Board Chairpersons			1	10		17	13	5	46
TOTAL									103

Raw Chi-Square = 12.04496, Degrees of Freedom = 6, Significance = .0610.

TABLE XII

CHI-SQUARE COMPARISON OF RESPONSES OF ALL BOARD CHAIRPERSONS OF LIBERAL ARTS
TYPE I AND TYPE II COLLEGES--QUESTION 21A

Question 21a: To what extent do you feel responsible for achieving educational excellence in your college?							
<u>Very Little</u>		<u>Some</u>		<u>Considerable</u>		<u>Very Great</u>	
1	2	3	4	5	6	7	8
							Total
Responses of Type I Board Chairpersons							
		1	3	4	15	16	18
Responses of Type II Board Chairpersons							
		1	2	12	8	16	7
TOTAL							103

Raw Chi-Square = 10.11100, Degrees of Freedom = 5, Significance = .0722.

TABLE XIII

SUMMARY COMPARISON OF THE RELATIVE CHI-SQUARE VALUES FOR THE FOUR
GROUPS TESTED WHERE SIGNIFICANCE WAS DETERMINED

Question	Area	P-BC* Type I	P-BC Type II	P-P Types I and II	BC-BC Types I and II
3. Use of faculty ideas	Leadership	<u>.0476</u>	.1706	.7172	.3605
4. Motivation forces	Motivation	<u>.0570</u>	.8504	.3814	.4172
5a. Base for academic excellence	Motivation	.8456	.4394	<u>.0334</u>	<u>.0610</u>
8. Administration to faculty communication	Communication	.8420	.3278	<u>.0743</u>	.6742
16. Use of evaluation data	Control	.2139	.2981	<u>.0911</u>	.8797
21a. Responsibility for academic excellence	Interaction	<u>.0118</u>	<u>.0007</u>	.4291	<u>.0722</u>
21b. Responsibility for fiscal stability	Interaction	.4172	<u>.0051</u>	.7163	.3324
23. Work satisfaction	Interaction	<u>.1030</u>	.7083	.7719	.7339
A. Use of management systems	Management	.6255	<u>.1005</u>	.7698	.4503
	Hypothesis	I	II	III	IV

*P = President, BC = Board Chairperson.

Colleges, between presidents and board chairpersons of Type II Colleges and between board chairpersons of Type I and Type II Colleges.

In this investigator's opinion, these exceptions and noted differences, relative to the level and persons responsible for academic excellence within these colleges, were most significant. It seems to this investigator that the lack of congruence in these areas suggests further study.

Demographic Data

In this section of Chapter IV, the demographic data asked of all the respondents are presented, including sex, age, highest degree earned, occupations of board chairpersons, years in present assignment and in higher education, and an indication of their willingness to participate in an expanded phase of research.

Table XIV presents data that were received in response to a two-choice question relative to the sex of the respondent. In summary, 80 percent of all the presidents and board chairpersons from Liberal Arts Colleges Type I were male, 20 percent were female. With Liberal Arts Colleges Type II, approximately 88 percent of the presidents and board chairpersons were male and 12 percent were female. Twelve respondents, out of a total of 233, did not answer this question.

Respondents were asked to select an age range and the results are reported in Table XV. Although 10 respondents did not answer the question on age, it was apparent that Liberal Arts Colleges Type I and Type II had presidents of similar ages, with 84 percent of all presidents between the ages of 40 and 60 and a mean age of 48.4 years. It was further apparent that the Type I Colleges had slightly older board

TABLE XIV
SEX OF PARTICIPANTS

		Male		Female	
	n	n	%	n	%
<u>Liberal Arts College I</u>					
Presidents	66	53	80	13	20
Board Chairpersons	54	43	80	11	20
TOTAL		96		24	
<u>Liberal Arts College II</u>					
Presidents	57	50	88	7	12
Board Chairpersons	44	39	89	5	11
TOTAL		89		12	

TABLE XV
AGE OF PARTICIPANTS

	n	30-40	40-50	50-60	Over 60	Mean Age
Type I Presidents	66	1	32	26	7	48.8
Type II Presidents	58	6	19	27	6	48.0
TOTAL		7	51	53	13	
Percentage		6	41	43	10	
Type I Board Chairpersons	54		11	21	22	54.5
Type II Board Chairpersons	45	3	8	22	12	52.0
TOTAL		3	19	43	34	
Percentage		3	20	43	34	

chairpersons; although for all board chairpersons in this study, 77 percent were over 50 years of age, with a mean age of 53.2 years. It was interesting to note that only seven presidents and three board chairpersons were under 40 and 90 percent of these were from Liberal Arts Colleges Type II.

The respondents were asked to list their highest degree earned. Table XVI presents the results. The question concerning the highest degree earned was difficult to summarize, for the type and level of degrees found in the American educational system were many and varied. No attempt was made to categorize the degree subject area for no pattern was found. After careful review of the individual responses, six categories were grouped for presentation herein. Sixteen respondents did not respond to this question, and a careful review indicated that 80 percent of Type I presidents and 66 percent of Type II presidents held doctorates. Of the 93 presidents (74 percent) who held earned doctorates, 86 were the Doctor of Philosophy degree and seven were the Doctor of Education degree.

As one might expect, the degree levels of the board chairpersons were considerably less and more widely distributed within the selected categories than those of the presidents. The distribution was similar between Liberal Arts College Types I and II. The most significant factor seemed to be that 81 percent held a bachelor's degree or higher.

Board chairpersons were asked to state their present occupation and Table XVII reports their responses. Three board chairpersons did not respond to this question. General occupational categories were developed after careful review of the responses. On an overall basis, 43 percent of all board chairpersons were from the business community and 42 percent

TABLE XVI
HIGHEST DEGREE EARNED BY PARTICIPANTS

	1	2	3	4	5	6	n
Type I Presidents		2		8	3	55	68
Type II Presidents		6	2	12		38	58
TOTAL		8	2	20	3	93	
Percentage		6	1	16	2	74	
Type I Board Chairpersons	1	8	14	14	8	6	51
Type II Board Chairpersons	1	7	7	13	6	6	40
TOTAL	2	15	21	27	14	12	
Percentage	2	17	23	30	15	13	

Categories: 1. High school (diploma or equivalent)
 2. Other (associate degree, certificates, or unusual degrees not included above)
 3. Bachelors degree (BA or BS, BD, etc.)
 4. Masters degree (MA and professional masters)
 5. Special doctorate (JD, MD, or honorary)
 6. Earned doctorate (EdD, PhD)

TABLE XVII
OCCUPATIONS OF BOARD CHAIRPERSONS

	1	2	3	4	5	6	7	8	9	10	n
Liberal Arts College Type I	2	11	6	3	14	8	5	1	3	4	57
Liberal Arts College Type II	3	6	10	7	6	4	5			2	43
TOTAL	5	17	16	10	20	12	10	1	3	6	
Percentage	5	17	16	10	20	12	10	1	3	6	

Categories: Professional
 1. Medical (physician)
 2. Legal (attorney, judge)
 3. Ministry (minister, priest, church executive)
 4. Education (professor, administrator)
Business
 5. Business/corporate executive
 6. Investment/finance and banking
 7. Self employed--business
 8. Middle management/sales-business
Other
 9. Housewife
 10. Retired

were from the professional community. However, a careful review of the data in Table XVII indicated that the Liberal Arts Colleges Type I had a greater number of chairpersons from the business/corporate/finance sector, i.e., 49 percent compared to 34 percent for Type II College board chairpersons.

The Type II Liberal Arts College board chairpersons had a larger number from the professional sector (60 percent), as compared to 39 percent for Type I College board chairpersons. From a purely numerical perspective, or median statistic, Liberal Arts Colleges Type I had more corporate/business executives as board chairpersons than any other single category; whereas, Liberal Arts Colleges Type II had more individuals from the ministry or religious professions.

Table XVIII recorded the responses to the question, "How many years have you served in your present position and in higher education in total?" In response to this question, all but three respondents responded to the first portion of the question relating to the number of years in their respective positions, i.e., president and board chairperson. There was some confusion on the second half of the question, particularly on the part of the presidents where they were asked to separate years in teaching from administration. Hence, for the purposes of this study, the two were combined in a category entitled total years in higher education. Only five respondents failed to answer this second part relative to total years in higher education or on the board.

After careful review of the data from the matched and unmatched respondents, it was decided to combine mean scores for the data from each group into a weighted mean.¹ The only comment warranted seemed to be that with both Liberal Arts Colleges Type I and Type II, the mean

tenure of the present president was 7.3 years, with a mean tenure of service in higher education of 14.05 years. It appeared that the mean tenure for Type I College board chairpersons was 4.1 years, with 11.5 years of total board service. With Type II College board chairpersons, there was a mean tenure of 5.4 years, with 10.6 years total board service.

TABLE XVIII
TOTAL YEARS IN PRESENT POSITION AND IN HIGHER
EDUCATION OF RESPONDENTS

Years	Presidents*		Board Chairpersons**	
	I	II	I	II
1-5	33/6	30/6	42/6	30/8
6-10	21/8	17/16	13/21	11/19
11-15	6/7	4/17	1/14	3/12
16-20	7/13	4/6	0/11	0/3
21-25	2/9	4/7	0/3	1/2
Over 25	0/6	1/6	0/1	0/1
TOTAL n	69	60	56	45
Weighted Mean	7.0/14.2	7.6/13.9	4.1/11.5	5.4/10.6

*Years as president/years in higher education.

**Years as chairperson/years on board.

Comparing these data to the most exhaustive study on the American

college president, Leadership and Ambiguity, a Carnegie Commission general report, it was interesting to note that Cohen and March, in this study, found that in 1970 the completed average tenure for presidents was 7.2 years.² This paralleled the findings of this investigator's study.

The number of presidencies-held data was inconclusive and of no value to this study; hence, it was not reported herein.

Sixty percent of the respondents from Liberal Arts Colleges Type I indicated they would be interested in participating in an expanded phase of research related to this study and its particular focus (Table XIX). Seventy-one percent of the Liberal Arts Colleges Type II participants indicated the same willingness. This investigator found this data important in view of the very heavy schedules of the participants. It appears from this that leadership and management data and recommendations specifically oriented to the Liberal Arts Colleges were needed and sought.

Appendix J includes an alphabetical listing of all participating institutions from which data was received by the established deadline. This investigator, in consultation with his thesis chairperson, felt it appropriate to briefly present the number of institutions by regional accreditation areas (Table XX).

Forty states and territories were represented in this study. The majority of the institutions in this study, randomly selected, were from the North Central Accreditation Association; 53 institutions representing 36 percent of the total sample.

TABLE XIX
WILLINGNESS OF RESPONDENTS TO PARTICIPATE IN
FURTHER RESEARCH

	Yes	No	Total
<u>Liberal Arts Colleges Type I</u>			
Presidents	39	30	69
Board Chairpersons	36	21	57
Percentage	60	40	
<u>Liberal Arts Colleges Type II</u>			
Presidents	38	18	56
Board Chairpersons	34	11	45
Percentage	71	29	

TABLE XX
NUMBER OF PARTICIPATING INSTITUTIONS BY STATE AND
REGIONAL ACCREDITATION ASSOCIATION

Regional Accreditation Association	State	No. of Institutions
1. New England	Connecticut	5
	Maine	4
	Massachusetts	6
	Rhode Island	1
	Vermont	5
		<u>21</u> (14%)
2. Middle States	District of Columbia	1
	Maryland	6
	New Jersey	2
	New York	12
	Pennsylvania	16
	Puerto Rico	1
		<u>38</u> (26%)
3. North Central	Arkansas	1
	Colorado	2
	Illinois	8
	Indiana	7
	Iowa	5
	Kansas	2
	Michigan	5
	Minnesota	5
	Missouri	2
	Nebraska	2
	Ohio	10
	South Dakota	1
	West Virginia	2
	Wisconsin	3
		<u>53</u> (36%)
4. Northwest	Montana	1
	Oregon	3
	Washington	2
		<u>6</u> (4%)
5. Southern	Alabama	1
	Florida	1
	Georgia	3
	Kentucky	4
	Mississippi	1
	North Carolina	4

TABLE XX (Continued)

Regional Accreditation Association	State	No. of Institutions
5. Southern (Continued)	South Carolina	2
	Tennessee	2
	Texas	1
	Virginia	5
		<u>24</u> (16%)
6. Western	California	6
	Hawaii	<u>1</u> 7 (4%)

Analysis of the Open-Ended Question

In this section, Question C, the open-ended optional question, was recorded and analyzed. This question was, "In your view, what are the two or three major challenges that face the leadership of your college in the next five years? Are these challenges applicable to liberal arts colleges in general? Yes__ No__."

Individual responses received to this question numbered 424 from the total 233 respondents included in this study. There was no evidence or indication that any particular group responded in greater numbers, and approximately one-fourth chose not to respond at all.

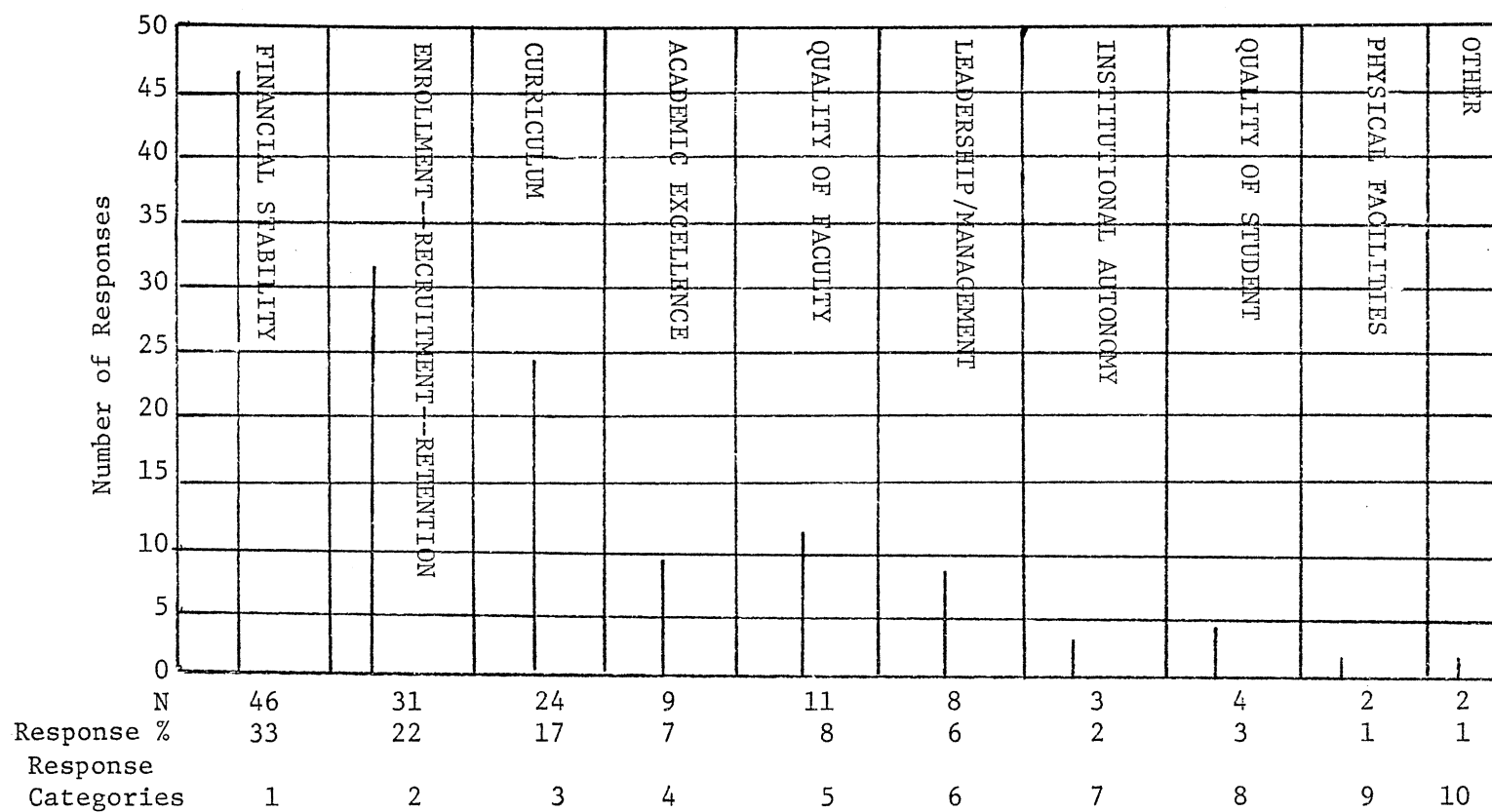
Each answer or challenge facing liberal arts colleges set forth by the respondents was read and, as a result of the initial screening, 10 broad categories for the responses were developed:

1. Financial stability,
2. Enrollment--recruitment and retention,
3. Curriculum,

4. Academic excellence,
5. Quality of faculty,
6. Effective leadership/management,
7. Institutional autonomy,
8. Quality of student,
9. Physical facilities,
10. Others.

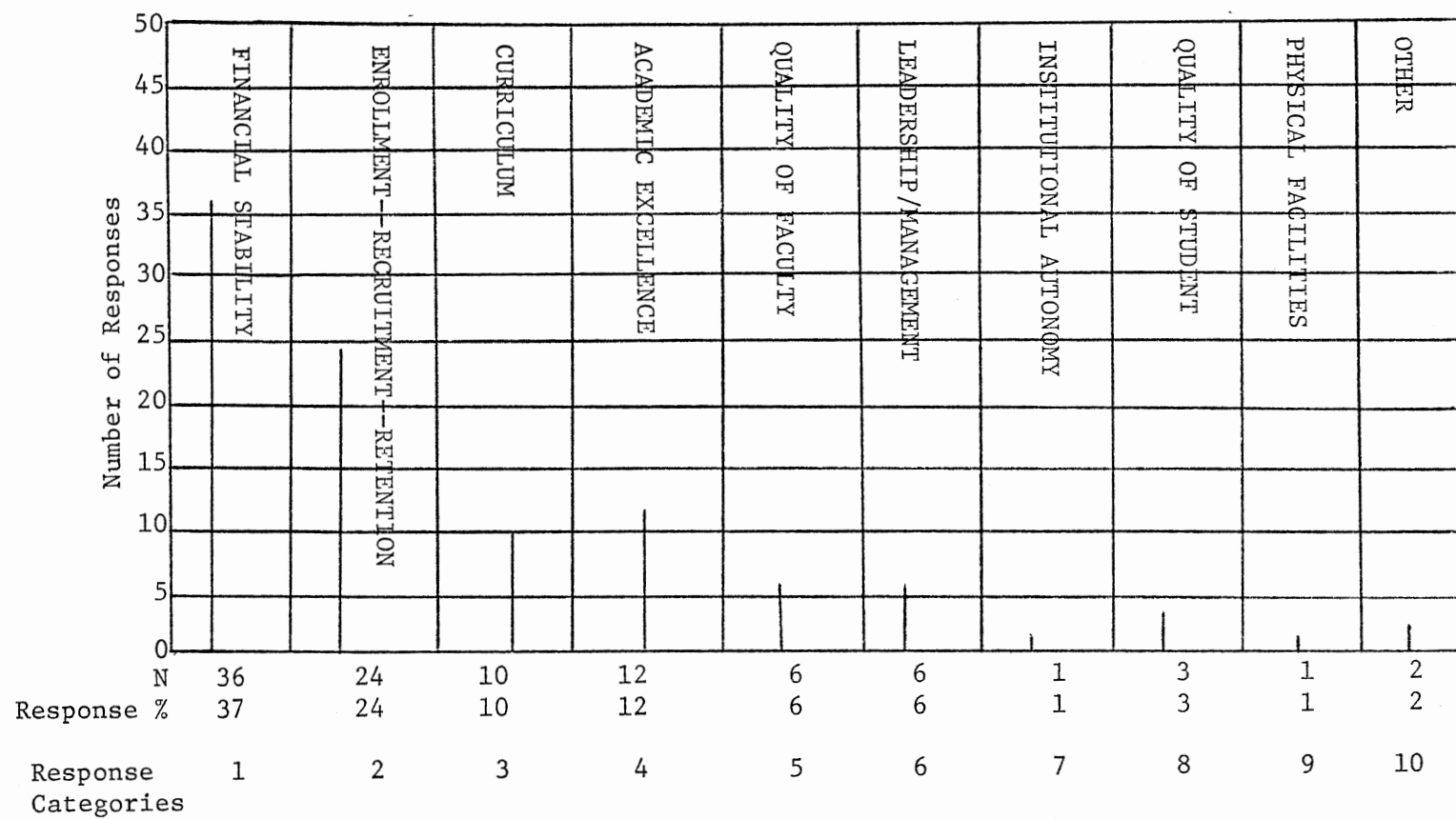
A narrative summary of the comments and relative importance by each area as posed by the participants was presented, followed by four graphic presentations (Figures 2 through 5), depicting the responses of the presidents and board chairpersons by Liberal Arts College Type I and Type II, respectively.

The first, and most often referenced, category of challenges focused on the general area of future financial stability. In particular, presidents and board chairpersons were most concerned with: fund raising to meet operational costs; the development of appropriate endowment to sustain long term operation and expansion; the fact that fiscal constraints imposed upon the institution directly and indirectly affect the quality and scope of the academic program; the financial impact of the present tenure system; and the need for new and broader based sources of financing in view of the growing gap in tuition charges between the private and public sectors. In addition, concern was also expressed for: increased alumni involvement in fund raising; improved methods and emphasis on financial planning, budgeting, and management; new models of stewardship for governing board members; immediate planning for financial retrenchment; a re-examination of the goals and objectives of the institution in light of anticipated financial difficulty, i.e., an examination



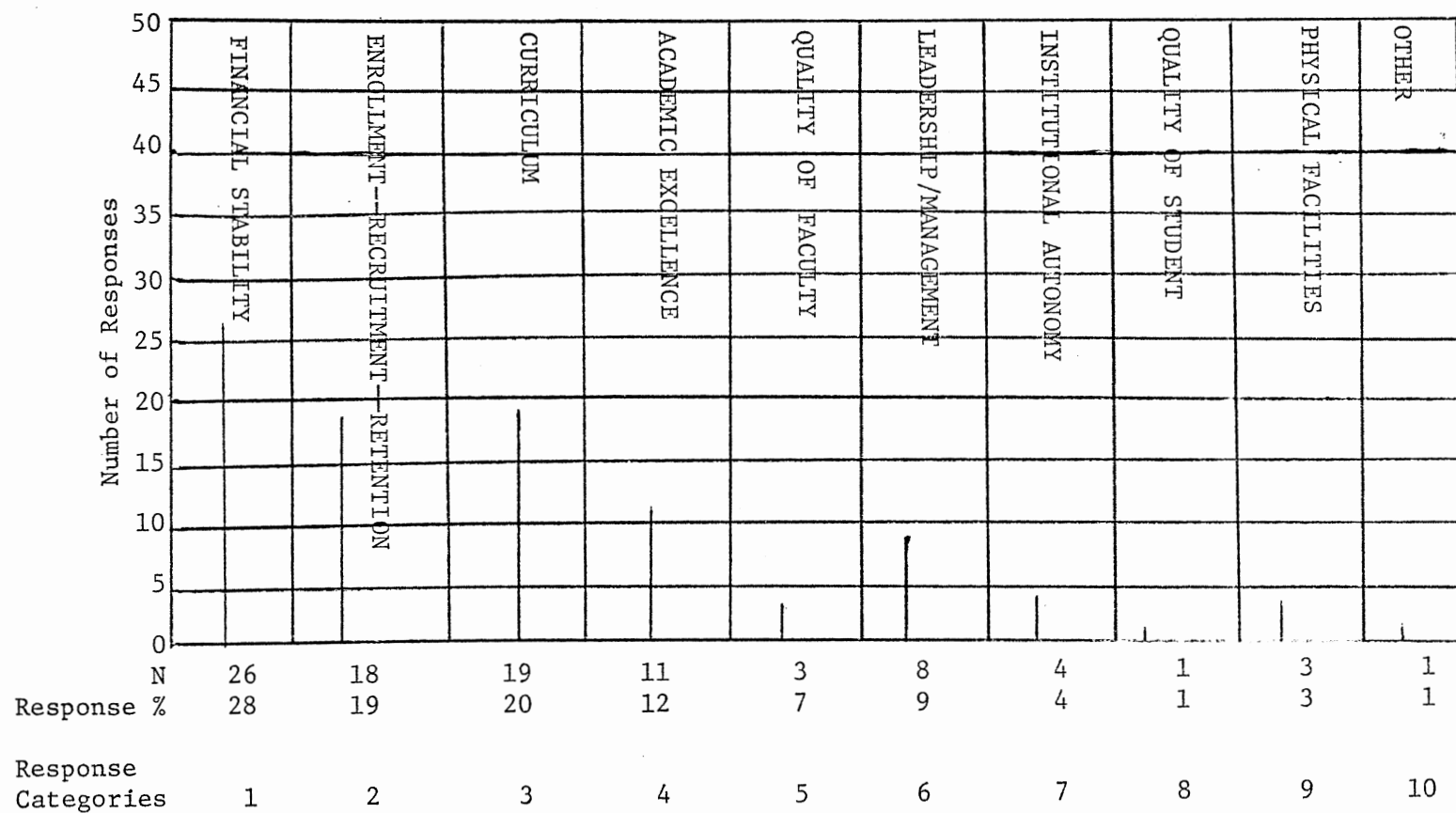
Responses = 140; Respondents = 49.

Figure 2. Major Challenges Facing Liberal Arts Colleges as Perceived by Presidents, Liberal Arts Type I Colleges



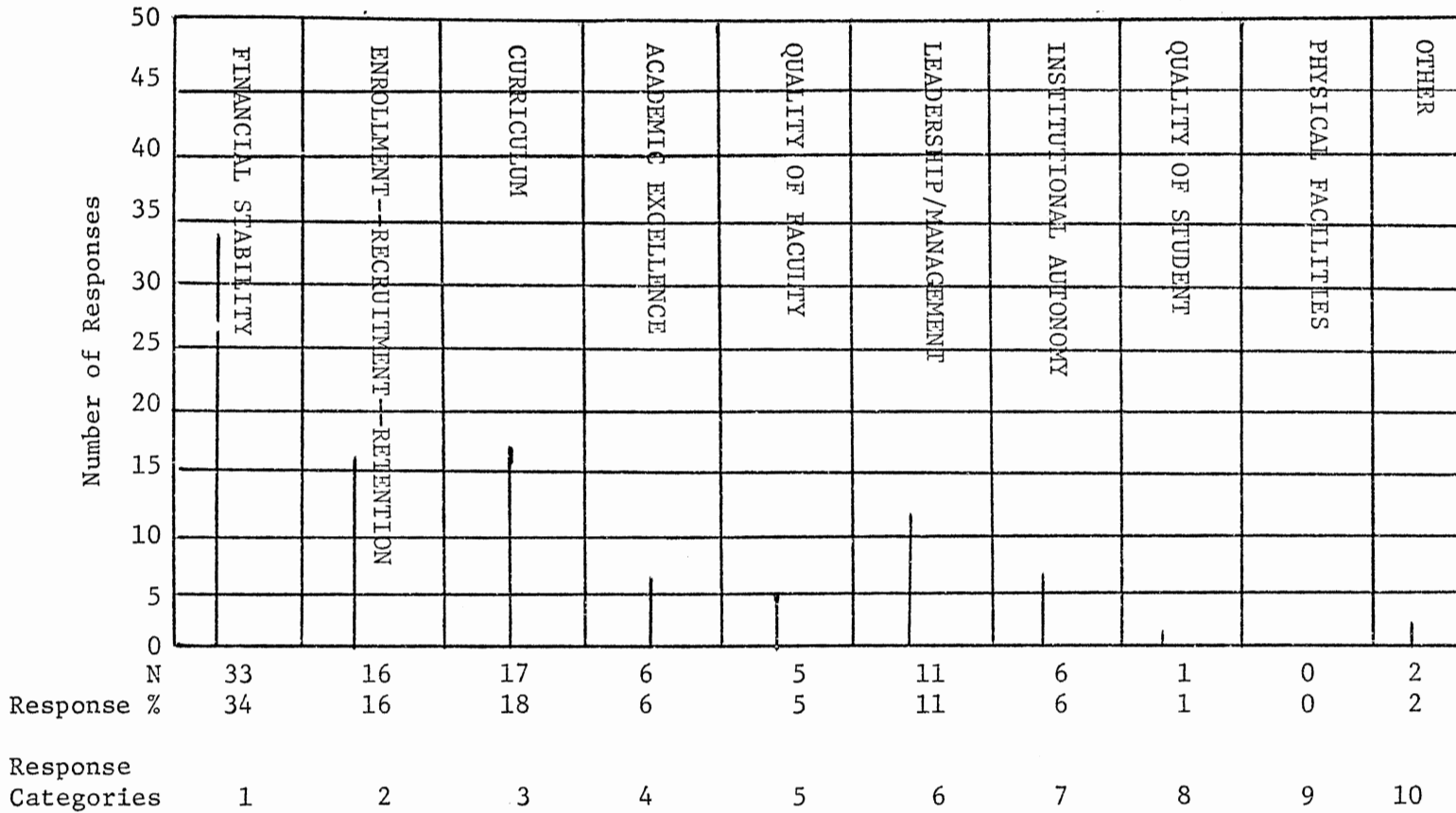
Responses = 101; Respondents = 57.

Figure 3. Major Challenges Facing Liberal Arts Colleges as Perceived by Board Chairpersons, Liberal Arts Type I Colleges



Responses = 94; Respondents = 61.

Figure 4. Major Challenges Facing Liberal Arts Colleges as Perceived by Presidents, Liberal Arts Type II Colleges



Responses = 97; Respondents = 46.

Figure 5. Major Challenges Facing Liberal Arts Colleges as Perceived by Board Chairpersons, Liberal Arts Type II Colleges

of the relationship between programs and resources; and finally, the growing national inflationary trend.

Category two, and second in the priority of challenges mentioned by the respondents, was the area of enrollment, specifically the recruitment and retention of students. The challenges to leadership included: decisions relative to the economy of size, that is, the optimum level of student enrollment in view of all other related variables; the dilemma of extensive competition with the public sector of higher education for students, particularly in view of the declining number of 18-21 year olds available; the need for retention of students, thereby reducing the pressure for increased numbers of newly recruited students each year; more attention to personal counseling and placement services, coeducational decisions; consideration of realistic tuition increases; the need for continued federal and state support in the form of scholarships, loans, and tax incentives; greater institutional commitment to goals; and greater attention to national visibility for the institution.

The third category, and clearly the third in importance to the respondents in this study, was in the area of curriculum. The presidents and board chairpersons expressed a range of challenges which centered around curriculum review, relevance, and validity. There was a call for a re-emphasis on the liberal arts, their value, importance, and their relationship to career oriented programs. Many respondents suggested that vocational and career orientation of curriculum must be faced in view of shrinking enrollment and fiscal constraints. Others suggested that, as a prerequisite to any other challenges, the purposes of the institutions must be reviewed. There was a small but strong challenge expressed that the curriculum must prepare students for the world

outside the campus, ranging from continuing education emphasis to the world of 2000. In summary, these respondents suggested the major challenge was the reconciliation of the liberal arts and career preparation on a vital basis with clearly stated purposes and realistic for the future. This was absolutely essential for educational survival in the view of most respondents.

Category four dropped considerably in terms of response emphasis, as did the remaining categories. Academic excellence, category four, generally included challenges such as: the development of distinctive academic programs; the development of a renewed sense of innovation; the encouragement of improved teaching; the preparation of methods and thinking to accommodate an increased student-faculty ratio. There was considerable feeling expressed that academic distinctiveness and academic excellence were absolutely essential to offset the dismal enrollment future for small independent liberal arts colleges.

Category five, quality of faculty, was difficult to separate from category four, academic excellence. However, a sufficient number of respondents made specific reference to this area that it was included as a single item. The two challenges mentioned most frequently included: an improved capability for dealing with faculty negotiations in terms of tenure, salaries, and other benefits; and a much improved faculty development program to create ultimately a "self energizing" faculty, with renewed commitment to excellence, better morale, and greater efficiency and effectiveness.

Category six, effective leadership and management, was not mentioned with great frequency; however, it was forcefully suggested by those respondents who saw it as the major challenge of the future. It must be

pointed out that the need for new and improved management was frequently implied with respect to many other challenges cited by the respondents. The specific references for this category included: the need to attract nationally respected or more experienced leaders; the need for better decision makers, men and women with better management and budgeting skills who had not "become servant to them" as one respondent so aptly stated; the need for leadership to engage in more effective long range planning; the need for leadership better able to articulate and coordinate with local communities and the many constituencies in all respects; the need for leadership which would set the character and tone for the institution, intellectual and human in dimension; the need for stronger, more communicative leadership to avoid collective bargaining and the many potentially litigious situations; and finally, the need for board members to be more carefully selected and trained for their role as policy makers.

Category seven was the challenge to maintain institutional autonomy in an age of growing external involvement in the life of the independent liberal arts college. The most often mentioned challenge was the ability to cope with and evaluate the growing federal and state regulations impinging on the private sector of higher education.

Category eight dealt with the challenge of attracting superior students; that is, students who were properly motivated, possessed the requisite abilities to succeed, and had the moral and ethical standards assumed of educated persons. The great concern of the respondents to this challenge was that institutions faced consideration of lowering admission standards.

Category nine, physical facilities, could have been grouped with category one, financial stability. However, a few respondents urged that a serious challenge to private higher education would be one of developing plans for the best use of existing facilities and adequate formulas for predicting the need for new or expanded facilities.

Category 10 included challenges mentioned by only a few respondents. The one most often mentioned was the need to protect and encourage the commitment to Christian liberal arts education. Another challenge mentioned was the need for men's and women's colleges to re-evaluate their present situations and consider coeducational status.

In addition, it should be reported herein that 137 respondents indicated they felt the challenges listed in answer to Question C were applicable to liberal arts colleges in general. Five did not feel this to be true and these five were from strong church related institutions.

Considering that this question was optional and time consuming, it was interesting to note the number of responses received. It should be pointed out that most of the specific responses were thoughtful, insightful, and interestingly thorough.

Additional Findings

The basic purpose of the study was to compare perceived management styles and systems between two liberal arts college populations, one population being set apart as academically distinctive by a particular criterion. The comparisons, as set forth in the four hypotheses, have been made and appropriately analyzed in the beginning sections of this chapter. However, this investigator felt three additional comparisons could be made which related to the general purpose of this study rather

than to the specific purpose. The general purpose is restated in part herein, "to select one limited area of management and examine this within the specific context of the liberal arts college in an attempt to extend the body of knowledge available."

This study utilized a Rensis Likert "Profile of Organizational Characteristics" as the principal instrument to determine management congruence rather than preferred management systems.³ It seemed reasonable, however, that the basic Likert Management Systems should be briefly mentioned and comparisons made with responses received in this study. This provided yet another insight into the management or leadership of the two types of liberal arts colleges used in this study.

Rensis Likert, in The Human Organization: Its Management and Value, as well as his many other works in conjunction with the Institute for Social Research at the University of Michigan, offered four basic systems of organization or management.⁴

1		2		3		4	
Exploitive		Benevolent					
Authoritative		Authoritative		Consultative		Participative	
1	2	3	4	5	6	7	8

The eight-point response scale used in the research instrument for this study closely approximated the above systems as indicated. A more detailed description of his four organizational or management systems was included herein, quoted directly from Hershey and Blanchard's Management for Organizational Behavior.

System 1--Management is seen as having no confidence or trust in subordinates, since they are seldom involved in any aspect of the decision-making process. The bulk of the decisions and the goal setting of the organization are made at the top and issued down the chain of command. Subordinates are forced to work with fear, threats, punishment, and occasional rewards and need satisfaction at the physiological and safety levels. The little superior-subordinate interaction that does take

place is usually with fear and mistrust. While the control process is highly concentrated in top management, an informal organization generally develops which opposes the goals of the formal organization.

System 2--Management is seen as having condescending confidence and trust in subordinates, such as master has toward servant. While the bulk of the decisions and goal setting of the organization are made at the top, many decisions are made within a prescribed framework at lower levels. Rewards and some actual or potential punishment are used to activate workers. Any superior-subordinate interaction takes place with some condescension by superiors and fear and caution by subordinates. While the control process is still concentrated in top management, some is delegated to middle and lower levels. An informal organization usually develops, but it does not always resist formal organizational goals.

System 3--Management is seen as having substantial but not complete confidence and trust in subordinates. While broad policy and general decisions are kept at the top, subordinates are permitted to make more specific decisions at lower levels. Communication flows both up and down the hierarchy. Rewards, occasional punishment, and some involvement are used to motivate workers. There is a moderate amount of superior-subordinate interaction, often with a fair amount of confidence and trust. Significant aspects of the control process are delegated downward with a feeling of responsibility at both higher and lower levels. An informal organization may develop, but it may either support or partially resist goals of the organization.

System 4--Management is seen as having complete confidence and trust in subordinates. Decision making is widely dispersed throughout the organization, although well integrated. Communication flows not only up and down the hierarchy but among peers. Workers are motivated by participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals. There is extensive, friendly superior-subordinate interaction with a high degree of confidence and trust. There is widespread responsibility for the control process, with the lower units fully involved. The informal and formal organizations are often one and the same. Thus, all social forces support efforts to achieve stated organizational goals.⁵

Figure 6 was developed to permit the reader to compare all respondents' mean scores, matched and unmatched, for each question on the basic research instrument with Likert's four systems of organization.

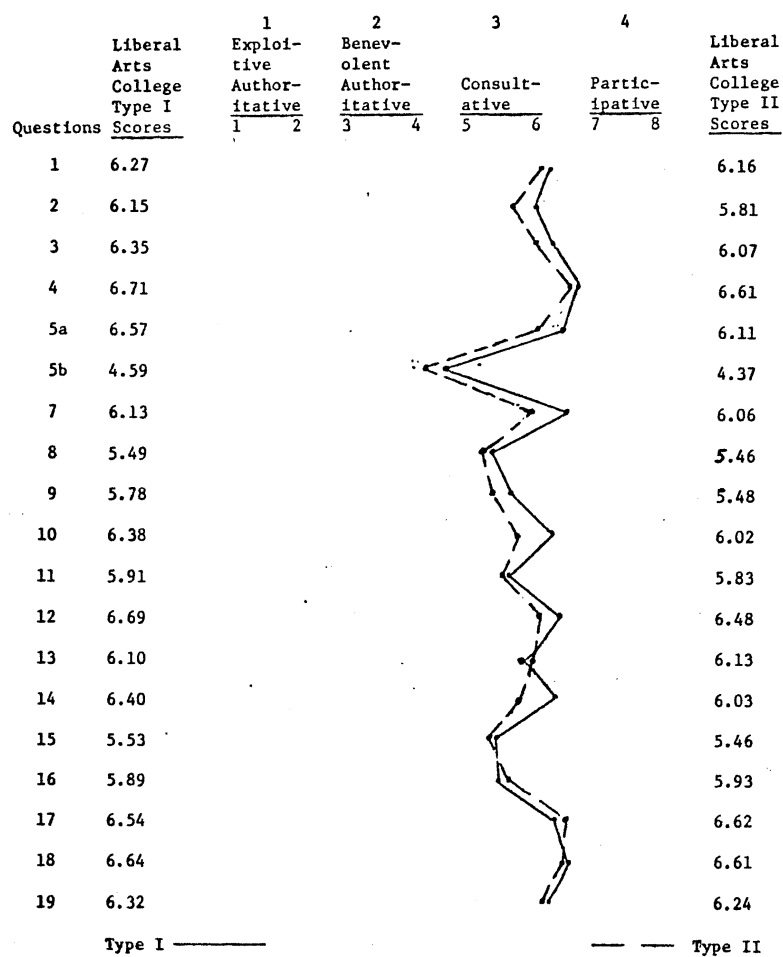
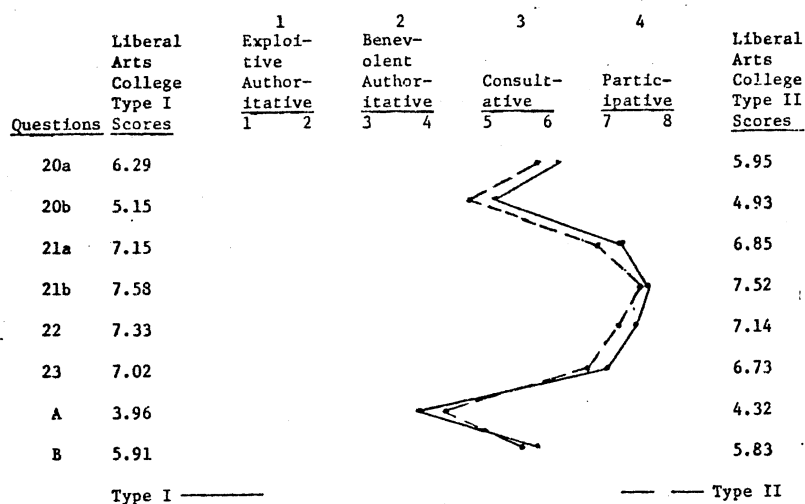


Figure 6. A Comparison of Weighted Mean Scores of All Survey Responses with Likert's Four Systems of Management



Summary of Questions

- | | |
|---|--|
| 1. Confidence shown in faculty | 15. Distribution of control |
| 2. Faculty freedom of expression | 16. Use of evaluation data |
| 3. Use of faculty ideas | 17. Conflict resolution |
| 4. Motivation factors used with faculty | 18. President/board interaction |
| 5a. Level for academic responsibility | 19. President/board idea sharing |
| 5b. Level for fiscal responsibility | 20a. Board policy competence |
| 7. Direction of information flow | 20b. Board educational competence |
| 8. Faculty acceptance of direction | 21a. Extent of academic responsibility |
| 9. Accuracy of faculty communication | 21b. Extent of fiscal responsibility |
| 10. Administration awareness | 22. President/board communication |
| 11. Level for decision making | 23. Work satisfaction |
| 12. Faculty involvement of decisions | A. Formal management system |
| 13. Goal setting procedure | B. Definition of college goals |
| 14. Goal achievement by faculty | |

Figure 6 (Continued)

As this investigator reviewed the data summarized in Figure 6, it seemed that the responses received from the participants in this study are on the upper side of Likert's organization System 3 (consultative), with Liberal Arts Colleges Type II just slightly lower in most categories. The most interesting result seemed to be the general pattern of consistency between the respondents of Liberal Arts Type I and Type II College participants.

On the more positive portion of the continuum in accordance with Likert's systems, the responses falling within System 4 (participative) were in the interaction/influence section dealing with the respondents' sense of fiscal and academic responsibility for the college, the open, candid relationship between the president and board chairperson, and lastly, their satisfaction relative to their respective roles with the college.

On the less positive end of the Likert continuum, that is within the range of System 2 (benevolent authoritative), responses were recorded for the questions relating to the levels at which fiscal responsibility was felt and the extent formal management systems were used. The level for fiscal responsibility seemed to be felt at top and middle management only, and there was a clear indication that formal management systems were not being utilized to a large extent.

A review of the data presented in Figures 7 and 8 indicated that Type I and Type II College presidents' mean responses compared with Likert's management systems in much the same manner as did the comparisons of responses of all Type I College participants with Type II College participants (Figure 6). That is, most responses were within the Likert category 3, described as consultative. This was also the

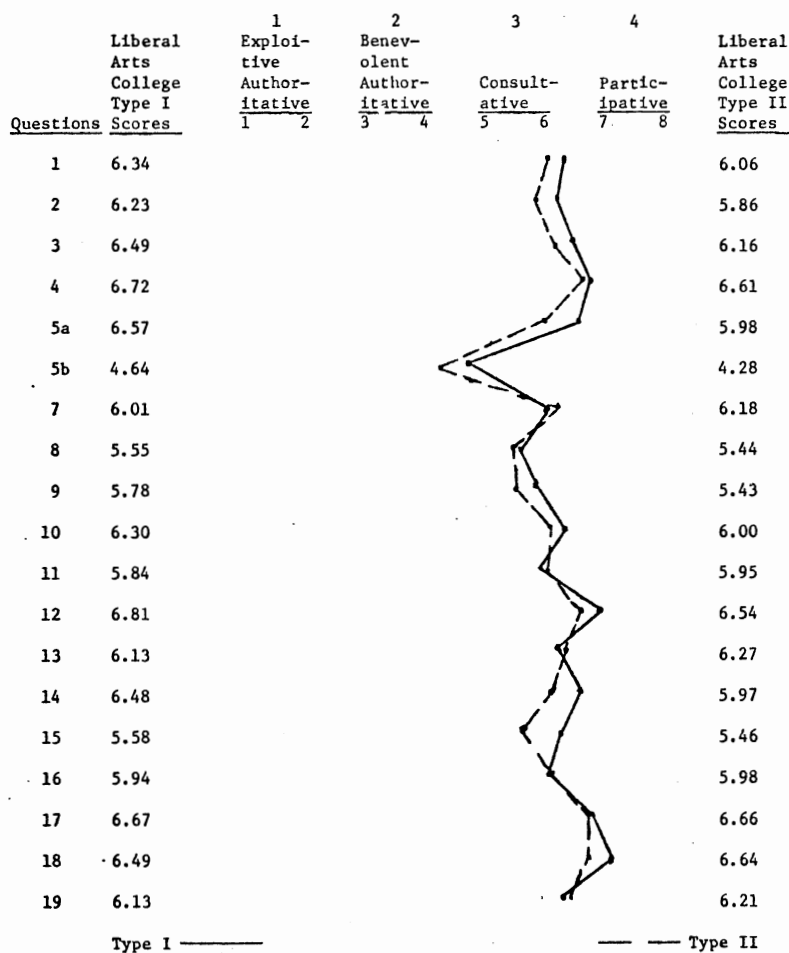
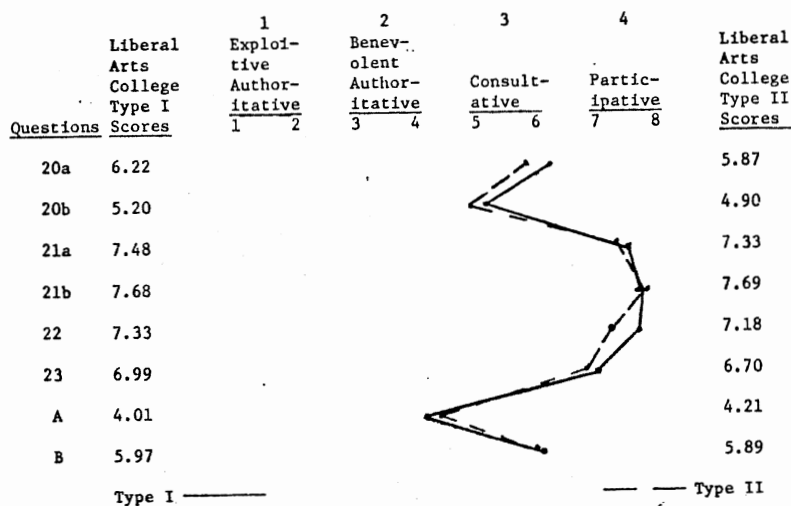


Figure 7. A Comparison of Mean Scores of the Responses of All Presidents with Likert's Four Systems of Management



Summary of Questions

- | | |
|---|--|
| 1. Confidence shown in faculty | 15. Distribution of control |
| 2. Faculty freedom of expression | 16. Use of evaluation data |
| 3. Use of faculty ideas | 17. Conflict resolution |
| 4. Motivation factors used with faculty | 18. President/board interaction |
| 5a. Level for academic responsibility | 19. President/board idea sharing |
| 5b. Level for fiscal responsibility | 20a. Board policy competence |
| 7. Direction of information flow | 20b. Board educational competence |
| 8. Faculty acceptance of direction | 21a. Extent of academic responsibility |
| 9. Accuracy of faculty communication | 21b. Extent of fiscal responsibility |
| 10. Administration awareness | 22. President/board communication |
| 11. Level for decision making | 23. Work satisfaction |
| 12. Faculty involvement of decisions | A. Formal management systems |
| 13. Goal setting procedure | B. Definition of college goals |
| 14. Goal achievement by faculty | |

Figure 7 (Continued)

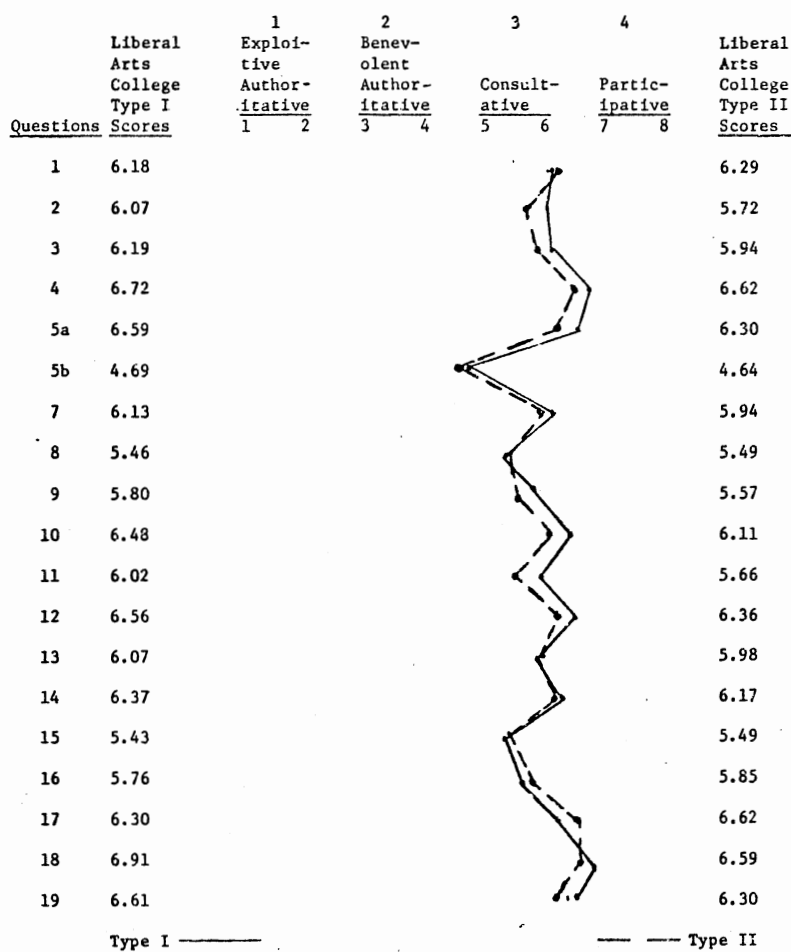
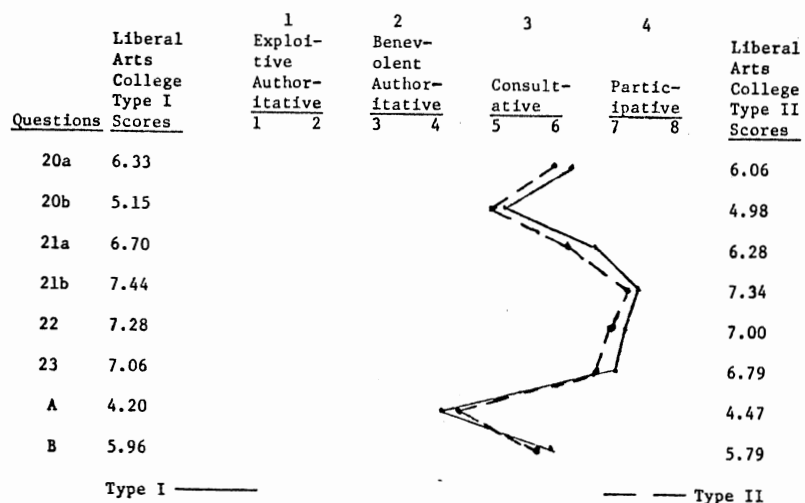


Figure 8. A Comparison of Mean Scores of the Responses of All Board Chairpersons with Likert's Systems of Management



Summary of Questions

- | | |
|---|--|
| 1. Confidence shown in faculty | 15. Distribution of control |
| 2. Faculty freedom of expression | 16. Use of evaluation data |
| 3. Use of faculty ideas | 17. Conflict resolution |
| 4. Motivation factors used with faculty | 18. President/board interaction |
| 5a. Level for academic responsibility | 19. President/board idea sharing |
| 5b. Level for fiscal responsibility | 20a. Board policy competence |
| 7. Direction of information flow | 20b. Board educational competence |
| 8. Faculty acceptance of direction | 21a. Extent of academic responsibility |
| 9. Accuracy of faculty communication | 21b. Extent of fiscal responsibility |
| 10. Administration awareness | 22. President/board communication |
| 11. Level for decision making | 23. Work satisfaction |
| 12. Faculty involvement of decisions | A. Formal management systems |
| 13. Goal setting procedure | B. Definition of college goals |
| 14. Goal achievement by faculty | |

Figure 8 (Continued)

case when the Type I and Type II College board chairpersons' mean responses were analyzed.

Rather than presenting the general congruence found in most instances, this researcher felt a content analysis within the major organizational categories was warranted.

The mean response comparisons of Type I and Type II College presidents revealed that in most categories, Liberal Arts Type II presidents were slightly lower on the Likert continuum. It was interesting to note that Liberal Arts Type I presidents indicated more confidence and willingness to seek and use faculty input than their Type II counterparts. In the area of motivation, there appeared to be a wider involvement felt for achieving academic excellence and fiscal stability within the Type I institutions according to the presidents, though clearly fiscal stability was significantly below academic excellence in terms of priorities. In the area of communication, Type I College presidents perceived a better understanding of faculty problems through communication than their Type II counterparts. However, the Type II College presidents perceived a slightly more open flow of information between faculty and administration.

Involvement in decision making was perceived to involve faculty to a greater extent within Type I institutions. It was interesting to note that Type II College presidents perceived that faculty had more involvement in goal setting than Type I presidents, though the data suggested the Type II faculty were not as active in achieving these goals as the Type I faculty. The use of evaluation data was perceived by the presidents of both Type I and Type II institutions as being moderately

delegated and mostly for granting salary, tenure, promotion, and some self evaluation.

Type I, as compared to Type II, presidents perceived more interaction between themselves and their board chairpersons. The presidents of Type I and Type II institutions both felt conflict resolution generally involved all parties affected.

The presidents of Type I Colleges viewed their governing boards as more competent in the area of policy making than their Type II counterparts. The perceived institutional base for achieving fiscal stability was greater within Type I institutions, yet by a slight margin, Type II presidents perceived more personal responsibility for achieving financial stability than the Type I presidents.

It is interesting to note that Type I and Type II presidents were very satisfied with their work and felt their respective institutions had fairly well defined goals. The data also suggested that, compared to Type I Colleges, the Type II presidents felt less use was being made of formal management systems.

The comparisons between the mean scores of the Type I and Type II board chairpersons within the Likert organizational categories revealed strong congruence, yet the following trends were apparent.

Type II board chairpersons felt the administration showed more confidence in the faculty, but that the faculty members' ideas were not used to the same extent as perceived by their Type I counterparts. Type I and Type II college board chairpersons felt the base for achieving academic excellence was fairly widespread within their respective institutions. However, all board chairpersons perceived, as did all the

presidents, that the institutional base for achieving fiscal responsibility was less than for achieving academic excellence.

There was little notable difference in the perceptions of the Type I and Type II board chairpersons relative to the extent of accuracy and direction of information, and that communication was generally acceptable.

In the area of decision making and goal setting, the Type I board chairpersons perceived more faculty involvement. It was particularly interesting to note that the Type II board chairpersons felt that evaluative data was used more positively than in the case of their Type I counterparts.

The Type II board chairpersons, in the area of interaction, felt that there was more individual involvement in conflict resolution than as perceived by Type I board chairpersons.

An additional finding derived from this analysis was the fact that the board chairpersons of Type I and Type II Colleges felt their boards were only "somewhat" competent in the field of education, yet were "quite" competent as policy makers.

To a lesser extent, the board chairpersons for Type II Colleges felt responsibility for achieving educational excellence and fiscal stability. All board chairpersons reported satisfaction with their work.

Type II board chairpersons felt the use of formal management systems was less evident though all board chairpersons recorded "some" use of formal management systems in their respective institutions.

FOOTNOTES

¹George Ferguson, Statistical Analysis for Psychology and Education (2nd ed., New York, 1977), p. 48.

²Michael D. Cohen and James G. March, Leadership and Ambiguity: the American College President (New York, 1974), p. 159.

³Rensis Likert, The Human Organization: Its Management and Value (New York, 1967), p. 12.

⁴*Ibid.*, pp. 13-25.

⁵Paul Hershey and Kenneth H. Blanchard, Management of Organizational Behavior (2nd ed., Englewood Cliffs, 1972), pp. 61-62.

CHAPTER V

SUMMARY OF FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

Introduction

The general purpose of this study was to examine a particular area of management in relation to the small, independent liberal arts college in the United States. The specific purpose was to determine the extent of congruence, i.e., consistency of internal management style, was related to academic distinctiveness. The two college populations used to conduct this study were taken from the classification of Liberal Arts Colleges Type I and Type II as defined in the Carnegie Commission Report, A Classification of Institutions of Higher Education.

A management oriented instrument was used to elicit perceptions from presidents and board chairpersons about their institutions' management styles and systems. Appropriate comparisons were then made between the Type I and Type II institutions where responses were received from both the president and board chairperson. It was assumed that the study would indicate a greater degree of internal congruence of management style in the more distinctive institutions, namely Liberal Arts Colleges Type I. In addition to the primary purpose or focus of this study, other useful data were sought concerning the special challenges facing the private liberal arts sector of higher education as well as perceived strengths and weaknesses. Also, an implicit part of this study was to

confirm or reject some of the commonly held assumptions about the leadership and management of private liberal arts colleges.

The preceding chapters described the nature of the study in greater detail, noted its importance, pointed out the pertinent literature, outlined the method of investigation, detailed the research instrument, and presented the findings resulting from the testing of the four hypotheses.

This chapter briefly and concisely summarized the findings, suggested the implications to higher education, and included specific recommendations for further study.

Summary of the Findings

Four hypotheses were tested for significance at the .10 level to determine the extent of management congruence between the two groups of liberal arts colleges isolated for this study, with one group being designated as academically distinctive for the purposes of this testing.

Hypothesis I

Hypothesis I stated that there were no significant differences between the perceptions of the presidents and board chairpersons relative to the management style or system used in Liberal Arts Colleges Type I.

This hypothesis was not rejected; hence, it may be concluded that there was relative internal congruence or consistency in the management system or style used in Liberal Arts Colleges Type I as perceived by presidents and board chairpersons. This consistency was particularly evident in the areas of communication, decision making, goal setting, and evaluation.

There were four notable exceptions at a significant level. The first was in one area of leadership where it was evident that the presidents felt more strongly than did the board chairpersons that faculty members' ideas were sought and used within the institution. The second exception was in one area of motivation where it was apparent that Type I presidents, more so than board chairpersons, felt the institution withheld tenure, promotion, and salary as part of the motivational processes. The third and most significant exception was in the area of interaction/influence where, clearly, the presidents felt a significantly greater responsibility for achieving academic excellence. The last area of notable exception was that board chairpersons, in general, were not finding as much satisfaction in their connection or role with the colleges as were the presidents.

Hypothesis II

Hypothesis II stated that there were no significant differences between the perceptions of the presidents and board chairpersons relative to the management system or style used in Liberal Arts Colleges Type II.

This hypothesis was not significantly rejected either; hence, it must be concluded that there was general internal consistency in the management styles used in Type II Colleges as perceived by the aforementioned respondents.

There were, as with Hypothesis I, some exceptions where significant differences were noted, all in the area of institutional component interaction. The two most noteworthy findings suggested the presidents of Type II Colleges felt a greater sense of responsibility for achieving educational excellence as well as fiscal stability than did the board

chairpersons. Whereas, in Liberal Arts Colleges Type I, the presidents showed a greater disposition toward achieving educational excellence, there was no significant difference between the presidents and board chairpersons in their sense of responsibility toward fiscal stability. Another noteworthy finding with Type II Colleges was that the board chairpersons felt that formal management systems were being utilized to a much greater degree than the presidents indicated.

Hypothesis III

Hypothesis III stated that there was no significant difference between the perceptions of the presidents of Liberal Arts Colleges Type I and Type II relative to management systems or styles used in their institutions.

Once again, this null hypothesis was not rejected, and one must assume that there was general management style agreement between Type I and Type II Liberal Arts Colleges as perceived by the presidents. Only in the general areas of motivation, communication, and evaluation, were exceptions noted at a significant level. In the area of motivation, the presidents of Type I institutions perceived that a significantly stronger sense of responsibility for achieving academic excellence prevailed at more levels within the institutions than their Type II counterparts. In communication, the presidents of Type II Colleges seemed more sure of the acceptance of downward communication, administration to faculty. The area of control or the use of evaluation data, though less conclusive than the previous two items, suggested that the presidents of Type II institutions had a more consistent view of how to use evaluative data than their Type I counterparts.

Hypothesis IV

Hypothesis IV stated that there was no significant difference between the perceptions of the board chairpersons of Liberal Arts Colleges Type I and Type II relative to the management systems or styles used in their respective institutions.

As with the three previous hypotheses, this null hypothesis was not significantly rejected. Two areas, however, indicated significant differences. In the area of motivation, as with the presidents of Type I institutions, the board chairpersons of Type I Colleges felt there were more institutional component levels involved in achieving academic excellence than did the board chairpersons of Type II institutions. There was also a significant difference in the extent Type I College board chairpersons felt responsible for educational excellence as compared to their Type II counterparts.

Table XIII provided an overview of all questions where statistical significance was found in the testing of any one of the four hypotheses. Worthy of special note were the responses to Question 21a in the broad area of interaction which asked the extent the participants felt responsible for achieving educational excellence. In response to this, the presidents of both Type I and Type II institutions felt a significantly greater sense of responsibility for achieving academic excellence than their board chairperson counterparts. In addition, Type I board chairpersons indicated a greater sense of responsibility for achieving academic excellence than Type II board chairpersons.

Interesting results were found in this overview in response to a similar question in the general area of motivation--Question 5a, which asked at what levels responsibility for achieving academic excellence

were felt. The presidents and board chairpersons from matched Type I Colleges both indicated that responsibility for achieving academic excellence was perceived to be felt at more levels than reported by their Type II counterparts.

Demographics

To summarize the demographic data received, it may be stated that 84 percent of all respondents were male, 16 percent female, with an eight percent greater number of female respondents from Liberal Arts Colleges Type I. This eight percent margin of more women was consistent within the two respondent groups--presidents and board chairpersons.

For Liberal Arts Colleges Type I, the mean age was 48.8 and 54.5 respectively for presidents and board chairpersons. For Liberal Arts Colleges Type II, the mean age was 48.0 and 52.0 years respectively. There was little difference in the ages of the respondents from Type I and Type II Colleges. Interestingly, only 10 individuals of the 233 respondents were under 40 years of age.

In summary, it seemed that there were a greater number of board chairpersons in Liberal Arts Colleges Type I from the corporate/business/banking sector of society; whereas, with Type II Colleges, a greater number were from the professional community. There was little appreciable difference in the educational spread of the board chairpersons from either Type I or Type II institutions. Eighty-one percent held a bachelors degree. Little distinguishable difference appeared relative to the educational levels of presidents of Type I and Type II institutions with 74 percent holding earned doctorates and 93 percent with at least a bachelors degree.

With all the respondents included, matched pairs and unmatched responses, the weighted mean number of years in office for Type I and Type II presidents was 7.0 and 7.6 years, respectively--very consistent with national norms. For the board chairpersons of Type I and Type II institutions, the weighted mean number of years as chairperson was 4.1 and 5.4, respectively.

Most presidents had been in higher education for a mean of 14 years and board chairpersons had served on the board for a mean of four years.

Relative to respondent willingness to participate in expanded research of the type indicated in this study, 60 percent of the Type I College respondents and 71 percent of the Type II College respondents indicated they would be willing.

A state-by-state review of the participating institutions, randomly selected, listed in accordance with the six regional accreditation areas, found 14 percent from the New England Association, 26 percent from the Middle States Association, 36 percent from the North Central Association, 16 percent from the Southern Association, and 4 percent from the Western Association.

Open-Ended Question

Part IV of Chapter IV presented a detailed analysis of the major challenges the respective presidents and board chairpersons felt faced small private liberal arts colleges in the next five years. In brief, fiscal and financial stability was clearly the most serious major concern or challenge facing the respondents. This included such areas as increased endowment and operating money, decisions relative to programs versus financial outlay, the country's creeping inflation, and

institutional past experience with limited future prospects and sources for additional resources. Next, in rank order, were the challenges of developing new plans and programs for the recruitment and retention of students in a predicted reduced student market. Third was the challenge of developing curricular patterns based on stated goals that would meet student needs and yet maintain the necessary balance between the liberal arts traditions and occupation preparation. The remaining challenges decreased in intensity after these three, but included the following: a greater commitment to academic excellence, greater attention to faculty development and improved teaching, the need for improved leadership and management for liberal arts colleges, the desire to maintain autonomy in view of increasing federal and state involvement, a desire to attract the most motivated, talented students, the best use of and planning for existing and new facilities, and some concern for the need to maintain the Christian commitment that so many of the nation's small private liberal arts colleges were founded upon.

One president, who must remain anonymous, best summarized the responses to this open-ended question:

. . . the challenges include: (1) academic self definition and the institution and enforcement of relevant quality controls and standards of excellence; (2) increased visibility entailing a greater investment in student scholarships, vigorous and sustained set of interchanges with the world outside campus; (3) shift in fiscal base with greater attention to the relationship between programs and production of revenues.

Additional Findings

As the study progressed, it became apparent that the profile of responses from the modified Likert management research instrument indicated that on Likert's continuum of management styles (rank ordered

1 through 4), the liberal arts college leadership in this study was most closely identified with the upper end of his System 3 which is a "consultative" approach as opposed to his most desirable "participatory" system of management, System 4.

These additional findings, coupled with the findings and analyses that preceded this final summary, suggested that there was a clear pattern of internal management consistency within Type I and Type II Liberal Arts Colleges as perceived by their presidents and board chairpersons. It may be further stated that when viewed against Likert's management system orientations, Type I and Type II Colleges were substantially similar as perceived by their respective presidents and board chairpersons. Most responses were recorded in the upper end of Likert's System 3, which he termed "consultative." This suggested that the college administrations had substantial confidence in faculty and board policy and decision making was kept at the administration level while permitting some specific academic decisions to be made at the faculty/department levels.

Implications

In view of the findings of this study, it must be acknowledged that the inability to conclusively reject the four stated hypotheses leads this investigator to conclude that with the use of the selected and modified research instrument, the stated research methodology, and the selected population samples, there were consistent internal management systems and/or styles within both Liberal Arts Colleges Type I and Type II, as perceived by their presidents and board chairpersons. Hence, this investigator was unable to state (with any data verification) that

there was a greater extent of perceived management congruence in the more distinctive liberal arts colleges, as defined in this study.

This study also clearly suggested that the generally held perception that the less distinctive liberal arts colleges have less effective leadership, weaker commitments, and less understanding of the reality of the future of private liberal arts higher education was not borne out by the results of this study. However, the study did clearly point out that the presidents and board chairpersons of Type I institutions felt a greater sense of responsibility for the academic and educational excellence of their institutions (Table XIII, Figures 2 through 5).

In view of impending financial difficulty, this study seemed to indicate some need for improved management techniques and tools and further suggested that the governing board and the administrative leadership of the colleges broaden their conceptual understanding of the inseparability of academic excellence and distinctiveness and fiscal responsibility and stability.

It was clear from this study that many variables affect distinctiveness and most had financial implications. It was also clear that the leadership of the Liberal Arts Colleges were aware of and in general agreement as to the major challenges that face their institutions as they approached the 1980's in higher education.

Although there was only a slight distinction in the findings of this study between Liberal Arts Colleges Type I and II, there was some general evidence of weaker governing board interest in the Liberal Arts College Type II sector.

Recommendations for Further Study

This investigator accepted the findings of the study based upon the approach to the problem, methodology employed, and general familiarity with the data. However, this investigator would suggest a slightly modified approach be employed to further substantiate the findings of this study.

It is, therefore, recommended that an additional study be undertaken utilizing a smaller segment of the sample used in this study, but using Rensis Likert's recently developed "Management Profiles for Universities" referred to in Chapter III. The instrument should be administered to eight or nine levels within the selected institutions: vice presidents, deans, department heads, faculty, staff, and students; thus, permitting a greater opportunity to test for internal management congruence than this study allowed.

This investigator continues to feel additional research is needed within the liberal arts sector of higher education to determine how leadership and management are related to distinctiveness and survival.

More specifically, with the importance of liberal arts colleges established, there is new emphasis on effective leadership and efficient management. In view of the fact that some literature outlined in this study suggested internal congruence in management style is somehow related to effectiveness, further study is warranted. This study viewed only two populations of liberal arts colleges to determine if the more distinctive population, Liberal Arts Colleges Type I, had a greater degree of internal management consistency. No conclusive empirical evidence was found supporting the above. However, it must also be pointed out that the two populations were very similar. Therefore, it is

recommended that other studies be initiated in other areas of higher education to study the relationship of management system congruence to leadership effectiveness. This investigator feels reasonably certain this relatively new concept is worth exploring and may indeed add important data to the growing body of knowledge related to higher education in America.

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APPENDIX A

BASIC SURVEY INSTRUMENT

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PROFILE OF ORGANIZATIONAL CHARACTERISTICS - form S

This questionnaire was developed to enable persons to describe the management system or style used in their organization. In completing the questionnaire, it is important that you answer each question as thoughtfully and frankly as possible. There are no right or wrong answers. Your individual responses cannot be used to identify you.

1. With a soft lead pencil (No.2 or softer), mark your answer by filling in one of the circles. For example: ③ ④ ⑤ ⑥
2. On the line opposite each item, fill in the circle which in your experience describes your organization at the present time. For example, if you believe that there is "quite a bit" of confidence and trust shown subordinates but the amount is closer to "some," you would fill in ⑤. If you believe that the amount is closer to "a very great deal," you would fill in ⑧.

ORGANIZATION CODE

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

LEADERSHIP

1. How much confidence and trust is shown in subordinates?
 Very little Some Quite a bit A very great deal
 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧
2. How free do subordinates feel to talk to superiors about their work?
 Not free Somewhat free Quite free Very free
 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧
3. How often are subordinates' ideas sought and used constructively?
 Rarely Sometimes Often Very often
 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧

MOTIVATION

4. In predominant use made of:
 a) fear, b) threats, c) punishment, d) rewards, e) involvement
 a, b, c, occasionally d d, with some c Mainly d with some c and e d and e, primarily based on group-set goals
 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧
5. Where is responsibility felt for achieving high performance?
 Mostly at top Top and middle Fairly widespread At all levels
 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧
6. How much cooperative teamwork exists?
 Very little Some Quite a bit A very great deal
 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧



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COMMUNICATION

7. What is the usual direction of information flow?
- | | | | |
|----------|-----------------|-------------|-----------------------|
| Downward | Mostly downward | Down and up | Down, up and sideways |
| (1) (2) | (3) (4) | (5) (6) | (7) (8) |
8. How is downward communication accepted?
- | | | | |
|---------------|----------------------|----------------|----------------|
| With distrust | Often with suspicion | Often accepted | Fully accepted |
| (1) (2) | (3) (4) | (5) (6) | (7) (8) |
9. How accurate is upward communication?
- | | | | |
|--------------------|-------------------------|----------------|------------------------|
| Usually inaccurate | Occasionally inaccurate | Often accurate | Almost always accurate |
| (1) (2) | (3) (4) | (5) (6) | (7) (8) |
10. How well do superiors know the problems faced by subordinates?
- | | | | |
|----------|----------|------------|-----------|
| Not well | Somewhat | Quite well | Very well |
| (1) (2) | (3) (4) | (5) (6) | (7) (8) |

DECISIONS

11. At what level are decisions made?
- | | | | |
|---------------|--------------------------------|--|--|
| Mostly at top | Policy at top, some delegation | General policy at top, more delegation | Widespread decision making, well-coordinated |
| (1) (2) | (3) (4) | (5) (6) | (7) (8) |
12. How often are subordinates involved in decisions related to their work?
- | | | | |
|--------------|------------------------|---------------------|----------------|
| Almost never | Occasionally consulted | Generally consulted | Fully involved |
| (1) (2) | (3) (4) | (5) (6) | (7) (8) |

GOALS

13. How is goal setting usually done?
- | | | | |
|---------------|-------------------------------|-----------------------------|-------------------------------|
| Orders issued | Orders, some comments invited | After discussion, by orders | Generally by group discussion |
| (1) (2) | (3) (4) | (5) (6) | (7) (8) |
14. How much do subordinates strive to achieve the organization's goals?
- | | | | |
|-------------|---------|-------------|-------------------|
| Very little | Some | Quite a bit | A very great deal |
| (1) (2) | (3) (4) | (5) (6) | (7) (8) |

CONTROL

15. How concentrated are review and control functions?
- | | | | |
|--------------------|---------------------|-------------------------------------|---------------|
| Very highly at top | Quite highly at top | Moderate delegation to lower levels | Widely shared |
| (1) (2) | (3) (4) | (5) (6) | (7) (8) |
16. What are cost, productivity, and other control data used for?
- | | | | |
|----------------------|-----------------------|----------------------------|------------------------------------|
| Policing, punishment | Reward and punishment | Reward, some self-guidance | Group guidance and problem solving |
| (1) (2) | (3) (4) | (5) (6) | (7) (8) |

Thank you for your cooperation.

APPENDIX B

MODIFIED SURVEY INSTRUMENT

PROFILE OF ORGANIZATIONAL CHARACTERISTICS (Form S)

This questionnaire was developed to enable persons to describe the management system or style used in their organization. In completing the questionnaire, it is important that you answer each question as thoughtfully and frankly as possible. There are no right or wrong answers. Your individual responses cannot be used to identify you.

In pen or pencil, mark the circle which in your experience describes your college at the present time. For example, if you believe that there is "quite a bit" of confidence and trust shown subordinates but the amount is closer to "some," you would mark (5). If you believe that the amount is closer to "a very great deal," you would mark (6).

Example:

(5)

~~(6)~~

IN YOUR COLLEGE

LEADERSHIP

- | | | | | | | | | |
|---|--------------------|-----|----------------------|-----|--------------------|-----|--------------------------|-----|
| 1. How much confidence and trust is shown in the faculty by administrators? | Very little
(1) | (2) | Some
(3) | (4) | Quite a bit
(5) | (6) | A very great deal
(7) | (8) |
| 2. How free do faculty feel to talk to administrators about their work? | Not free
(1) | (2) | Somewhat free
(3) | (4) | Quite free
(5) | (6) | Very free
(7) | (8) |
| 3. How often are faculty members' ideas sought and used constructively? | Rarely
(1) | (2) | Sometimes
(3) | (4) | Often
(5) | (6) | Very often
(7) | (8) |

MOTIVATION

- | | | | | | | | | |
|--|--|-----|---|-----|---|-----|--|-----|
| 4. Is predominant use made of:
a) fear, b) threats,
c) punishment, d) rewards,
e) involvement | a, b, c,
occasionally d
(1) | (2) | d, with
some c
(3) | (4) | Mainly d with
some c and e
(5) | (6) | d and e, pri-
marily based on
group-set goals
(7) | (8) |
| 5. Where is responsibility felt for achieving;
a) academic excellence,
b) fiscal stability | Mostly at top
administration
(1) | (2) | Top and middle
administration
(3) | (4) | Fairly widespread
(faculty and
administration)
(5) | (6) | At all levels
(administration,
faculty,
staff, students)
(7) | (8) |

COMMUNICATION

- | | | | | | | | | |
|--|----------------------|-----|-----------------------------|-----|-----------------------|-----|------------------------------|-----|
| 7. What is the usual direction of information flow between administration and faculty? | Downward
(1) | (2) | Mostly downward
(3) | (4) | Down and up
(5) | (6) | Down, up and sideways
(7) | (8) |
| 8. How is downward communication accepted? (administration to faculty) | With distrust
(1) | (2) | Often with suspicion
(3) | (4) | Often accepted
(5) | (6) | Fully accepted
(7) | (8) |

9. How accurate is upward communication? (faculty to administration)	Usually inaccurate ① ②	Occasionally inaccurate ③ ④	Often accurate ⑤ ⑥	Almost always accurate ⑦ ⑧
10. How well do senior administrators know the problems faced by faculty?	Not well ① ②	Somewhat ③ ④	Quite well ⑤ ⑥	Very well ⑦ ⑧
DECISIONS				
11. At what level are decisions made?	Mostly at top administration ① ②	Policy at top, some delegation ③ ④	General policy at top, more delegation ⑤ ⑥	Widespread decision making, well-coordinated (faculty and administration) ⑦ ⑧
12. How often are faculty members involved in decisions related to their work?	Almost never ① ②	Occasionally consulted ③ ④	Generally consulted ⑤ ⑥	Fully involved ⑦ ⑧
GOALS				
13. How is goal setting usually done?	Administration directives ① ②	Directives, some comments invited from faculty ③ ④	After discussion with faculty, by administration directives ⑤ ⑥	Generally by group discussion ⑦ ⑧
14. How much do faculty members strive to achieve the college's goals?	Very little ① ②	Some ③ ④	Quite a bit ⑤ ⑥	A very great deal ⑦ ⑧
CONTROL				
15. How concentrated are review and control functions?	Very highly at top administration ① ②	Quite highly at top administration ③ ④	Moderate delegation to lower levels ⑤ ⑥	Widely shared ⑦ ⑧
16. What are faculty evaluations and other control data used for?	Refusing Salary, Tenure Promotion ① ②	Granting and refusing STP ③ ④	Granting STP, some self-guidance ⑤ ⑥	Granting STP, group guidance, problem solving ⑦ ⑧



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SELECTED ITEMS: PROFILE OF A COLLEGE OR UNIVERSITY (Form 1) GOVERNING BOARDS

17. In your college or university, how are conflicts between academic units usually resolved?	Usually ignored ① ②	Appealed but not resolved ③ ④	Resolved by senior administrators ⑤ ⑥	Resolved by all those affected ⑦ ⑧
18. How much interaction is there between the chairperson of the board and the president?	Very little ① ②	Some ③ ④	Quite a bit ⑤ ⑥	A very great deal ⑦ ⑧
19. How often do the chairperson of the board and the president share ideas?	Rarely ① ②	Sometimes ③ ④	Often ⑤ ⑥	Very often ⑦ ⑧

20. How competent is the board as a whole:
- | | Not competent | | Somewhat competent | | Quite competent | | Very competent | |
|------------------------------|---------------|---|--------------------|---|-----------------|---|----------------|---|
| a) as a policy making body, | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| b) in the field of education | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
21. To what extent do you feel responsible for seeing that the following are achieved in your college or university:
- | | Very little | | Some | | Considerable | | Very great | |
|----------------------------|-------------|---|------|---|--------------|---|------------|---|
| a) educational excellence, | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
| b) fiscal stability | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
22. To what extent is the communication candid and open between the chairperson of the board and the president?
- | | Very little | | Some | | Considerable | | Very great | |
|--|-------------|---|------|---|--------------|---|------------|---|
| | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
23. How satisfying is your work with the college?
- | | Not satisfying | | Somewhat satisfying | | Quite satisfying | | Very satisfying | |
|--|----------------|---|---------------------|---|------------------|---|-----------------|---|
| | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |



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- A. To what extent are formal management systems being utilized in your college? (Example: Management by Objectives; MBO)
- | | Very little | | Some | | Considerable | | A very great deal | |
|--|-------------|---|------|---|--------------|---|-------------------|---|
| | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
- B. How well are the goals and objectives for your college defined?
- | | Not at all | | Limitedly | | Fairly well | | Clearly and saliently | |
|--|------------|---|-----------|---|-------------|---|-----------------------|---|
| | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ |
- C. (Optional):
In your view, what are the two or three major challenges that face the leadership of your college in the next five years? (Use reverse side.) Are these challenges applicable to liberal arts colleges in general? Yes _____ No _____
- D. Would you be willing to participate in an expanded phase of research suggested by the results of this study?
Yes _____ No _____

E. Demographic information:

SEX: Male _____ Female _____

AGE: 20-30 _____ 30-40 _____ 40-50 _____ 50-60 _____ over 60 _____

HIGHEST EARNED DEGREE: _____ In what area? _____

PRESIDENT: Years in present position _____ Total years in higher education: administration _____ teaching _____
Number of presidencies held _____

BOARD CHAIRPERSON: Years as chairperson _____ Total years on the board _____
Occupation _____

APPENDIX C

LETTER OF PERMISSION TO USE SURVEY INSTRUMENT

860 Mokuia Drive
Kailua, Hawaii 96734
May 4, 1977

Dean L. S. Lewan
295 North Orange
Orange, California 92666

Dear Dean Lewan:

Many thanks for your letter. Mrs. Likert and I appreciate seeing the items that you plan to use in the reworded form. We believe, as you do, that your questionnaire will yield the data you seek for your dissertation and provide results of broad interest to college administrators and boards.

We are pleased to give you permission to reproduce the 500 copies that you require.

We look forward with interest to seeing your data and your final dissertation. We shall be glad to have you phone us any time that we can be of help.

Best wishes,

A handwritten signature in cursive script that reads "Rensis Likert".

Rensis Likert

P.S. Enclosed is a copy of a letter from Vavreck that may be of interest to you.

APPENDIX D

DR. LIKERT'S ACKNOWLEDGMENT OF
MODIFIED INSTRUMENT

RLA

RENSIS LIKERT ASSOCIATES, INC.

860 Mokuia Dr.
Kailua, HI 96734
May 22, 1977

Dear Alan Luman

Many thanks for sending
me a copy of your modified Form S.
I am glad you are obtaining a favorable
response and that the questionnaires
are being returned to you.

You should have some
very interesting and important results
for your dissertation.

We shall leave here for
Ann Arbor on June 7 and will return
to Hawaii about the end of October.

My Ann Arbor office
address is shown here. My home address
is 7778 Bato Lake Drive, Dexter, Mich. 48130.
Phone # is (313) 426 4012

Best wishes to you

Cordially,

Ren Likert

630 City Center Building
Ann Arbor, Michigan 48108
Telephone (313) 769-1980
Offices in Honolulu and Chicago

APPENDIX E

VALIDATION OF FINAL SURVEY INSTRUMENT

UNIVERSITY OF REDLANDS
REDLANDS • CALIFORNIA

Office of the President

April 25, 1977

Dean Lloyd Lewan
Professor of Education
Chapman College
333 N. Glassell Street
Orange, CA 92666

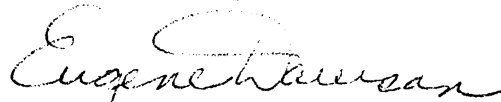
Dear Mr. Lewan:

I have reviewed your instrument and believe you are very clear. You keep it simple and relatively brief, and busy people in answering questionnaires are certainly grateful for that.

Our faculty and staff participated in what I recall to be a similar study a few years ago conducted by a Methodist minister working on his doctorate degree.

Best wishes to you.

Sincerely,

A handwritten signature in cursive script, reading "Eugene E. Dawson".

Eugene E. Dawson
President

EED/bt



April 26, 1977

Dean Lloyd Lewan
Assistant Professor
Educational Administration
Chapman College
333 North Glassell Street
Orange, California 92666

Dear Lloyd:

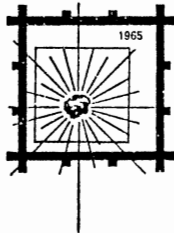
I have looked over the "Profile of Organizational Characteristics" instrument and find all of the questions to be quite clear except for the first one. I would suggest that you clarify "by whom".

I have done a study which speaks to the same question and would be happy to share it with you if you would like.

Sincerely,

Paul E. Sago
President

AZUSA PACIFIC COLLEGE AZUSA, CALIFORNIA 91702 • (213) 969-3434
/drs

**GOLDEN WEST COLLEGE**

15744 GOLDEN WEST STREET • HUNTINGTON BEACH • CALIFORNIA 92647
(714) 892-7711

May 17, 1977

To Whom It May Concern:

Recently Mr. Lloyd Lewan asked me to review for him a preliminary draft of a "profile on organizational characteristics," which he may plan to use as a research instrument; apparently he has asked several observers to review the instrument to perceive the potential reliability and internal validity of its structure.

The instrument he has contrived is an adaptation of the standard Likert technique scaled as a continuum of alternative choices. A categorical range of questions which hopefully will measure characteristics are placed against the scale.

I have little concern for either the scale or the structured questions. Whether he will gain comparative insights on characteristic organizational styles and configurations will be a matter proven by the manner in which the instrument is administered.


R. Dudley Boyce
President

SERVING THE COAST COMMUNITY COLLEGE DISTRICT

CHAPMAN COLLEGE
ORANGE, CALIFORNIA

OFFICE OF
THE PRESIDENT

May 5, 1977

Mr. Lloyd S. Lewan
Assistant Professor of Education
Chapman College

Dear Lloyd:

I've examined your research instrument
and find the questions are clear and
concise.

I commend you on this undertaking and
would be most interested in the results.

Sincerely,

A handwritten signature in cursive script, reading "Davis T. Chamberlin". The signature is fluid and elegant, with a long, sweeping underline.

Davis T. Chamberlin
Acting President

DTC/cjf



May 5, 1977

Mr. Lloyd S. Lewan
Assistant Professor of Education
Chapman College
Orange, California 92666

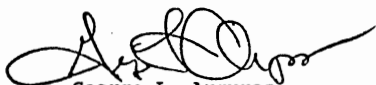
Dear Mr. Lewan:

I have reviewed your proposed survey questionnaire on management systems and find it very easy to answer accurately.

From my vantage point as Chairman of the Board of Trustees of a small, independent liberal arts college, I am pleased you are doing research in the area of management and the importance of sound management in the administration of private institutions.

Please send me a copy of the results as I am most interested.

Sincerely,



George L. Argyros
Chairman of the Board of Trustees

APPENDIX F

COVER LETTER FOR SURVEY INSTRUMENT
WITH CODED RETURN ENVELOPE



Oklahoma State University

COLLEGE OF EDUCATION

STILLWATER, OKLAHOMA 74074
GUNDERSSEN HALL
(405) 372-6211, EXT. 275

Jill K. Conway, President
Smith College
Northampton, Massachusetts 01060

Dear President Conway:

My research associate and I are presently engaged in a study of leadership in small, independent, liberal arts colleges and universities in the United States.

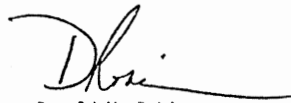
Our initial research is to investigate the management systems or styles found in the liberal arts colleges by asking select college presidents and chairpersons of boards of trustees to complete the enclosed data sheet independently of each other.

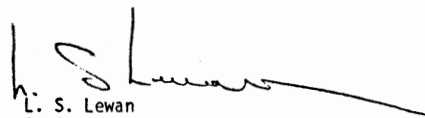
Your institution has been chosen to be included in this two hundred institution study. We hope you will take a few minutes from your busy schedule to give us your valuable input on the enclosed questionnaire, returning it to us as quickly as possible.

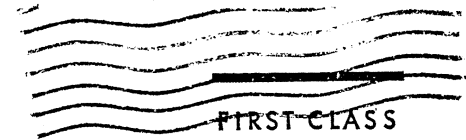
Your response, of course, will be confidential, and neither you nor your institution will be specifically identified in the reported results. However, the envelopes are coded to determine appropriate responding pairs.

A summary of this study will be provided to you upon completion of the research.

Your contribution is deeply appreciated.


Donald W. Robinson
Dean
College of Education
Oklahoma State University
Stillwater, Oklahoma 74074


L. S. Lewan
Assistant Professor
Educational Administration
Chapman College
Orange, California 92666



FIRST CLASS
Permit No. 140
Orange, Calif.

BUSINESS REPLY MAIL

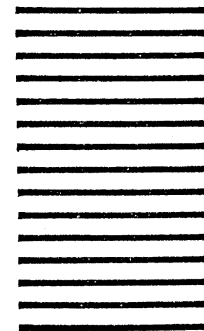
No postage stamp necessary if mailed in the United States

ATT:JAS

Postage will be paid by EDUCATION

**Chapman
College**

333 North Glassell Street
Orange, California 92666

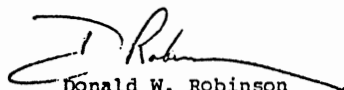


APPENDIX G

FOLLOW-UP POST CARD TO NON-RESPONDENTS

A few weeks ago, you should have received a research instrument from us relative to a study of leadership in small, independent, liberal arts colleges and universities in the United States. The instrument was titled "Profile of Organizational Characteristics."

Our response has been excellent, yet a few more surveys are needed to complete the study. We would appreciate very much your participation. Hopefully, the results of this study will be available in the Fall.



Donald W. Robinson
Dean
College of Education
Oklahoma State University
Stillwater, Oklahoma 74074



L. S. Lewan
Assistant Professor
Educational Administration
Chapman College
Orange, California 92666

APPENDIX H

FOLLOW-UP LETTER TO NON-RESPONDENTS



Oklahoma State University

COLLEGE OF EDUCATION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
405/372-6211, EXT. 275

As you will recall, my research associate and I are presently engaged in a study of leadership in small, independent liberal arts colleges and universities in the United States. The responses thus far have been excellent and a preliminary review indicates some valuable data will be forthcoming.

We have received the other response from your institution and would sincerely appreciate your taking a few minutes to complete the survey, thus permitting us to include your institution in the study. Please find enclosed an additional copy of the instrument for your convenience.

Again, let us assure you that neither you nor your institution will be identified in the reported results. We hope to have the findings of this study out early in the Fall. We realize how busy you are this time of year, and are pleased that you share our interest in liberal arts college leadership.

Most sincerely,

Donald W. Robinson
Dean
College of Education
Oklahoma State University
Stillwater, Oklahoma 74074

L. S. Lewan
Assistant Professor
Educational Administration
Chapman College
Orange, California 92666

APPENDIX I

COMPUTER CODING FORMS

CONGRUENCE IN MANAGEMENT STYLES AS PERCEIVED BY
THE PRESIDENTS AND CHAIRPERSONS OF THE BOARD
IN TYPE I AND TYPE II LIBERAL ARTS COLLEGES

COMPUTER CODING FORM

Computer Code Label	Computer Column Number	Data	Information Content and Codes
subno	1-3	___	Subject Number
admin	4	___	Administrator (Pres - 1; CofB - 2)
lec type	5	___	Liberal Arts College Type (I - 1; II - 2)
cardno	6	___	Computer card number
geoarea	7	___	Geographical Area
adsex	8	___	Sex of administrator (male - 1; female - 2)
adage	9	___	Age of administrator (20-30 - 1; 30-40 - 2; 40-50 - 3; 50-60 - 4; 60+ - 5)
adeds	10	___	Education of administrator (H.S. -1; H.S. - 2) (A.B. -3; B.S. - 4) (B.A. -5; M.A. - 6) (M.Bs.-7; Ed.d.-8) (Ph.d.-9; <u>other</u>)
adpos	11, 12	___	Years in Position (Pres. - # years president) (CofB - # years Chmn. of Board)
adyrs	13, 14	___	Years in relevant position (Pres. - # yrs. in administration higher ed) (CofB - # years on board)
	15	___	
LEADERSHIP			
leadq1	16	___	Confidence and trust in faculty by administrators
leadq2	17	___	Communication about work; faculty to admin.
leadq3	18	___	Faculty ideas sought
leadsum	19, 20	___	Summation of leadership questions

CONGRUENCE IN MANAGEMENT
Computer Coding Page 2

Computer Code Label	Computer Column Number	Data	Information Content and Codes
MOTIVATION			
motq4	21	___	Mode (1,2 = fear, threats, punishment, rewards 3,4 = rewards and some punishment 5,6 = mainly rewards, some punishment & inv. 7,8 = rewards & involvement - goals group set)
motq5a	22	___	Responsibility for academic excellence (1,2 = top administration 3,4 = middle and top administration 5,6 = widespread faculty & administration 7,8 = all levels, adm., fac., staff, students)
motq5b	23	___	Responsibility for fiscal stability (coded as in 5a)
motsum	24, 25	___	Summation of MOTIVATION questions
COMMUNICATION			
commq7	26	___	Direction of information flow (1,2 = downward; 3,4 = totally downward; 5,6 = down & up; 7,8 = down, up, sideways)
commq8	27	___	Acceptance of downward communication
commq9	28	___	Acceptance of upward communication
commq10	29	___	Familiarity of senior admin. with fac. probs.
commsum	30, 31	___	Summation of COMMUNICATION questions
DECISIONS			
decq11	32	___	Level of decisions
decq12	33	___	Faculty involvement in work related decisions
decsum	34, 35	___	Summation of DECISION questions
GOALS			
goalq13	36	___	Methods for goal setting
goalq14	37	___	Faculty striving for achievement of goals
goalsum	38, 39	___	Summation of GOALS questions

CONGRUENCE IN MANAGEMENT
Computer Coding Page 3

Computer Code Label	Computer Column Number	Data	Information Content and Codes
CONTROL			
contq15	40	___	Extent-concentrated review and control
contq16	41	___	Use of faculty evaluation and control data
contsum	42, 43	___ ___	Summation of CONTROL questions
COLLEGE AND UNIVERSITY PROFILE QUESTIONS			
colq17	44	___	Resolution of conflict between academic units
colq18	45	___	Interaction of chairperson and president
colq19	46	___	Sharing of ideas between chairperson & president
colq20a	47	___	Competency of board as policy making body
colq20b	48	___	Competency of board in field of education
colq21a	49	___	Responsibility felt for educational excellence
colq21b	50	___	Responsibility felt for fiscal stability
colq22	51	___	Extent of candid communication between P & CofB
colq23	52	___	Personal satisfaction with work at college
managqa	53	___	Extent of use of formal management styles
managqb	54	___	Clarity of goals and objects for college defined
managqc	55	___	
managqd	56	___	Participation in expanded phase of research (Yes = 1; No = 2)
totsty1	57, 58	___ ___	Number of questions in LEADERSHIP, MOTIVATION COMMUNICATION, DECISIONS, GOALS, CONTROL sections receiving a 1 or 2 rating (summation excluded)
totsty2	59, 60	___ ___	Number of questions in same sections receiving a 3 or 4 rating (summation excluded)

CONGRUENCE IN MANAGEMENT
Computer Coding Page 4

Computer Code Label	Computer Column Number	Data	Information Content and Codes
totsty3	61, 62	___	Number of questions in same sections receiving a 5 or 6 rating (summation excluded)
totsty4	63, 64	___	Number of questions in same sections receiving a 7 or 8 rating (summation excluded)
colsty1	65, 66	___	Number of questions in COLLEGE Section (col 44-56) receiving a 1 or 2 rating
colsty2	67, 68	___	Number of questions in COLLEGE Section receiving a 3 or 4 rating
colsty3	69, 70	___	Number of questions in COLLEGE Section receiving a 5 or 6 rating
colsty4	71, 72	___	Number of questions in COLLEGE Section receiving a 7 or 8 rating
adpreste	73, 74	___	Total yrs. pres. has been teacher higher educ.
adpresta	75, 76	___	Total yrs. pres. teacher and administrator

APPENDIX J

PARTICIPATING INSTITUTIONS

Private Liberal Arts Colleges

Alabama

Oakwood College

Arkansas

Philander Smith College

California

Harvey Mudd College
 Immaculate Heart College
 Los Angeles Baptist College
 Pacific Oaks College
 Pitzer College
 Pomona College

Colorado

Colorado College
 Regis College

Connecticut

Albertus Magnus College
 Annhurst College
 Connecticut College
 Trinity College
 Wesleyan University

District of Columbia

Trinity College

Florida

Bethune Cookman College

Georgia

Agnes Scott College
 Clark College
 Morris Brown College

Hawaii

Chaminade College of Honolulu

Illinois

Augustana College

Illinois (Continued)

Blackburn College
 Elmhurst College
 Knox College
 Lake Forest College
 Principia College
 Quincy College
 Wheaton College

Indiana

Earlham College
 Goshen College
 Hanover College
 Saint Joseph's College
 Saint Mary's College
 Taylor University
 Wabash College

Iowa

Briar Cliff College
 Cornell College
 Divine Word College
 Luther College
 University of Dubuque

Kansas

Baker University
 McPherson College

Kentucky

Asbury College
 Centre College of Kentucky
 Pikeville College
 Union College

Maine

Bowdoin College
 Colby College
 Ricker College
 Saint Joseph's College

Maryland

College of Notre Dame of Maryland
 Goucher College

Maryland (Continued)

Mount Saint Mary's College
 Saint John's College, Main Campus
 Washington College
 Western Maryland College

Massachusetts

Amherst College
 Regis College
 Stonehill College
 Wellesley College
 Wheelock College
 Williams College

Michigan

Adrian College
 Alma College
 Calvin College
 Madonna College
 Nazareth College

Minnesota

Bethel College and Seminary
 Concordia College at Moorhead
 Concordia College, St. Paul
 Gustavus Adolphus College
 Saint John's University

Mississippi

Mississippi Industrial College

Missouri

Fontbonne College
 Westminster College

Montana

Rocky Mountain College

Nebraska

College of Saint Mary
 Doane College

New Jersey

Centenary College for Women
 College of Saint Elizabeth

New York

Bard College
 Colgate University
 College of Mt. Saint Vincent
 Hartwick College
 Hobard and William Smith College
 Houghton College
 Le Moyne College
 Long Island University, Southampton
 Center
 Manhattanville College
 Nazareth College of Rochester
 Skidmore College
 Wells College

North Carolina

Davidson College
 High Point College
 Meredith College
 Saint Augustine's College

Ohio

Borromeo Seminary of Ohio
 College of Mount Saint Joseph-on-
 the-Ohio
 College of Wooster
 Denison University
 Hiram College
 Kenyon College
 Marietta College
 Oberlin College
 Ohio Wesleyan College
 Ursuline College

Oregon

Pacific University
 Reed College
 Western Baptist Bible College

Pennsylvania

Albright College
 Allegheny College
 Allentown College of Saint Francis
 de Sales
 Carlow College
 Cedar Crest College
 Chestnut Hill College
 Dickinson College
 Gettysburg College

Pennsylvania (Continued)

Haverford College
Immaculata College
Seton Hill College
Susquehanna University
Washington and Jefferson College
Waynesburg College
Westminster College
Wilson College

Rhode Island

Barrington College

South Carolina

Columbia College
Furman University

South Dakota

Huron College

Tennessee

Bethel College
Lincoln Memorial University

Texas

Bishop College

Vermont

Bennington College
Goddard College
Marlboro College
Middlebury College
Trinity College

Virginia

Hampden-Sydney College
Hollins College
Mary Baldwin College
Randolph-Macon Women's College
Sweet Briar College

Washington

Saint Martin's College
Whitman College

West Virginia

Alderson Broaddus College
Davis and Elkins College

Wisconsin

Carroll College
Lawrence University, Main Campus
Ripon College

Puerto Rico

College of Sacred Heart

APPENDIX K

CHI-SQUARE COMPARISONS OF RESPONSES OF
PRESIDENTS AND BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES
TYPES I AND II

VAR012																												
COUNT		I																										
ROW PCT		I		QUITE A											ROW													
COL PCT		I		BIT											VERY GRE		TOTAL											
TOT PCT		I		2		I		4		I		5		I		6		I		7		I		8		I		
VAR002		I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
	PRESIDENT	1	I	I	1	I	I	1	I	I	11	I	I	14	I	I	9	I	I	4	I	I						40
		I	I	2.5	I	I	2.5	I	I	27.5	I	I	35.0	I	I	22.5	I	I	10.0	I	I						50.0	
		I	I	100.0	I	I	100.0	I	I	57.9	I	I	50.0	I	I	36.0	I	I	66.7	I	I							
		I	I	1.2	I	I	1.2	I	I	13.7	I	I	17.5	I	I	11.2	I	I	5.0	I	I							
		I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I							
	CHOB	2	I	I	0	I	I	0	I	I	8	I	I	14	I	I	16	I	I	2	I	I					40	
		I	I	I	I	I	0	I	I	20.0	I	I	35.0	I	I	40.0	I	I	5.0	I	I					50.0		
		I	I	I	I	I	0	I	I	42.1	I	I	50.0	I	I	64.0	I	I	33.3	I	I							
		I	I	I	I	I	0	I	I	10.0	I	I	17.5	I	I	20.0	I	I	2.5	I	I							
		I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I							
	COLUMN TOTAL				1			1			19			28			25			6							80	
					1.2			1.2			23.8			35.0			31.3			7.5							100.0	
RAW CHI SQUARE = 5.10035 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .4038																												

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 1

HOW MUCH CONFIDENCE AND TRUST IS SHOWN IN THE FACULTY BY ADMINISTRATORS?

VAR012														
		COUNT	I				QUITE A				VERY GRE		ROW	
		ROW PCT	I				BIT				AT DEAL		TOTAL	
		COL PCT	I											
		TOT PCT	I		2 I		4 I		5 I		6 I		7 I 8 I	
VAR002			I		I		I		I		I		I	
	1	I	1	I	1	I	11	I	14	I	9	I	4	I
PRESIDENT		I	2.5	I	2.5	I	27.5	I	35.0	I	22.5	I	10.0	I
		I	100.0	I	100.0	I	57.9	I	50.0	I	36.0	I	66.7	I
		I	1.2	I	1.2	I	13.7	I	17.5	I	11.2	I	5.0	I
			I		I		I		I		I		I	
	2	I	0	I	0	I	8	I	14	I	16	I	2	I
CHOB		I	0	I	0	I	20.0	I	35.0	I	40.0	I	5.0	I
		I	0	I	0	I	42.1	I	50.0	I	64.0	I	33.3	I
		I	0	I	0	I	10.0	I	17.5	I	20.0	I	2.5	I
			I		I		I		I		I		I	
	COLUMN		1		1		19		28		25		6	
	TOTAL		1.2		1.2		23.8		35.0		31.3		7.5	
														80
														100.0
RAW CHI SQUARE = 5.10035 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .4038														

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 1

HOW MUCH CONFIDENCE AND TRUST IS SHOWN IN
THE FACULTY BY ADMINISTRATORS?

VAR013																
	COUNT	1														
	ROW PCT	ISOMEWHAT				QUITE FR			VERY FRE			ROW				
	COL PCT	FREE				EE			E			TOTAL				
	TOT PCT	1	3	1	4	1	5	1	6	1	7	1	8	1	9	1
VAR002		1	1	1	3	1	5	1	9	1	16	1	6	1	14	1
PRESIDENT		1	2.5	1	7.5	1	12.5	1	22.5	1	40.0	1	15.0	1	0	1
		1	50.0	1	50.0	1	38.5	1	37.5	1	59.3	1	66.7	1	0	1
		1	1.2	1	3.7	1	6.2	1	11.1	1	19.8	1	7.4	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
CHOB		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1	36.6	1	26.8	1	7.3	1	0	1
		1	50.0	1	50.0	1	61.5	1	62.5	1	40.7	1	33.3	1	0	1
		1	1.2	1	3.7	1	9.9	1	18.5	1	13.6	1	3.7	1	0	1
		1	1	1	3	1	8	1	15	1	11	1	3	1	0	1
		1	2.4	1	7.3	1	19.5	1								

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 2

HOW FREE DO FACULTY FEEL TO TALK TO
ADMINISTRATORS ABOUT THEIR WORK?

VAR013														
COUNT		I		ISOMEWHAT		QUITE FRE		VERY FRE		ROW				
ROW	PCT	PCT	I	I	I	I	I	I	I	TOTAL				
COL	PCT	FREE		EE		E								
TOT	PCT	I	3	I	4	I	5	I	6	I	7	I	8	I
VAR002														
-----I														

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS
LIBERAL ARTS COLLEGE TYPE II

QUESTION 2

HOW FREE DO FACULTY FEEL TO TALK TO
ADMINISTRATORS ABOUT THEIR WORK?

		VAR014										ROW TOTAL			
		COUNT													
		ROW PCT													
		COL PCT													
		TOT PCT	4	5	6	7	8	9							
VAR002															
PRESIDENT	1	I	0	I	4	I	12	I	15	I	9	I	14	I	40
		I	0	I	10.0	I	30.0	I	37.5	I	22.5	I	0	I	49.4
		I	0	I	36.4	I	52.2	I	57.7	I	64.3	I	0	I	
		I	0	I	4.9	I	14.8	I	18.5	I	11.1	I	0	I	
		I													
CHOB	2	I	7	I	7	I	11	I	11	I	5	I	04	I	41
		I	17.1	I	17.1	I	26.8	I	26.8	I	12.2	I	0	I	50.6
		I	100.0	I	63.6	I	47.8	I	42.3	I	35.7	I	0	I	
		I	8.6	I	8.6	I	13.6	I	13.6	I	6.2	I	0	I	
		I													
COLUMN TOTAL			7		11		23		26		14		14		81
			8.6		13.6		28.4		32.1		17.3		0		100.0
RAW CHI SQUARE =			9.60902 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = .0476												

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 3

HOW OFTEN ARE FACULTY MEMBERS' IDEAS SOUGHT
AND USED CONSTRUCTIVELY?

VAR014														
	COUNT	I	ISOMETIME		OFTEN		VERY OFT		EN		ROW TOTAL			
	ROW PCT	COL PCT	IS											
	TOT PCT	I	3	I	4	I	5	I	6	I	7	I	8	I
VAR002		I	I		I		I		I		I		I	
	1	I	0	I	3	I	8	I	13	I	10	I	6	I
PRESIDENT		I	0	I	7.5	I	20.0	I	32.5	I	25.0	I	15.0	I
		I	0	I	33.3	I	53.3	I	59.1	I	38.5	I	85.7	I
		I	0	I	3.7	I	10.0	I	16.2	I	12.5	I	7.5	I
		I	I		I		I		I		I		I	
	2	I	1	I	6	I	7	I	9	I	16	I	1	I
CHOB		I	2.5	I	15.0	I	17.5	I	22.5	I	40.0	I	2.5	I
		I	100.0	I	66.7	I	46.7	I	40.9	I	61.5	I	14.3	I
		I	1.2	I	7.5	I	8.8	I	11.2	I	20.0	I	1.2	I
		I	I		I		I		I		I		I	
	COLUMN		1		9		15		22		26		7	
	TOTAL		1.2		11.2		18.8		27.5		32.5		8.8	
RAW CHI SQUARE = 7.74998 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .1706														

VAR016															
COUNT		MAINLY D				D AND E				ROW TOTAL					
ROW PCT	COL PCT	WITH C													
TOT PCT	TOT PCT	2	5	6	7	8	9								
		I	I	I	I	I	I	I							
AR002		I	I	I	I	I	I	I							
	1	I	0	I	1	I	10	I	21	I	8	I	14	I	40
PRESIDENT		I	0	I	2.5	I	25.0	I	52.5	I	20.0	I	0	I	49.4
		I	0	I	20.0	I	76.9	I	42.0	I	66.7	I	0	I	
		I	0	I	1.2	I	12.3	I	25.9	I	9.9	I	0	I	
		I	I	I	I	I	I	I	I	I	I	I	I	I	
	2	I	1	I	4	I	3	I	29	I	4	I	04	I	41
CHOB		I	2.4	I	9.8	I	7.3	I	70.7	I	9.8	I	0	I	50.6
		I	100.0	I	80.0	I	23.1	I	58.0	I	33.3	I	0	I	
		I	1.2	I	4.9	I	3.7	I	35.8	I	4.9	I	0	I	
		I	I	I	I	I	I	I	I	I	I	I	I	I	
COLUMN TOTAL			1		5		13		50		12		14		81
			1.2		6.2		16.0		61.7		14.8		0		100.0
X ² CHI SQUARE = 9.17162 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = .0570															

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 4

IS PREDOMINANT USE MADE OF: A) FEAR,
B) THREATS, C) PUNISHMENT, D) REWARDS,
E) INVOLVEMENT?

157

VAR017													
COUNT		I		IFAC AND		ALL LEVE		LS		ROW		TOTAL	
ROW	PCT	COL	PCT	IADMIN									
TOT	PCT	I	5	I	6	I	7	I	8	I	9	I	

102		1	5	14	12	9	14	40					
RESIDENT		I	12.5	I	35.0	I	30.0	I	22.5	I	0	I	49.4
		I	50.0	I	56.0	I	48.0	I	42.9	I	0	I	
		I	6.2	I	17.3	I	14.8	I	11.1	I	0	I	

		2	5	11	13	12	04	41					
108		I	12.2	I	26.8	I	31.7	I	29.3	I	0	I	50.6
		I	50.0	I	44.0	I	52.0	I	57.1	I	0	I	
		I	6.2	I	13.6	I	16.0	I	14.8	I	0	I	

COLUMN		10	25	25	21	14	81						
TOTAL		12.3	30.9	30.9	25.9	0	100.0						

CHI SQUARE = .81635 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = .8456													

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 5 A

WHERE IS RESPONSIBILITY FELT FOR
ACHIEVING ACADEMIC EXCELLENCE?

VAR017															
VAR002	COUNT	I	I		FAC AND		ALL LEVE		ROW TOTAL						
	ROW PCT	ITOP AND	I		ADMIN		LS								
	COL PCT	IMID ADMI	I		I		I								
	TOT PCT	I	3	I	4	I	5	I		6	I	7	I	8	I
PRESIDENT	1	I	2	I	2	I	11	I	9	I	12	I	4	I	40
		I	5.0	I	5.0	I	27.5	I	22.5	I	30.0	I	10.0	I	50.0
		I	100.0	I	66.7	I	57.9	I	36.0	I	52.2	I	50.0	I	
		I	2.5	I	2.5	I	13.7	I	11.2	I	15.0	I	5.0	I	
CHOB	2	I	0	I	1	I	8	I	16	I	11	I	4	I	40
		I	0	I	2.5	I	20.0	I	40.0	I	27.5	I	10.0	I	50.0
		I	0	I	33.3	I	42.1	I	64.0	I	47.8	I	50.0	I	
		I	0	I	1.2	I	10.0	I	20.0	I	13.7	I	5.0	I	
COLUMN TOTAL			2		3		19		25		23		8		80
TOTAL			2.5		3.7		23.8		31.3		28.8		10.0		100.0
RAW CHI SQUARE = 4.81090 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .4394															

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 5 A

WHERE IS RESPONSIBILITY FELT FOR
ACHIEVING ACADEMIC EXCELLENCE?

VAR018													
COUNT	ROW PCT	COL PCT	TOT PCT	1	2	3	4	5	6	7	8	9	ROW TOTAL
1	2	3	4	5	6	7	8	9	10	11	12	13	14
R002	1	2	3	4	5	6	7	8	9	10	11	12	13
PRESIDENT	1	2	3	4	5	6	7	8	9	10	11	12	13
	5.0	20.0	10.0	7.5	25.0	22.5	7.5	2.5	0	0	0	0	40
	50.0	47.1	66.7	42.9	55.6	56.3	33.3	25.0	0	0	0	0	49.4
	2.5	9.9	4.9	3.7	12.3	11.1	3.7	1.2	0	0	0	0	
CH08	2	3	4	5	6	7	8	9	10	11	12	13	14
	4.9	22.0	4.9	9.8	19.5	17.1	14.6	7.3	0	0	0	0	41
	50.0	52.9	33.3	57.1	44.4	43.8	66.7	75.0	0	0	0	0	50.6
	2.5	11.1	2.5	4.9	9.9	8.6	7.4	3.7	0	0	0	0	
COLUMN TOTAL	4	17	6	7	18	16	9	4	14	0	0	0	81
	4.9	21.0	7.4	8.6	22.2	19.8	11.1	4.9	0	0	0	0	100.0

W CHI SQUARE = 3.32873 WITH 7 DEGREES OF FREEDOM. SIGNIFICANCE = .8530

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS
LIBERAL ARTS COLLEGE TYPE I

QUESTION 5 B

WHERE IS RESPONSIBILITY FELT FOR
ACHIEVING FISCAL STABILITY?

VAR018																		
COUNT		I		TOP ADMI		TOP AND MID ADMI		FAC AND ADMIN		ALL LEVE		LS		ROW TOTAL				
ROW PCT	COL PCT	IN	1	I	2	I	3	I	4	I	5	I	6	I	7	I	8	I
TOT PCT																		
VAR002		I	1	I	2	I	3	I	4	I	5	I	6	I	7	I	8	I
	1	I	2	I	7	I	7	I	5	I	10	I	2	I	4	I	3	I
PRESIDENT		I	5.0	I	17.5	I	17.5	I	12.5	I	25.0	I	5.0	I	10.0	I	7.5	I
		I	50.0	I	53.8	I	58.3	I	45.5	I	71.4	I	18.2	I	36.4	I	75.0	I
		I	2.5	I	8.8	I	8.8	I	6.3	I	12.5	I	2.5	I	5.0	I	3.7	I
		I		I		I		I		I		I		I		I		I
	2	I	2	I	6	I	5	I	6	I	4	I	9	I	7	I	1	I
CHOB		I	5.0	I	15.0	I	12.5	I	15.0	I	10.0	I	22.5	I	17.5	I	2.5	I
		I	50.0	I	46.2	I	41.7	I	54.5	I	28.6	I	31.8	I	63.6	I	25.0	I
		I	2.5	I	7.5	I	6.3	I	7.5	I	5.0	I	11.2	I	8.8	I	1.2	I
		I		I		I		I		I		I		I		I		I
COLUMN TOTAL			4		13		12		11		14		11		11		4	
			5.0		16.2		15.0		13.7		17.5		13.7		13.7		5.0	
RAW CHI SQUARE = 9.34532 WITH 7 DEGREES OF FREEDOM. SIGNIFICANCE = .2288																		

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 5 B

WHERE IS RESPONSIBILITY FELT FOR
ACHIEVING FISCAL STABILITY?

VAR020																	
	COUNT ROW PCT COL RCT TOT PCT	I	MOSTLY D DOWNWARD			DOWN AND UP			DOWN UP SIDEWAYS				ROW TOTAL				
			3	I	4	I	5	I	6	I	7	I		8	I	9	I
VAR002			I		I	I		I		I		I		I		I	
PRESIDENT	1	I	1	I	4	I	7	I	13	I	12	I	3	I	14	I	40
		I	2.5	I	10.0	I	17.5	I	32.5	I	30.0	I	7.5	I	0	I	49.4
		I	33.3	I	80.0	I	38.9	I	59.1	I	48.0	I	37.5	I	0	I	
		I	1.2	I	4.9	I	8.6	I	16.0	I	14.8	I	3.7	I	0	I	
CHOB	2	I	2	I	1	I	11	I	9	I	13	I	5	I	04	I	41
		I	4.9	I	2.4	I	26.8	I	22.0	I	31.7	I	12.2	I	0	I	50.6
		I	66.7	I	20.0	I	61.1	I	40.9	I	52.0	I	62.5	I	0	I	
		I	2.5	I	1.2	I	13.6	I	11.1	I	16.0	I	6.2	I	0	I	
COLUMN TOTAL			3		5		18		22		25		8		14		81
			3.7		6.2		22.2		27.2		30.9		9.9		0		100.0
RAW CHI SQUARE = 4.27780 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .5102																	

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 7

WHAT IS THE USUAL DIRECTION OF INFORMATION
FLOW BETWEEN ADMINISTRATION AND FACULTY?

VAR020															
VAR002	COUNT	I	DOWNWARD				DOWN AND UP				DOWN UP SIDEWAYS				ROW TOTAL
	ROW PCT	I													
	COL PCT	I													
	TOT PCT	I	1	I	4	I	5	I	6	I	7	I	8	I	
PRESIDENT	1	I	1	I	4	I	6	I	11	I	15	I	3	I	40
		I	2.5	I	10.0	I	15.0	I	27.5	I	37.5	I	7.5	I	50.0
		I	100.0	I	66.7	I	30.0	I	55.0	I	51.7	I	75.0	I	
		I	1.2	I	5.0	I	7.5	I	13.7	I	18.8	I	3.7	I	
		I		I		I		I		I		I		I	
CHOB	2	I	0	I	2	I	14	I	9	I	14	I	1	I	40
		I	0	I	5.0	I	35.0	I	22.5	I	35.0	I	2.5	I	50.0
		I	0	I	33.3	I	70.0	I	45.0	I	48.3	I	25.0	I	
		I	0	I	2.5	I	17.5	I	11.2	I	17.5	I	1.2	I	
		I		I		I		I		I		I		I	
COLUMN TOTAL			1		6		20		20		29		4		80
			1.2		7.5		25.0		25.0		36.2		5.0		100.0
RAW CHI SQUARE = 6.10115 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .2965															

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 7

WHAT IS THE USUAL DIRECTION OF INFORMATION
FLOW BETWEEN ADMINISTRATION AND FACULTY?

VAR021																										
COUNT	I	SUSPICIO						OFTEN AC				FULLY AC				ROW										
ROW PCT	I	N						CEPTED				CEPTED				TOTAL										
COL PCT	I																									
TOT PCT	I	2	I	3	I	4	I	5	I	6	I	7	I	8	I	9	I									
AR002	I	-----I-----																								
PRESIDENT	1	I	0	I	1	I	5	I	12	I	12	I	9	I	1	I	1M	I	40							
	I	0	I	2.5	I	12.5	I	30.0	I	30.0	I	22.5	I	2.5	I	0	I	49.4								
	I	0	I	50.0	I	62.5	I	46.2	I	46.2	I	60.0	I	33.3	I	0	I									
	I	0	I	1.2	I	6.2	I	14.8	I	14.8	I	11.1	I	1.2	I	0	I									
	2	I	-----I-----																							
CHOB	I	1	I	1	I	3	I	14	I	14	I	6	I	2	I	0M	I	41								
	I	2.4	I	2.4	I	7.3	I	34.1	I	34.1	I	14.6	I	4.9	I	0	I	50.6								
	I	100.0	I	50.0	I	37.5	I	53.8	I	53.8	I	40.0	I	66.7	I	0	I									
	I	1.2	I	1.2	I	3.7	I	17.3	I	17.3	I	7.4	I	2.5	I	0	I									
	I	-----I-----																								
COLUMN	1	2						8				26				15				3	1M	81				
TOTAL	1.2	2.5						9.9				32.1				32.1				18.5				3.7	0	100.0
KAM CHI SQUARE = 2.72910 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .8420																										

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS
LIBERAL ARTS COLLEGE TYPE I

QUESTION 8

HOW IS DOWNWARD COMMUNICATION ACCEPTED?
(ADMINISTRATION TO FACULTY)

VAR021																																	
COUNT		I		SUSPICIO				OFTEN AC				FULLY AC				ROW																	
ROW PCT		I		N				CEPTED				CEPTED				TOTAL																	
COL PCT		I																															
TOT PCT		I		2	I	3	I	4	I	5	I	6	I	7	I	8	I																
VAR002		I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I																
PRESIDENT	1	I	I	1	I	3	I	2	I	16	I	15	I	3	I	0	I																
		I	I	2.5	I	7.5	I	5.0	I	40.0	I	37.5	I	7.5	I	0	I																
		I	I	100.0	I	75.0	I	22.2	I	51.6	I	57.7	I	37.5	I	0	I																
		I	I	1.2	I	3.7	I	2.5	I	20.0	I	18.8	I	3.7	I	0	I																
CHOB	2	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I																
		I	I	0	I	1	I	7	I	15	I	11	I	5	I	1	I																
		I	I	0	I	2.5	I	17.5	I	37.5	I	27.5	I	12.5	I	2.5	I																
		I	I	0	I	25.0	I	77.8	I	48.4	I	42.3	I	62.5	I	100.0	I																
		I	I	0	I	1.2	I	8.8	I	18.8	I	13.7	I	6.3	I	1.2	I																
		I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I																
COLUMN				1			4			9			31			26																	
TOTAL				1.2			5.0			11.2			38.7			32.5																	
																8																	
																1																	
																	80																
																	100.0																
RAW CHI SQUARE =		6.92542 WITH															6 DEGREES OF FREEDOM. SIGNIFICANCE =															.3278	

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 8

HOW IS DOWNWARD COMMUNICATION ACCEPTED?
(ADMINISTRATION TO FACULTY)

VAR022															
COUNT		OFTEN IN		ALMOST A		LWAYS IN		ROW							
ROW PCT	I	ACCURATE	I		I		I		I	TOTAL					
COL PCT	I		I		I		I		I						
TOT PCT	I	4	I	5	I	6	I	7	I	8	I	9	I		
VAR002															
PRESIDENT	1	I	1	I	13	I	17	I	8	I	1	I	14	I	40
		I	2.5	I	32.5	I	42.5	I	20.0	I	2.5	I	0	I	49.4
		I	16.7	I	56.5	I	53.1	I	42.1	I	100.0	I	0	I	
		I	1.2	I	16.0	I	21.0	I	9.9	I	1.2	I	0	I	
CHOB	2	I	5	I	10	I	15	I	11	I	0	I	04	I	41
		I	12.2	I	24.4	I	36.6	I	26.8	I	0	I	0	I	50.6
		I	83.3	I	43.5	I	46.9	I	57.9	I	0	I	0	I	
		I	6.2	I	12.3	I	16.5	I	13.6	I	0	I	0	I	
COLUMN		6		23		32		19		1		14		81	
TOTAL		7.4		28.4		39.5		23.5		1.2		0		100.0	
RAW CHI SQUARE = 4.64502 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = .3257															

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 9

HOW ACCURATE IS UPWARD COMMUNICATION?
(FACULTY TO ADMINISTRATION)

VAR022									
COUNT	1	2	3	4	5	6	7		
ROW PCT	1	1	1	1	1	1	1		
COL PCT	1	1	1	1	1	1	1		
TOT PCT	1	2	3	4	5	6	7		ROW TOTAL
VAR002	1	1	1	1	1	1	1	1	
PRESIDENT	1	1	1	1	1	1	1	1	40
	1	2.5	2.5	10.0	30.0	35.0	20.0	50.0	
	1	33.3	100.0	50.0	48.0	60.9	40.0		
	1	1.2	1.2	5.0	15.0	17.5	10.0		
CHOB	2	1	0	4	13	9	12	40	
	1	5.0	0	10.0	32.5	22.5	30.0	50.0	
	1	66.7	0	50.0	52.0	39.1	60.0		
	1	2.5	0	5.0	16.2	11.2	15.0		
COLUMN TOTAL	3	3.7	1.2	10.0	31.3	28.8	25.0	80	100.0
RAW CHI SQUARE = 3.26029 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .6599									

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 9

HOW ACCURATE IS UPWARD COMMUNICATION?
(FACULTY TO ADMINISTRATION)

		VAR023										ROW TOTAL	
		COUNT											
		ROW PCT											
		COL PCT											
		TOT PCT											
			4	5	6	7	8	9					
								</					

VAR023														
	COUNT	I	ISOMEWHAT		QUITE WELL				VERY WELL				ROW	
	ROW PCT	I											TOTAL	
	COL PCT	I												
	TOT PCT	I	3	I	4	I	5	I	6	I	7	I	8	I
VAR002			-----I											

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 10

HOW WELL DO SENIOR ADMINISTRATORS KNOW THE
PROBLEMS FACED BY FACULTY?

VAR025																	
VAR002	COUNT	I	TOP SOME				TOP MORE				WIDESPREAD	ROW TOTAL					
	ROW PCT	I	DELGAT		DELGAT		AD										
	COL PCT	I	3	I	4	I	5	I	6	I	7		I	8	I	9	I
	TOT PCT	I															
PRESIDENT	1	I	2	I	3	I	6	I	12	I	15	I	2	I	1M	I	40
		I	5.0	I	7.5	I	15.0	I	30.0	I	37.5	I	5.0	I	0	I	49.4
		I	50.0	I	37.5	I	54.5	I	60.0	I	45.5	I	40.0	I	0	I	
		I	2.5	I	3.7	I	7.4	I	14.8	I	18.5	I	2.5	I	0	I	
		I															
CHOB	2	I	2	I	5	I	5	I	8	I	18	I	3	I	0M	I	41
		I	4.9	I	12.2	I	12.2	I	19.5	I	43.9	I	7.3	I	0	I	50.6
		I	50.0	I	62.5	I	45.5	I	40.0	I	54.5	I	60.0	I	0	I	
		I	2.5	I	6.2	I	6.2	I	9.9	I	22.2	I	3.7	I	0	I	
		I															
COLUMN TOTAL			4		8		11		20		33		5		1M		81
			4.9		9.9		13.6		24.7		40.7		6.2		0		100.0
RAW CHI SQUARE = 1.85157 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .8693																	

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 11

AT WHAT LEVEL ARE DECISIONS MADE?

VAR025											
	COUNT	TOP SOME				TOP MORE				WIDESPREAD	ROW
	ROW PCT	DELGAT				DELGAT				AD	TOTAL
	COL PCT										
	TOT PCT	2	3	4	5	6	7	8			
VAR002											
	1	1	2	4	8	11	13	1			40
PRESIDENT		2.5	5.0	10.0	20.0	27.5	32.5	2.5			50.0
		50.0	40.0	44.4	53.3	57.9	44.8	100.0			
		1.2	2.5	5.0	10.0	13.7	16.2	1.2			
	2	1	3	5	7	8	16	0			40
CHOB		2.5	7.5	12.5	17.5	20.0	40.0	0			50.0
		50.0	60.0	55.6	46.7	42.1	55.2	0			
		1.2	3.7	6.3	8.8	10.0	20.0	0			
	COLUMN	2	5	9	15	19	29	1			80
	TOTAL	2.5	6.3	11.2	18.8	23.8	36.2	1.2			100.0
RAW CHI SQUARE =		2.16181 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .9042									

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 11

AT WHAT LEVEL ARE DECISIONS MADE?

VAR026																
		COUNT	I													
		ROW PCT	I													
		COL PCT	I													
		TOT PCT	I	4	I	5	I	6	I	7	I	8	I	9	I	ROW TOTAL
VAR002			I	I			I			I			I			I
PRESIDENT	1	I	0	I	1	I	9	I	20	I	10	I	14	I	40	
		I	0	I	2.5	I	22.5	I	50.0	I	25.0	I	0	I	49.4	
		I	0	I	14.3	I	42.9	I	58.8	I	55.6	I	0	I		
		I	0	I	1.2	I	11.1	I	24.7	I	12.3	I	0	I		
CHOB	2	I	1	I	6	I	12	I	14	I	8	I	04	I	41	
		I	2.4	I	14.6	I	29.3	I	34.1	I	19.5	I	0	I	50.6	
		I	100.0	I	85.7	I	57.1	I	41.2	I	44.4	I	0	I		
		I	1.2	I	7.4	I	14.8	I	17.3	I	9.9	I	0	I		
			I	I			I			I			I			I
COLUMN TOTAL			1		7		21		34		18		14		81	
		TOTAL	1.2		8.6		25.9		42.0		22.2		0		100.0	
RAW CHI SQUARE = 6.26966 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = .1799																

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 12

HOW OFTEN ARE FACULTY MEMBERS INVOLVED IN
DECISIONS RELATED TO THEIR WORK?

VAR028													
COUNT	ROW	COL	TOT	DIRCT	CM	DISCUSS	WITH	FAC	GROUP	DI	SCUSSION	ROW	TOTAL
ROW PCT	PCT	PCT	PCT	MT	FRM	WITH	FAC	WITH	FAC	DI	SCUSSION	TOTAL	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
VAR002	1	0	0	2	4	13	18	3	1M			40	
PRESIDENT	0	0	5.0	10.0	32.5	45.0	7.5	0				49.4	
	0	0	33.3	50.0	46.4	56.3	60.0	0					
	0	0	2.5	4.9	16.0	22.2	3.7	0					
	1	1	4	4	15	14	2	0M				41	
CHOB	2.4	2.4	9.8	9.8	36.6	34.1	4.9	0				50.6	
	100.0	100.0	66.7	50.0	53.6	43.8	40.0	0					
	1.2	1.2	4.9	4.9	18.5	17.3	2.5	0					
COLUMN	1	1	6	8	28	32	5	1M				81	
TOTAL	1.2	1.2	7.4	9.9	34.6	39.5	6.2	0				100.0	
RAW CHI SQUARE = 3.49771 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .7443													

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 13

HOW IS GOAL SETTING USUALLY DONE?

VAR028																	
VAR002	COUNT	I	DISCUSS			GROUP DI			ROW								
	ROW PCT	IDIRCT CM	WITH FAC			SCUSSION				TOTAL							
	COL PCT	INT FRM F															
	TOT PCT	I	3	I	4	I	5	I		6	I	7	I	8	I	9	I
PRESIDENT	1	I	0	I	2	I	11	I	8	I	13	I	5	I	14	I	39
		I	0	I	5.1	I	28.2	I	20.5	I	33.3	I	12.8	I	0	I	49.4
		I	0	I	40.0	I	52.4	I	38.1	I	54.2	I	71.4	I	0	I	
		I	0	I	2.5	I	13.9	I	10.1	I	16.5	I	6.3	I	0	I	
CHOB	2	I	1	I	3	I	10	I	13	I	11	I	2	I	0	I	40
		I	2.5	I	7.5	I	25.0	I	32.5	I	27.5	I	5.0	I	0	I	50.6
		I	100.0	I	60.0	I	47.6	I	61.9	I	45.8	I	28.6	I	0	I	
		I	1.3	I	3.8	I	12.7	I	16.5	I	13.9	I	2.5	I	0	I	
COLUMN TOTAL		1		5		21		21		24		7		14		79	
		1.3		6.3		26.6		26.6		30.4		8.9		0		100.0	
RAW CHI SQUARE = 3.87844 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .5670																	

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 13

HOW IS GOAL SETTING USUALLY DONE?

VAR029											
COUNT		I		QUITE A		VERY GRE		ROW			
ROW PCT		I		BIT		AT DEAL		TOTAL			
COL PCT		I		I		I		I			
TOT PCT		I		I		I		I			
VAR002		I		I		I		I			
PRESIDENT		I		I		I		I			
1		I		I		I		I			
I		I		I		I		I			
I		I		I		I		I			
I		I		I		I		I			
I		I		I		I		I			
2		I		I		I		I			
I		I		I		I		I			
I		I		I		I		I			
I		I		I		I		I			
I		I		I		I		I			
CHOB		I		I		I		I			
I		I		I		I		I			
I		I		I		I		I			
I		I		I		I		I			
I		I		I		I		I			
COLUMN		I		I		I		I			
TOTAL		I		I		I		I			
3		I		I		I		I			
3.7		I		I		I		I			
15		I		I		I		I			
19		I		I		I		I			
34		I		I		I		I			
10		I		I		I		I			
14		I		I		I		I			
81		I		I		I		I			
100.0		I		I		I		I			
RAW CHI SQUARE = 4.34435 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = .3614											

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 14

HOW MUCH DO FACULTY MEMBERS STRIVE TO
ACHIEVE THE COLLEGE'S GOALS?

VAR029											
COUNT	1	2	3	4	5	6	7	8			
ROW PCT	1	2	3	4	5	6	7	8			ROW
COL PCT	1	2	3	4	5	6	7	8			TOTAL
TOT PCT	1	2	3	4	5	6	7	8			
VAR002	1	1	1	1	1	1	1	1	1	1	
PRESIDENT	1	1	1	1	1	1	1	1	1	1	40
	1	2.5	1	2.5	1	5.0	1	25.0	1	27.5	50.0
	1	100.0	1	100.0	1	33.3	1	62.5	1	52.4	
	1	1.2	1	1.2	1	2.5	1	12.5	1	13.7	
	1	1.2	1	1.2	1	2.5	1	12.5	1	13.7	
CHOB	2	1	0	1	0	1	4	1	6	1	40
	1	0	1	0	1	10.0	1	15.0	1	25.0	50.0
	1	0	1	0	1	66.7	1	37.5	1	47.6	
	1	0	1	0	1	5.0	1	7.5	1	12.5	
	1	0	1	0	1	5.0	1	7.5	1	12.5	
COLUMN	1	1	1	1	1	1	1	1	1	1	80
TOTAL	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	100.0
RAW CHI SQUARE = 5.17262 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .5219											

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 14

HOW MUCH DO FACULTY MEMBERS STRIVE TO
ACHIEVE THE COLLEGE'S GOALS?

VAR031																			
VAR002	COUNT	I		I		I		I		I		I		I		ROW TOTAL			
	ROW PCT	I		I		I		I		I		I							
	COL PCT	I		I		I		I		I		I							
	TOT PCT	2	I	3	I	4	I	5	I	6	I	7	I	8	I		9	I	
PRESIDENT	1	I	0	I	1	I	10	I	9	I	6	I	12	I	2	I	1M	I	40
		I	0	I	2.5	I	25.0	I	22.5	I	15.0	I	30.0	I	5.0	I	0	I	49.4
		I	0	I	25.0	I	55.6	I	45.0	I	54.5	I	50.0	I	66.7	I	0	I	
		I	0	I	1.2	I	12.3	I	11.1	I	7.4	I	14.8	I	2.5	I	0	I	
CHOB	2	I	1	I	3	I	8	I	11	I	5	I	12	I	1	I	0M	I	41
		I	2.4	I	7.3	I	19.5	I	26.8	I	12.2	I	29.3	I	2.4	I	0	I	50.6
		I	100.0	I	75.0	I	44.4	I	55.0	I	45.5	I	50.0	I	33.3	I	0	I	
		I	1.2	I	3.7	I	9.9	I	13.6	I	6.2	I	14.8	I	1.2	I	0	I	
COLUMN TOTAL		1		4		18		20		11		24		3		1M		81	
		1.2		4.9		22.2		24.7		13.6		29.6		3.7		0		100.0	

RAW CHI SQUARE = 2.83455 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .8293

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 15

HOW CONCENTRATED ARE REVIEW AND CONTROL
FUNCTIONS?

VAR031																		
COUNT		I		I		I		I		I		I		I		I		ROW TOTAL
ROW	PCT	IHI	TOP	A	QUITE	HI	MODERATE	WIDELY	S									
COL	PCT	IDMIN			TOP	ADM	DELEGAT	PREAD										
TOT	PCT	I	1	I	2	I	3	I	4	I	5	I	6	I	7	I	8	
VAR002		1	1	1	2	1	2	1	5	1	10	1	9	1	10	1	1	1
PRESIDENT		1	2.5	1	5.0	1	5.0	1	12.5	1	25.0	1	22.5	1	25.0	1	2.5	1
		1	33.3	1	100.0	1	33.3	1	71.4	1	50.0	1	50.0	1	43.5	1	100.0	1
		1	1.2	1	2.5	1	2.5	1	6.3	1	12.5	1	11.2	1	12.5	1	1.2	1
		2	1	2	1	0	1	4	1	2	1	10	1	9	1	13	1	0
CHOB		1	5.0	1	0	1	10.0	1	5.0	1	25.0	1	22.5	1	32.5	1	0	1
		1	66.7	1	0	1	66.7	1	28.6	1	50.0	1	50.0	1	56.5	1	0	1
		1	2.5	1	0	1	5.0	1	2.5	1	12.5	1	11.2	1	16.2	1	0	1
COLUMN		3		2		6		7		20		18		23		1		80
TOTAL		3.7		2.5		7.5		8.8		25.0		22.5		28.8		1.2		100.0
RAW CHI SQUARE =		5.67702 WITH 7 DEGREES OF FREEDOM. SIGNIFICANCE = .5779																

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 15

HOW CONCENTRATED ARE REVIEW AND CONTROL
FUNCTIONS?

VAR034										
COUNT		RESLVED		ALL AFFE		CTED		ROW		TOTAL
ROW PCT	COL PCT	SR	ADMIN							
TOT PCT		4	5	6	7	8	9			
VAR002										
PRESIDENT	1	0	3	9	24	4	14		40	49.4
		0	7.5	22.5	60.0	10.0	0			
		0	27.3	42.9	58.5	66.7	0			
		0	3.7	11.1	29.6	4.9	0			
CHOB	2	2	8	12	17	2	04		41	50.6
		4.9	19.5	29.3	41.5	4.9	0			
		100.0	72.7	57.1	41.5	33.3	0			
		2.5	9.9	14.8	21.0	2.5	0			
COLUMN		2	11	21	41	6	14		81	100.0
TOTAL		2.5	13.6	25.9	50.6	7.4	0			
RAW CHI SQUARE = 6.55174 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = .1616										

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 17

IN YOUR COLLEGE OR UNIVERSITY, HOW ARE
CONFLICTS BETWEEN ACADEMIC UNITS
USUALLY RESOLVED?

VAR034													
VAR002	COUNT	I	RESLVED					ALL AFFE	ROW TOTAL				
	ROW PCT	I											
	COL PCT	I	SR ADMIN					CTED					
	TOT PCT	I	4	I	5	I	6	I		7	I	8	I
PRESIDENT	1	I	1	I	4	I	7	I	27	I	1	I	40
		I	2.5	I	10.0	I	17.5	I	67.5	I	2.5	I	50.0
		I	100.0	I	44.4	I	50.0	I	50.0	I	50.0	I	
		I	1.2	I	5.0	I	8.8	I	33.7	I	1.2	I	
		I		I		I		I		I		I	
CHOB	2	I	0	I	5	I	7	I	27	I	1	I	40
		I	0	I	12.5	I	17.5	I	67.5	I	2.5	I	50.0
		I	0	I	55.6	I	50.0	I	50.0	I	50.0	I	
		I	0	I	6.3	I	8.8	I	33.7	I	1.2	I	
		I		I		I		I		I		I	
COLUMN TOTAL			1		9		14		54		2		80
			1.2		11.2		17.5		67.5		2.5		100.0
RAW CHI SQUARE = 1.11111 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = .8925													

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 17

IN YOUR COLLEGE OR UNIVERSITY, HOW ARE
CONFLICTS BETWEEN ACADEMIC UNITS
USUALLY RESOLVED?

VAR035																	
	COUNT	I															
	ROW PCT	I										ROW					
	COL PCT	I			QUITE A				VERY GRE			TOTAL					
	TOT PCT	I	2	I	4	I	5	I	6	I	7	I	8	I	9	I	
VAR002			-----I														

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 18

HOW MUCH INTERACTION IS THERE BETWEEN THE
CHAIRPERSON OF THE BOARD AND THE PRESIDENT?

VAR035													
VAR002	COUNT												
	ROW PCT	EVERY	LIT	SOME	QUITE A				VERY GRE				ROW
	COL PCT	TITLE				BIT				AT	DEAL	TOTAL	
TOT PCT	1	1	3	4	5	6	7	8	9				
PRESIDENT	1	1	0	1	4	9	11	14	0			40	
		2.5	0	2.5	10.0	22.5	27.5	35.0	0			50.6	
		100.0	0	33.3	80.0	45.0	45.8	50.3	0				
		1.3	0	1.3	5.1	11.4	13.9	17.7	0				
CHOB	2	0	2	2	1	11	13	10	1			39	
		0	5.1	5.1	2.6	28.2	33.3	25.6	0			49.4	
		0	100.0	66.7	20.0	55.0	54.2	41.7	0				
		0	2.5	2.5	1.3	13.9	16.5	12.7	0				
COLUMN		1	2	3	5	20	24	24	14			79	
TOTAL		1.3	2.5	3.8	6.3	25.3	30.4	30.4	0			100.0	
RAW CHI SQUARE = 6.15499 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .4061													

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 18

HOW MUCH INTERACTION IS THERE BETWEEN THE
CHAIRPERSON OF THE BOARD AND THE PRESIDENT?

VAR036																		
	COUNT	I	SOMETIME			OFTEN			VERY OFT			EN	ROW					
	ROW PCT	I	S										TOTAL					
	COL PCT	I																
VAR002	TOT PCT	I	2	I	3	I	4	I	5	I	6	I	7	I	8	I	9	I
			1	I	1	I	2	I	7	I	10	I	15	I	4	I	1M	I
PRESIDENT			2.5	I	2.5	I	5.0	I	17.5	I	25.0	I	37.5	I	10.0	I	0	I
			100.0	I	100.0	I	66.7	I	53.8	I	45.5	I	55.6	I	28.6	I	0	I
			1.2	I	1.2	I	2.5	I	8.6	I	12.3	I	18.5	I	4.9	I	0	I
			2	I	0	I	0	I	1	I	6	I	12	I	10	I	0M	I
CHOB			0	I	0	I	2.4	I	14.6	I	29.3	I	29.3	I	24.4	I	0	I
			0	I	0	I	33.3	I	46.2	I	54.5	I	44.4	I	71.4	I	0	I
			0	I	0	I	1.2	I	7.4	I	14.8	I	14.8	I	12.3	I	0	I
			1	I	1	I	3	I	13	I	22	I	27	I	14	I	1M	I
	COLUMN TOTAL		1.2		1.2		3.7		16.0		27.2		33.3		17.3		0	
RAW CHI SQUARE = 5.48533 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .4832																		

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS
LIBERAL ARTS COLLEGE TYPE I

QUESTION 19

HOW OFTEN DO THE CHAIRPERSON OF THE BOARD
AND THE PRESIDENT SHARE IDEAS?

VAR036													ROW TOTAL
COUNT	1	SOMETIME			OFTEN			VERY OFT EN					
ROW PCT	1	S											
COL PCT	1												
TOT PCT	1	2	3	4	5	6	7	8	9				
VAR002		1	2	3	4	5	6	7	8	9			
PRESIDENT	1	2	0	3	6	9	7	13	0	40	50.6		
	I	5.0	0	7.5	15.0	22.5	17.5	32.5	0	I			
	I	100.0	0	37.5	60.0	50.0	36.8	61.9	0	I			
	I	2.5	0	3.8	7.6	11.4	8.9	16.5	0	I			
CHOB	2	0	1	5	4	9	12	8	1	39	49.4		
	I	0	2.6	12.8	10.3	23.1	30.8	20.5	0	I			
	I	0	100.0	62.5	40.0	50.0	63.2	38.1	0	I			
	I	0	1.3	6.3	5.1	11.4	15.2	10.1	0	I			
	I	I	I	I	I	I	I	I	I	I			
	I	I	I	I	I	I	I	I	I	I			
COLUMN TOTAL	2	1	8	10	18	19	21	1	79				
	2.5	1.3	10.1	12.7	22.8	24.1	26.6	0	100.0				
RAW CHI SQUARE = 6.39463 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .3805													

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 19

HOW OFTEN DO THE CHAIRPERSON OF THE BOARD
AND THE PRESIDENT SHARE IDEAS?

VAR037													ROW TOTAL
VAR002	COUNT												
	ROW PCT												
	COL PCT												
	TOT PCT												
		1	2	3	4	5	6	7	8	9			

		VAR037															
		COUNT	I		SOMEWHAT		QUITE CO				VERY COM		ROW				
		ROW PCT	I		COMPETE		MPETENT				PETENT		TOTAL				
		COL PCT	I		I		I				I		I				
		TOT PCT	I	2	I	3	I	4	I	5	I	6	I	7	I	8	I
VAR002			I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
	PRESIDENT	1	I	2	I	2	I	3	I	4	I	13	I	12	I	4	I
			I	5.0	I	5.0	I	7.5	I	10.0	I	32.5	I	30.0	I	10.0	I
			I	100.0	I	66.7	I	75.0	I	30.8	I	44.8	I	57.1	I	50.0	I
			I	2.5	I	2.5	I	3.7	I	5.0	I	16.2	I	15.0	I	5.0	I
			I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
	CHOB	2	I	0	I	1	I	1	I	9	I	16	I	9	I	4	I
			I	0	I	2.5	I	2.5	I	22.5	I	40.0	I	22.5	I	10.0	I
			I	0	I	33.3	I	25.0	I	69.2	I	55.2	I	42.9	I	50.0	I
			I	0	I	1.2	I	1.2	I	11.2	I	20.0	I	11.2	I	5.0	I
			I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
	COLUMN TOTAL			2		3		4		13		29		21		8	
				2.5		3.7		5.0		16.2		36.2		26.2		10.0	
RAW CHI SQUARE = 5.99533 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .4237																	

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 20 A

HOW COMPETENT IS THE BOARD AS A WHOLE AS
A POLICY MAKING BODY?

VAR038															
VAR002	COUNT	1	SOMEWHAT				QUITE CO				VERY COM				ROW TOTAL
	ROW PCT	1	COMPETE				MPETENT				PETENT				
	COL PCT	1													
	TOT PCT	1	2	3	4	5	6	7	8	9					
PRESIDENT	1	1	1	1	15	14	4	4	1	14	40				
		2.5	2.5	37.5	35.0	10.0	10.0	2.5	0	49.4					
		50.0	25.0	57.7	50.0	44.4	44.4	33.3	0						
		1.2	1.2	18.5	17.3	4.9	4.9	1.2	0						
		1	1	1	1	1	1	1	1	1	1				
CHOB	2	1	3	11	14	5	5	2	04	41					
		2.4	7.3	26.8	34.1	12.2	12.2	4.9	0	50.6					
		50.0	75.0	42.3	50.0	55.6	55.6	66.7	0						
		1.2	3.7	13.6	17.3	6.2	6.2	2.5	0						
		1	1	1	1	1	1	1	1	1					
COLUMN TOTAL		2	4	26	28	9	9	3	14	81					
		2.5	4.9	32.1	34.6	11.1	11.1	3.7	0	100.0					
RAW CHI SQUARE = 2.15892 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .9045															

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 20 B

HOW COMPETENT IS THE BOARD AS A WHOLE IN THE
FIELD OF EDUCATION?

VAR038															
	COUNT	I													
	ROW PCT	I		SOMEWHAT		QUITE CO			ROW						
	COL PCT	I		COMPETE		MPETENT			TOTAL						
	TOT PCT	I	2	I	3	I	4	I	5	I	6	I	7	I	
VAR002		I	I	I	I	I	I	I	I	I	I	I	I	I	
PRESIDENT	1	I	3	I	6	I	7	I	9	I	9	I	6	I	40
		I	7.5	I	15.0	I	17.5	I	22.5	I	22.5	I	15.0	I	50.0
		I	60.0	I	66.7	I	43.8	I	47.4	I	40.9	I	66.7	I	
		I	3.7	I	7.5	I	8.8	I	11.2	I	11.2	I	7.5	I	
CHOB	2	I	2	I	3	I	9	I	10	I	13	I	3	I	40
		I	5.0	I	7.5	I	22.5	I	25.0	I	32.5	I	7.5	I	50.0
		I	40.0	I	33.3	I	56.3	I	52.6	I	59.1	I	33.3	I	
		I	2.5	I	3.7	I	11.2	I	12.5	I	16.2	I	3.7	I	
		I	I	I	I	I	I	I	I	I	I	I	I	I	
	COLUMN		5		9		16		19		22		9		80
	TOTAL		6.3		11.2		20.0		23.8		27.5		11.2		100.0
RAW CHI SQUARE = 3.22990 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .6646															

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 20 B

HOW COMPETENT IS THE BOARD AS A WHOLE IN THE
FIELD OF EDUCATION?

VAR039															
VAR002	COUNT	I	ISOME		CONSIDER		VERY GRE		ROW TOTAL						
	ROW PCT	I			ABLE		AT								
	COL PCT	I													
	TOT PCT	I	3	I	4	I	5	I		6	I	7	I	8	I
PRESIDENT	1	I	0	I	0	I	1	I	4	I	11	I	24	I	40
		I	0	I	0	I	2.5	I	10.0	I	27.5	I	60.0	I	50.0
		I	0	I	0	I	9.1	I	40.0	I	40.7	I	80.0	I	
		I	0	I	0	I	1.2	I	5.0	I	13.7	I	30.0	I	
		-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	
CHOB	2	I	1	I	1	I	10	I	6	I	16	I	6	I	40
		I	2.5	I	2.5	I	25.0	I	15.0	I	40.0	I	15.0	I	50.0
		I	100.0	I	100.0	I	90.9	I	60.0	I	59.3	I	20.0	I	
		I	1.2	I	1.2	I	12.5	I	7.5	I	20.0	I	7.5	I	
		-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	
COLUMN TOTAL			1		1		11		10		27		30		80
TOTAL			1.2		1.2		13.7		12.5		33.7		37.5		100.0
RAW CHI SQUARE = 21.48956 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .0007															

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 21 A

TO WHAT EXTENT DO YOU FEEL RESPONSIBLE FOR
SEEING THAT THE FOLLOWING ARE ACHIEVED IN
YOUR COLLEGE OR UNIVERSITY: A) EDUCATIONAL
EXCELLENCE?

		VAR040											
		COUNT	I									ROW	
		PCT	CONSIDER									TOTAL	
		COL	TABLE										
		TOT		5	6	7	8	9					
VAR002		PCT	I	I	I	I	I	I					
PRESIDENT	1	I	I	0	1	11	28	14					40
		I	I	0	2.5	27.5	70.0	0					49.4
		I	I	0	25.0	44.0	54.9	0					
		I	I	0	1.2	13.6	34.6	0					
CHOB	2	I	I	1	3	14	23	04					41
		I	I	2.4	7.3	34.1	56.1	0					50.6
		I	I	100.0	75.0	56.0	45.1	0					
		I	I	1.2	3.7	17.3	28.4	0					
COLUMN				1	4	25	51	14					81
TOTAL				1.2	4.9	30.9	63.0	0					100.0

RAW CHI SQUARE = 2.83828 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = .4172

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 21 B

TO WHAT EXTENT DO YOU FEEL RESPONSIBLE FOR
SEEING THAT THE FOLLOWING ARE ACHIEVED IN
YOUR COLLEGE OR UNIVERSITY: B) FISCAL
STABILITY?

		VAR040					
		COUNT			VERY GRE		
		ROW PCT			AT	ROW	
		COL PCT				TOTAL	
		TOT PCT	6	7	8		
VAR002							
PRESIDENT	1		2	7	31		40
			5.0	17.5	77.5		50.0
			40.0	25.9	64.6		
			2.5	8.8	38.7		
CHOB	2		3	20	17		40
			7.5	50.0	42.5		50.0
			60.0	74.1	35.4		
			3.7	25.0	21.2		
COLUMN			5	27	48		80
TOTAL			6.3	33.7	60.0		100.0
RAW CHI SQUARE = 10.54259 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = .0051							

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 21 B

TO WHAT EXTENT DO YOU FEEL RESPONSIBLE FOR
SEEING THAT THE FOLLOWING ARE ACHIEVED IN
YOUR COLLEGE OR UNIVERSITY: B) FISCAL
STABILITY?

VAR041															
VAR002	COUNT	I										ROW TOTAL			
	ROW PCT	I													
	COL PCT	I													
	TOT PCT	I	4	I	5	I	6	I	7	I	8		I	9	I
PRESIDENT	1	I	1	I	0	I	3	I	9	I	27	I	14	I	40
		I	2.5	I	0	I	7.5	I	22.5	I	67.5	I	0	I	49.4
		I	50.0	I	0	I	37.5	I	37.5	I	58.7	I	0	I	
		I	1.2	I	0	I	3.7	I	11.1	I	33.3	I	0	I	
		I		I		I		I		I		I		I	
CHOB	2	I	1	I	1	I	5	I	15	I	19	I	04	I	41
		I	2.4	I	2.4	I	12.2	I	36.6	I	46.3	I	0	I	50.6
		I	50.0	I	100.0	I	62.5	I	62.5	I	41.3	I	0	I	
		I	1.2	I	1.2	I	6.2	I	18.5	I	23.5	I	0	I	
		I		I		I		I		I		I		I	
COLUMN TOTAL			2		1		8		24		46		14		81
			2.5		1.2		9.9		29.6		56.8		0		100.0
RAW CHI SQUARE = 4.37963 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = .3571															

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 22

TO WHAT EXTENT IS THE COMMUNICATION CANDID
AND OPEN BETWEEN THE CHAIRPERSON OF THE
BOARD AND THE PRESIDENT?

		VAR041										ROW TOTAL	
VAR002	COUNT												
	ROW PCT												
	COL PCT												
	TOT PCT	1	2	3	4	5	6	7	8	9			

VAR042																	
COUNT		I		SOMEWHAT		QUITE SA		VERY SAT		ROW							
ROW PCT		I		SAT		T				TOTAL							
COL PCT		I		SAT		T											
TOT PCT		I		3		I		4		I							
		I		5		I		6		I							
		I		7		I		8		I							
		I		9		I		10		I							
VAR002																	
	1	I	2	I	1	I	3	I	6	I	9	I	14	I	40		
PRESIDENT		I	5.0	I	2.5	I	7.5	I	15.0	I	22.5	I	47.5	I	0	I	49.4
		I	100.0	I	33.3	I	100.0	I	46.2	I	33.3	I	57.6	I	0	I	
		I	2.5	I	1.2	I	3.7	I	7.4	I	11.1	I	23.5	I	0	I	
	2	I	0	I	2	I	0	I	7	I	18	I	14	I	0	I	41
CHOB		I	0	I	4.9	I	0	I	17.1	I	43.9	I	34.1	I	0	I	50.6
		I	0	I	66.7	I	0	I	53.8	I	66.7	I	42.4	I	0	I	
		I	0	I	2.5	I	0	I	8.6	I	22.2	I	17.3	I	0	I	
		I		I		I		I		I		I		I		I	
		COLUMN	2		3		3		13		27		33		14		81
		TOTAL	2.5		3.7		3.7		16.0		33.3		40.7		0		100.0
RAW CHI SQUARE = 9.15688 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .1030																	

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION 23

HOW SATISFYING IS YOUR WORK WITH THE
COLLEGE?

VAR042															ROW TOTAL		
VAR002	COUNT	I	SOMEWHAT				QUITE SA				VERY SAT						
	ROW PCT	I	SAT				T										
	COL PCT	I															
	TOT PCT	I	2	I	3	I	4	I	5	I	6	I	7	I		8	I
PRESIDENT	1	I	1	I	1	I	2	I	4	I	8	I	11	I	13	I	40
		I	2.5	I	2.5	I	5.0	I	10.0	I	20.0	I	27.5	I	32.5	I	50.0
		I	100.0	I	50.0	I	50.0	I	80.0	I	50.0	I	40.7	I	52.0	I	
		I	1.2	I	1.2	I	2.5	I	5.0	I	10.0	I	13.7	I	16.2	I	
		I		I		I		I		I		I		I		I	
CHOB	2	I	0	I	1	I	2	I	1	I	8	I	16	I	12	I	40
		I	0	I	2.5	I	5.0	I	2.5	I	20.0	I	40.0	I	30.0	I	50.0
		I	0	I	50.0	I	50.0	I	20.0	I	50.0	I	59.3	I	48.0	I	
		I	0	I	1.2	I	2.5	I	1.2	I	10.0	I	20.0	I	15.0	I	
		I		I		I		I		I		I		I		I	
COLUMN TOTAL			1		2		4		5		16		27		25		80
			1.2		2.5		5.0		6.3		20.0		33.7		31.3		100.0
RAW CHI SQUARE = 3.76593 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .7083																	

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION 23

HOW SATISFYING IS YOUR WORK WITH THE
COLLEGE?

VAR043																				
	COUNT	I	VERY LIT			SOME			QUITE A BIT			VERY GRE AT DEAL			ROI					
	ROW PCT	COL PCT	TITLE												TOT					
	TOT PCT	I	1	I	2	I	3	I	4	I	5	I	6	I	7	I	8	I	9	I
VAR002																				
PRESIDENT	1	I	2	I	7	I	6	I	15	I	5	I	2	I	2	I	1	I	1M	I
		I	5.0	I	17.5	I	15.0	I	37.5	I	12.5	I	5.0	I	5.0	I	2.5	I	0	I
		I	66.7	I	63.6	I	50.0	I	53.6	I	41.7	I	25.0	I	33.3	I	100.0	I	0	I
		I	2.5	I	8.6	I	7.4	I	18.5	I	6.2	I	2.5	I	2.5	I	1.2	I	0	I
		I		I		I		I		I		I		I		I		I		I
CHOB	2	I	1	I	4	I	6	I	13	I	7	I	6	I	4	I	0	I	0M	I
		I	2.4	I	9.8	I	14.6	I	31.7	I	17.1	I	14.6	I	9.8	I	0	I	0	I
		I	33.3	I	36.4	I	50.0	I	46.4	I	58.3	I	75.0	I	66.7	I	0	I	0	I
		I	1.2	I	4.9	I	7.4	I	16.0	I	8.6	I	7.4	I	4.9	I	0	I	0	I
		I		I		I		I		I		I		I		I		I		I
COLUMN TOTAL			3		11		12		28		12		8		6		1		1M	
			3.7		13.6		14.8		34.6		14.8		9.9		7.4		1.2		0	100.
RAW CHI SQUARE = 5.28283 WITH 7 DEGREES OF FREEDOM. SIGNIFICANCE = .6255																				

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION A

TO WHAT EXTENT ARE FORMAL MANAGEMENT
SYSTEMS BEING UTILIZED IN YOUR COLLEGE?
(EXAMPLE: MANAGEMENT BY OBJECTIVES;
MBO)

VAR043																	
VAR002	COUNT															ROW TOTAL	
	ROW PCT																
	COL PCT																
	TOT PCT																
	I	1	I	2	I	3	I	4	I	5	I	6	I	7	I		
PRESIDENT	1	I	2	I	6	I	5	I	13	I	5	I	4	I	5	I	40
		I	5.0	I	15.0	I	12.5	I	32.5	I	12.5	I	10.0	I	12.5	I	50.0
		I	40.0	I	75.0	I	62.5	I	61.9	I	29.4	I	28.6	I	71.4	I	
		I	2.5	I	7.5	I	6.3	I	16.2	I	6.3	I	5.0	I	6.3	I	
CHOB	2	I	3	I	2	I	3	I	8	I	12	I	10	I	2	I	40
		I	7.5	I	5.0	I	7.5	I	20.0	I	30.0	I	25.0	I	5.0	I	50.0
		I	60.0	I	25.0	I	37.5	I	38.1	I	70.6	I	71.4	I	28.6	I	
		I	3.7	I	2.5	I	3.7	I	10.0	I	15.0	I	12.5	I	2.5	I	
COLUMN TOTAL			5		8		8		21		17		14		7		80
			6.3		10.0		10.0		26.2		21.2		17.5		8.8		100.0
RAW CHI SQUARE = 10.62997 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .1005																	

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION A

TO WHAT EXTENT ARE FORMAL MANAGEMENT
SYSTEMS BEING UTILIZED IN YOUR COLLEGE?
(EXAMPLE: MANAGEMENT BY OBJECTIVES;
MBO)

VAR044																	
VAR002	COUNT	I															
	ROW PCT	I															
	COL PCT	I															
	TOT PCT	I															
		3	I	4	I	5	I	6	I	7	I	8	I	9	I	ROW TOTAL	
PRESIDENT	1	I	2	I	2	I	12	I	14	I	7	I	3	I	1M	I	40
		I	5.0	I	5.0	I	30.0	I	35.0	I	17.5	I	7.5	I	0	I	49.4
		I	66.7	I	66.7	I	48.0	I	50.0	I	43.8	I	50.0	I	0	I	
		I	2.5	I	2.5	I	14.8	I	17.3	I	8.6	I	3.7	I	0	I	
CHOB	2	I	1	I	1	I	13	I	14	I	9	I	3	I	0M	I	41
		I	2.4	I	2.4	I	31.7	I	34.1	I	22.0	I	7.3	I	0	I	50.6
		I	33.3	I	33.3	I	52.0	I	50.0	I	56.3	I	50.0	I	0	I	
		I	1.2	I	1.2	I	16.0	I	17.3	I	11.1	I	3.7	I	0	I	
COLUMN TOTAL			3		3		25		28		16		6		1M		81
			3.7		3.7		30.9		34.6		19.8		7.4		0		100.0
RAW CHI SQUARE = .94446 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .9669																	

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE I

QUESTION B

HOW WELL ARE THE GOALS AND OBJECTIVES FOR
YOUR COLLEGE DEFINED?

VAR044															
VAR002	COUNT	I	LIMITED				FAIRLY W				CLEARLY				ROW TOTAL
	ROW PCT	I	ELL												
	COL PCT	IY													
	TOT PCT	I	3	I	4	I	5	I	6	I	7	I	8	I	
PRESIDENT	1	I	3	I	3	I	10	I	9	I	11	I	4	I	40
		I	7.5	I	7.5	I	25.0	I	22.5	I	27.5	I	10.0	I	50.0
		I	60.0	I	75.0	I	41.7	I	40.9	I	64.7	I	50.0	I	
		I	3.7	I	3.7	I	12.5	I	11.2	I	13.7	I	5.0	I	
		I		I		I		I		I		I		I	
CHOB	2	I	2	I	1	I	14	I	13	I	6	I	4	I	40
		I	5.0	I	2.5	I	35.0	I	32.5	I	15.0	I	10.0	I	50.0
		I	40.0	I	25.0	I	58.3	I	59.1	I	35.3	I	50.0	I	
		I	2.5	I	1.2	I	17.5	I	16.2	I	7.5	I	5.0	I	
		I		I		I		I		I		I		I	
COLUMN TOTAL			5		4		24		22		17		8		80
			6.3		5.0		30.0		27.5		21.2		10.0		100.0
RAW CHI SQUARE = 4.06453 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .5402															

RESPONSES OF PRESIDENTS AND BOARD CHAIRPERSONS

LIBERAL ARTS COLLEGE TYPE II

QUESTION B

HOW WELL ARE THE GOALS AND OBJECTIVES FOR
YOUR COLLEGE DEFINED?

APPENDIX L

CHI-SQUARE COMPARISONS OF RESPONSES OF
PRESIDENTS, LIBERAL ARTS COLLEGES
TYPES I AND II

VAR012									
	COUNT	QUITE A						VERY GRE	ROW
	ROW PCT	BIT						AT DEAL	TOTAL
	COL PCT								
VAR065	TOT PCT	2.1	4.1	5.1	6.1	7.1	8.1		
1.		0	6	7	21	27	8		69
HI A PRES		0	8.7	10.1	30.4	39.1	11.6		53.1
		0	75.0	35.0	51.2	58.7	61.5		
		0	4.6	5.4	16.2	20.8	6.2		
2.		2	2	13	20	19	5		61
LO A PRES		3.3	3.3	21.3	32.0	31.1	8.2		46.9
		100.0	25.0	65.0	48.8	41.3	38.5		
		1.5	1.5	10.0	15.4	14.6	3.8		
COLUMN		2	4	20	41	46	13		130
TOTAL		1.5	6.2	15.4	31.5	35.4	10.0		100.0
RAW CHI SQUARE = 7.44388 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .1897									

RESPONSES OF PRESIDENTS ,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 1

HOW MUCH CONFIDENCE AND TRUST
IS SHOWN IN THE FACULTY BY
ADMINISTRATORS?

VAR013										
COUNT	I	SOMEWHAT			QUITE FR		VERY FRE		ROW	
ROW PCT	I	FREE			EE		E			TOTAL
COL PCT	I									
TOT PCT	I	2.1	3.1	4.1	5.1	6.1	7.1	8.1		
VAR065	I	-----	-----	-----	-----	-----	-----	-----		
1.	I	0	2	5	12	16	25	9		69
HI A PRES	I	0	2.9	7.2	17.4	23.2	36.2	13.0		53.1
	I	0	100.0	45.5	46.2	41.0	67.6	64.3		
	I	0	1.5	3.8	9.2	12.3	19.2	6.9		
	I	-----	-----	-----	-----	-----	-----	-----		
2.	I	1	0	6	14	23	12	5		61
LO A PRES	I	1.6	0	9.8	23.0	37.7	19.7	8.2		46.9
	I	100.0	0	54.5	53.8	59.0	32.4	35.7		
	I	.8	0	4.6	10.8	17.7	9.2	3.8		
	I	-----	-----	-----	-----	-----	-----	-----		
COLUMN	I	1	2	11	26	39	37	14		130
TOTAL	I	.8	1.5	8.5	20.0	30.0	28.5	10.8		100.0
RAW CHI SQUARE = 9.75623 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .1353										

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II
QUESTION 2

HOW FREE DO FACULTY FEEL TO TALK
TO ADMINISTRATORS ABOUT THEIR
WORK?

VAR014									
VAR065	COUNT	IRARELY		OFTEN			VERY OFT		ROW
	ROW PCT	EN							TOTAL
	TOT PCT	1.1	4.1	5.1	6.1	7.1	8.1		
1.	0	3	9	19	27	11		69	
HI A PRES	0	42.9	13.0	27.5	39.1	15.9		53.1	
	0	2.3	6.9	14.6	20.8	8.5			
2.	1	4	11	18	18	9		61	
LO A PRES	1.6	6.6	18.0	29.5	29.5	14.8		46.9	
	100.0	57.1	55.0	48.6	40.0	45.0			
	.8	3.1	8.5	13.8	13.8	6.9			
COLUMN TOTAL	1	7	20	37	45	20		130	
	.8	5.4	15.4	28.5	34.6	15.4		100.0	
RAW CHI SQUARE = 2.88852 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .7172									

RESPONSES OF PRESIDENTS ,
LIBERAL ARTS COLLEGES TYPE I AND II
QUESTION 3

HOW OFTEN ARE FACULTY MEMBERS'
IDEAS SOUGHT AND USED CONSTRUCTIVELY?

VAR017										
COUNT	ROW PCT	TOP ADMI	TOP AND	FAC AND				ALL LEVE	ROW	
COL PCT	IN	MID ADMI		ADMIN		LS		TOTAL		
TOT PCT		1.1	3.1	4.1	5.1	6.1	7.1	8.1		
VAR065										
1.		0	0	0	7	27	24	11		69
HI A PRES		0	0	0	10.1	39.1	34.8	15.9		53.1
		0	0	0	33.3	65.9	53.3	64.7		
		0	0	0	5.4	20.8	18.5	8.5		
2.		1	3	2	14	14	21	6		61
LO A PRES		1.6	4.9	3.3	23.0	23.0	34.4	9.8		46.9
		100.0	100.0	100.0	66.7	34.1	46.7	35.3		
		.8	2.3	1.5	10.8	10.8	16.2	4.6		
COLUMN		1	3	2	21	41	45	17		130
TOTAL		.8	2.3	1.5	16.2	31.5	34.6	13.1		100.0
RAW CHI SQUARE = 13.68539 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .0334										

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II
QUESTION 5 A

WHERE IS RESPONSIBILITY FELT
FOR ACHIEVING ACADEMIC EXCELLENCE?

VAR013											
	COUNT	TOP ADMI		TOP AND		FAC AND		ALL LEVE		ROW	
	ROW PCT	IN		MID ADMI		ADMIN		LS		TOTAL	
	TOT PCT	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1		
VAR065											
1.		2	13	6	7	15	17	6	3		69
HI A PRES		2.9	18.8	8.7	10.1	21.7	24.6	8.7	4.3		53.1
		25.0	52.0	46.2	50.0	55.6	81.0	40.0	42.9		
		1.5	10.0	4.6	5.4	11.5	13.1	4.6	2.3		
2.		6	12	7	7	12	4	9	4		61
LO A PRES		9.8	19.7	11.5	11.5	19.7	6.6	14.8	6.6		46.9
		75.0	48.0	53.8	50.0	44.4	19.0	60.0	57.1		
		4.6	9.2	5.4	5.4	9.2	3.1	6.9	3.1		
	COLUMN	8	25	13	14	27	21	15	7		130
	TOTAL	6.2	19.2	10.0	10.8	20.8	16.2	11.5	5.4		100.0
RAW CHI SQUARE = 10.78928 WITH 7 DEGREES OF FREEDOM. SIGNIFICANCE = .1481											

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 5 B

WHERE IS RESPONSIBILITY FELT
FOR ACHIEVING FISCAL
STABILITY?

VAR020											
COUNT		DOWNWARD MOSTLY D				DOWN AND				DOWN UP	
ROW	PCT	DOWNWARD				UP				SIDEWAYS	
COL	PCT										
TOT	PCT	1.1	3.1	4.1	5.1	6.1	7.1	8.1			TOTAL
VAR065											
1.		0	2	4	15	18	24	6			69
HI A PRES		0	2.9	5.8	21.7	26.1	34.8	8.7			53.1
		0	100.0	44.4	65.2	54.5	49.0	50.0			
		0	1.5	3.1	11.5	13.8	18.5	4.6			
2.		2	0	5	8	15	25	6			61
LO A PRES		3.3	0	8.2	13.1	24.6	41.0	9.8			46.9
		100.0	0	55.6	34.8	45.5	51.0	50.0			
		1.5	0	3.8	6.2	11.5	19.2	4.6			
COLUMN		2	2	9	23	33	49	12			130
TOTAL		1.5	1.5	6.9	17.7	25.4	37.7	9.2			100.0
RAW CHI SQUARE = 6.06534 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .4159											

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II
QUESTION 7

WHAT IS THE USUAL DIRECTION OF
INFORMATION FLOW BETWEEN
ADMINISTRATION AND FACULTY?

VAR021										
COUNT		SUSPICIO			OFTEN AC			FULLY AC		ROW TOTAL
ROW PCT	COL PCT	N			CEPTED			CEPTED		
TOT PCT		2.1	3.1	4.1	5.1	6.1	7.1	8.1		
VAR065										

1.	I	0	1	14	18	22	13	1	69	
HI A PRES	I	0	1.4	20.3	26.1	31.9	18.8	1.4	53.1	
	I	0	25.0	82.4	43.9	48.9	61.9	100.0		
	I	0	.8	10.8	13.8	16.9	10.0	.8		

2.	I	1	3	3	23	23	8	0	61	
LO A PRES	I	1.6	4.9	4.9	37.7	37.7	13.1	0	46.9	
	I	100.0	75.0	17.6	56.1	51.1	38.1	0		
	I	.8	2.3	2.3	17.7	17.7	6.2	0		

COLUMN TOTAL		1	4	17	41	45	21	1	130	
		.8	3.1	13.1	31.5	34.6	16.2	.8	100.0	

RAW CHI SQUAKE = 11.49131 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .0743										

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 8

HOW IS DOWNWARD COMMUNICATION
ACCEPTED? (ADMINISTRATION TO
FACULTY)

VAR022											
COUNT		UCAS INA		OFTEN IN		ALMOST A		ROW			
ROW PCT		CCURATE		ACCURATE		WAYS IN		TOTAL			
TOT PCT		2.1	3.1	4.1	5.1	6.1	7.1	8.1			
VAR065											
1.		0	1	4	22	26	14	2		69	
HI A PRES		0	1.4	5.8	31.9	37.7	20.3	2.9		53.1	
		0	20.0	33.3	57.9	56.5	56.0	66.7			
		0	.8	3.1	16.9	20.0	10.8	1.5			
2.		1	4	8	16	20	11	1		61	
LO A PRES		1.6	6.6	13.1	26.2	32.8	18.0	1.6		46.9	
		100.0	80.0	66.7	42.1	43.5	44.0	33.3			
		.8	3.1	6.2	12.3	15.4	8.5	.8			
COLUMN		1	5	12	38	46	25	3		130	
TOTAL		.8	3.8	9.2	29.2	35.4	19.2	2.3		100.0	
RAW CHI SQUARE = 6.08739 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .4135											

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 9

HOW ACCURATE IS UPWARD COMMUNICA-
TION? (FACULTY TO ADMINISTRATION)

VAR023									
	COUNT	SOMEWHAT		QUITE WE			VERY WEL		ROW
	ROW PCT	COL PCT		LL			L		TOTAL
VAR065	TOT PCT	3.1	4.1	5.1	6.1	7.1	8.1		
1.	0	5	13	17	25	9		69	
HI A PRES	0	7.2	18.8	24.6	36.2	13.0		53.1	
	0	50.0	50.0	47.2	55.6	75.0			
	0	3.8	10.0	13.1	19.2	8.9			
2.	1	5	13	19	20	3		61	
LO A PRES	1.6	0.2	21.3	31.1	32.8	4.9		46.9	
	100.0	50.0	50.0	52.8	44.4	25.0			
	.8	3.8	10.0	14.6	15.4	2.3			
COLUMN	1	10	26	36	45	12		130	
TOTAL	.8	7.7	20.0	27.7	34.6	9.2		100.0	
RAW CHI SQUARE = 4.19023 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .5224									

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 10

HOW WELL DO SENIOR ADMINISTRATORS
KNOW THE PROBLEMS FACED BY FACULTY?

VAR025											
COUNT		TOP SOME			TOP MORE			WIDESPRE		ROW	
ROW	PCT	DELGAT			DELGAT			AD	TOTAL		
COL	PCT										
TOT	PCT	2.1	3.1	4.1	5.1	6.1	7.1	8.1			
VAR065											
1.		3	2	7	11	16	27	3	69		
HI A PRES		4.3	2.9	10.1	15.9	23.2	39.1	4.3	53.1		
		60.0	50.0	58.3	55.0	48.5	55.1	42.9			
		2.3	1.5	5.4	8.5	12.3	20.8	2.3			
2.		2	2	5	9	17	22	4	61		
LO A PRES		3.3	3.3	8.2	14.8	27.9	30.1	6.6	46.9		
		40.0	50.0	41.7	45.0	51.5	44.9	57.1			
		1.5	1.5	3.8	6.9	13.1	16.9	3.1			
COLUMN		5	4	12	20	33	49	7	130		
TOTAL		3.8	3.1	9.2	15.4	25.4	37.7	5.4	100.0		
RAW CHI SQUARE = .92790 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .9882											

RESPONSES OF PRESIDENTS.

LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 11

AT WHAT LEVEL ARE DECISIONS MADE?

VAR026										
	COUNT	GENERAL					FULLY INVOLVED		ROW TOTAL	
	ROW PCT									
	COL PCT									
VAR065	TOT PCT	2.1	5.1	6.1	7.1	8.1				
	1.	0	7	14	33	15			69	
HI A PRES	1	0	10.1	20.3	47.8	21.7			53.1	
	1	0	63.6	42.4	52.4	68.2				
	1	0	5.4	10.8	25.4	11.5				
	2.	1	4	19	30	7			61	
LO A PRES	1	1.6	6.6	31.1	49.2	11.5			46.9	
	1	100.0	36.4	57.6	47.6	31.8				
	1	.8	3.1	14.6	23.1	5.4				
		1	11	33	63	22			130	
	COLUMN TOTAL	.8	8.5	25.4	48.5	16.9			100.0	
RAW CHI SQUARE = 5.15492 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = .2718										

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 12

HOW OFTEN ARE FACULTY MEMBERS
INVOLVED IN DECISIONS RELATED
TO THEIR WORK?

VAR028									
COUNT		DISCUSS						GROUP DI	
ROW	PCT	WITH FAC						SCUSSION	ROW
COL	PCT								TOTAL
TOT	PCT	2.1	4.1	5.1	6.1	7.1	8.1		
VAR065									
1.		2	4	8	20	32	3		69
HI A PRES		2.9	5.8	11.6	29.0	46.4	4.3		53.5
		66.7	57.1	42.1	55.6	60.4	27.3		
		1.6	3.1	6.2	15.5	24.8	2.3		
2.		1	3	11	16	21	8		60
LO A PRES		1.7	5.0	18.3	26.7	35.0	13.3		46.5
		33.3	42.9	57.9	44.4	39.6	72.7		
		.8	2.3	8.5	12.4	16.3	6.2		
COLUMN		3	7	19	36	53	11		129
TOTAL		2.3	5.4	14.7	27.9	41.1	8.5		100.0
RAW CHI SQUARE = 5.34819 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .3749									

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 13

HOW IS GOAL SETTING USUALLY DONE?

VAR029												
COUNT		I		VERY LIT		SOME		QUITE A		VERY GRE		ROW
ROW PCT		I		I		I		I		I		TOTAL
COL PCT		I		I		I		I		I		
TOT PCT		I		I		I		I		I		
VAR065		I		I		I		I		I		
1.		I		I		I		I		I		
HI A PRES		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
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I		I		I		I		I		I		
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I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
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I		I		I		I		I		I		
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I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
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I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
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I		I		I		I		I		I		
I		I		I		I		I		I		
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I		I		I		I		I		I		
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I		I		I		I		I		I		
I		I		I		I		I		I		
I		I		I		I		I		I		
I		I										

VAR065										
COUNT	ROW PCT	HI	TOP A	QUITE HI	MODERATE	WIDELY S	ROW			
COL PCT	MIN	TOP	ADM	DELEGAT	PREAD	TOTAL				
TOT PCT	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1		
VAR065	1.	0	2	3	11	15	12	24	2	69
HI A PRES	0	2.9	4.3	15.9	21.7	17.4	34.8	2.9	53.1	
	0	40.0	50.0	61.1	53.6	44.4	57.1	66.7		
	0	1.5	2.3	8.5	11.5	9.2	18.5	1.5		
	2.	1	3	3	7	13	15	18	1	61
LO A PRES	1.6	4.9	4.9	11.5	21.3	24.6	29.5	1.6	46.9	
	100.0	60.0	50.0	38.9	46.4	55.6	42.9	33.3		
	.8	2.3	2.3	5.4	10.0	11.5	13.8	.8		
COLUMN	1	5	6	18	28	27	42	3	130	
TOTAL	.8	3.8	4.6	13.8	21.5	20.8	32.3	2.3	100.0	
RAW CHI SQUARE = 3.27565 WITH 7 DEGREES OF FREEDOM. SIGNIFICANCE = .8584										

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 15

HOW CONCENTRATED ARE REVIEW AND
CONTROL FUNCTIONS?

VAR032										
	COUNT	GRANT RE				SELF GUI				GROUP GU
ROW PCT	I	FUSE JFP				DANCE				IDANCE
COL PCT	I									TOTAL
TOT PCT	I	2.1	3.1	4.1	5.1	6.1	7.1	8.1		
VAR065										
1.	I	0	1	7	17	17	22	5		69
HI A PRES	I	0	1.4	10.1	24.6	24.6	31.9	7.2		53.1
	I	0	100.0	87.5	56.7	39.5	57.9	62.5		
	I	0	.8	5.4	13.1	13.1	16.9	3.8		
2.	I	2	0	1	13	26	16	3		61
LO A PRES	I	3.3	0	1.6	21.3	42.6	26.2	4.9		46.9
	I	100.0	0	12.5	43.3	60.5	42.1	37.5		
	I	1.5	0	.8	10.0	20.0	12.3	2.3		
COLUMN		2	1	8	30	43	38	8		130
TOTAL		1.5	.8	6.2	23.1	33.1	29.2	6.2		100.0
RAW CHI SQUARE = 10.91344 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .0911										

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 16

WHAT ARE FACULTY EVALUATIONS AND
OTHER CONTROL DATA USED FOR?

VAR034									
	COUNT	I	RESOLVED				ALL AFFE	ROW	
	ROW PCT	I	OR ADMIN				CTED	TOTAL	
	COL PCT	I							
VAR065	TOT PCT	I	4.1	5.1	6.1	7.1	8.1		
	1.	I	0	4	18	41	6	69	
HI A PRES	I	0	5.8	26.1	59.4	8.7	53.1		
	I	0	40.0	62.1	51.9	54.5			
	I	0	3.1	13.8	31.5	4.6			
	2.	I	1	6	11	38	5	61	
LO A PRES	I	1.6	9.8	18.0	62.3	8.2	46.9		
	I	100.0	60.0	37.9	48.1	45.5			
	I	.8	4.6	8.5	29.2	3.8			
		I							
	COLUMN		1	10	29	79	11	130	
	TOTAL		5.8	7.7	22.3	60.8	8.5	100.0	
RAW CHI SQUARE = 2.81283 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = .5896									

RESPONSES OF PRESIDENTS ,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 17

IN YOUR COLLEGE OR UNIVERSITY,
HOW ARE CONFLICTS BETWEEN
ACADEMIC UNITS USUALLY RESOLVED?

VAR035																			
COUNT		ROW PCT		EVERY LIT		SOME		QUITE A		VERY GRE		ROW							
COL PCT		TITLE						DIFF		AT DEAL		TOTAL							
VAR065		TOT PCT	I	1.I	2.I	3.I	4.I	5.I	6.I	7.I	8.I								
		I	I	I	I	I	I	I	I	I	I	I							
1.		I	0	I	1	I	1	I	10	I	12	I	19	I	20	I	69		
HI A PRES		I	0	I	1.4	I	1.4	I	8.7	I	14.5	I	17.4	I	27.5	I	29.0	I	53.1
		I	0	I	100.0	I	100.0	I	66.7	I	62.5	I	52.2	I	52.8	I	47.6	I	
		I	0	I	.8	I	.8	I	4.6	I	7.7	I	9.2	I	14.6	I	15.4	I	
		I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
2.		I	2	I	0	I	0	I	3	I	6	I	11	I	17	I	22	I	61
LO A PRES		I	3.3	I	0	I	0	I	4.9	I	9.8	I	18.0	I	27.9	I	36.1	I	46.9
		I	100.0	I	0	I	0	I	33.3	I	37.5	I	47.8	I	47.2	I	52.4	I	
		I	1.5	I	0	I	0	I	2.3	I	4.6	I	8.5	I	13.1	I	16.9	I	
		I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
COLUMN		2		1		1		9		16		23		36		42		130	
TOTAL		1.5		.8		.8		6.9		12.3		17.7		27.7		32.3		100.0	
RAW CHI SQUARE = 5.77941 WITH 7 DEGREES OF FREEDOM. SIGNIFICANCE = .5657																			

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 18

HOW MUCH INTERACTION IS THERE
BETWEEN THE CHAIRPERSON OF THE
BOARD AND THE PRESIDENT?

VAR036										
VAR065	COUNT									ROW TOTAL
	ROW PCT	IRARELY		SOMETIME		OFTEN		VERY OFT		
	COL PCT	1	2	3	4	5	6	7	8	
TOT PCT	1	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1	
1.	1	0	1	3	4	13	18	21	9	69
HI A PRES	1	0	1.4	4.3	5.8	18.8	26.1	30.4	13.0	53.1
	1	0	33.3	100.0	40.0	59.1	56.3	65.6	33.3	
	1	0	.8	2.3	3.1	10.0	13.8	16.2	8.9	
2.	1	1	2	0	6	9	14	11	18	61
LO A PRES	1	1.6	3.3	0	9.8	14.8	23.0	18.0	29.5	46.9
	1	100.0	66.7	0	60.0	40.9	43.8	34.4	66.7	
	1	.8	1.5	0	4.6	6.9	10.8	8.5	13.8	
COLUMN TOTAL	1	1	3	3	10	22	32	32	27	130
TOTAL		.8	2.3	2.3	7.7	16.9	24.6	24.6	20.8	100.0
RAW CHI SQUARE = 11.63737 WITH 7 DEGREES OF FREEDOM. SIGNIFICANCE = .1131										

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 19

HOW OFTEN DO THE CHAIRPERSON OF
THE BOARD AND THE PRESIDENT
SHARE IDEAS?

VAR037																			
VAR065	COUNT	I		NOT COMP		SOMEWHAT		QUITE CO		VERY COM		ROW							
	ROW	PCT	INOT	COMP	COMPLETE		MPETENT		PEIENT		TOTAL								
	CUL	PCT	TEIENT																
	TOT	PCT	I	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1								
----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- -----																			
1.	I	0	I	1	I	2	I	6	I	6	I	20	I	24	I	10	I	69	
HI A PRES	I	0	I	1.4	I	2.9	I	8.7	I	8.7	I	29.0	I	34.8	I	14.5	I	53.1	
	I	0	I	33.3	I	33.3	I	54.5	I	50.0	I	52.6	I	58.5	I	55.6	I		
	I	0	I	.8	I	1.5	I	4.6	I	4.6	I	15.4	I	18.5	I	7.7	I		
----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- -----																			
2.	I	1	I	2	I	4	I	5	I	6	I	18	I	17	I	8	I	61	
LO A PRES	I	1.6	I	3.3	I	6.6	I	8.2	I	9.8	I	29.5	I	27.9	I	13.1	I	46.9	
	I	100.0	I	66.7	I	66.7	I	45.5	I	50.0	I	47.4	I	41.5	I	44.4	I		
	I	.8	I	1.5	I	3.1	I	3.8	I	4.6	I	13.8	I	13.1	I	6.2	I		
----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- -----																			
COLUMN		1		3		6		11		12		38		41		18		130	
TOTAL		.8		2.3		4.6		8.5		9.2		29.2		31.5		13.8		100.0	
----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- ----- -----																			
RAW CHI SQUARE =		3.13307		WITH		7 DEGREES OF FREEDOM.		SIGNIFICANCE =		.8724									

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 20 A

HOW COMPETENT IS THE BOARD AS A
WHOLE AS A POLICY MAKING BODY?

VAR03H											
COUNT	1	2	3	4	5	6	7	8	9	10	TOTAL
ROW PCT	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1	9.1	10.1	
COL PCT	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1	9.1	10.1	
TOT PCT	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1	9.1	10.1	
VAR065	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
HI A PRES	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
LO A PRES	2.	3.	4.	5.	6.	7.	8.	9.	10.		
COLUMN TOTAL	2	5	11	32	31	23	19	7	130		
	1.5	3.8	8.5	24.6	23.8	17.7	14.6	5.4	100.0		
RAW CHI SQUARE = 8.32783 WITH 7 DEGREES OF FREEDOM. SIGNIFICANCE = .3046											

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 20 B

HOW COMPETENT IS THE BOARD AS A
WHOLE IN THE FIELD OF EDUCATION?

VAR039						
VAR065	COUNT	CONSIDER				TOTAL
	ROW PCT	VERY GRE				
	COL PCT	AT				
	TOT PCT	5.1	6.1	7.1	8.1	
1.	1	2	5	16	46	69
HI A PRES	1	2.9	7.2	23.2	66.7	53.1
	1	40.0	45.5	44.4	59.0	
	1	1.5	3.8	12.3	35.4	
2.	1	3	6	20	32	61
LO A PRES	1	4.9	9.8	32.8	52.5	46.9
	1	60.0	54.5	55.6	41.0	
	1	2.3	4.6	15.4	24.6	
		5	11	36	78	130
	COLUMN TOTAL	3.8	8.5	27.7	60.0	100.0
RAW CHI SQUARE = 2.76634 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = .4291						

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 21 A

TO WHAT EXTENT DO YOU FEEL
RESPONSIBLE FOR SEEING THAT THE
FOLLOWING ARE ACHIEVED IN YOUR
COLLEGE OR UNIVERSITY: A)
EDUCATIONAL EXCELLENCE?

VAR040						
COUNT	1	2	3	4	5	6
ROW PCT	1	2	3	4	5	6
COL PCT	1	2	3	4	5	6
TOT PCT	1	2	3	4	5	6
VAR065	1	2	3	4	5	6
HI A PRES	1	1	1	1	1	1
LO A PRES	1	1	1	1	1	1
COLUMN TOTAL	1	1	1	1	1	1
RAW CHI SQUARE =	1.35413	WITH	3	DEGREES OF FREEDOM.	SIGNIFICANCE =	.7163

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II
QUESTION 21 B

TO WHAT EXTENT DO YOU FEEL
RESPONSIBLE FOR SEEING THAT THE
FOLLOWING ARE ACHIEVED IN YOUR
COLLEGE OR UNIVERSITY: B)
FISCAL STABILITY?

VAR061									
COUNT	1								
ROW PCT	1								
COL PCT	1								
TOT PCT	1								
VAR065	1								
1.	1	0	1	2	1	1	7	19	40
HI A PRES	1	0	1	2.9	1	1.4	10.1	27.5	58.0
	1	0	1	66.7	1	25.0	50.0	52.8	55.6
	1	0	1	1.5	1	.8	5.4	14.6	30.8
2.	1	1	1	1	1	3	7	17	32
LO A PRES	1	1.6	1	1.6	1	4.9	11.5	27.9	52.5
	1	100.0	1	33.3	1	75.0	50.0	47.2	44.4
	1	.8	1	.8	1	2.3	5.4	13.1	24.6
COLUMN	1	3	4	14	36	72	130		
TOTAL	.8	2.3	3.1	10.8	27.7	55.4	100.0		
RAW CHI SQUARE = 2.85183 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .7228									

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 22

TO WHAT EXTENT IS THE COMMUNICA-
TION CANDID AND OPEN BETWEEN THE
CHAIRPERSON OF THE BOARD AND THE
PRESIDENT?

VAR042										
	COUNT	SOMEWHAT			QUITE SA			VERY SAT		ROW
	ROW PCT	SAT			T					TOTAL
	COL PCT	2.1	3.1	4.1	5.1	6.1	7.1	8.1		
VAR065	TOT PCT	1	1	1	1	1	1	1	1	1
HI A PRES	1.	0	2	2	4	11	20	30		69
		0	2.9	2.9	5.8	15.9	29.0	43.5		53.1
		0	66.7	40.0	36.4	52.4	55.6	56.6		
		0	1.5	1.5	3.1	8.5	15.4	23.1		
LO A PRES	2.	1	1	3	7	10	16	23		61
		1.6	1.6	4.9	11.5	16.4	26.2	37.7		46.9
		100.0	33.3	60.0	63.6	47.6	44.4	43.4		
		.8	.8	2.3	5.4	7.7	12.3	17.7		
COLUMN TOTAL		1	3	5	11	21	36	53		130
		.8	2.3	3.8	8.5	16.2	27.7	40.8		100.0
RAW CHI SQUARE = 3.28825 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .7719										

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 23

HOW SATISFYING IS YOUR WORK WITH
THE COLLEGE?

VAR043											
COUNT		I		VERY LIT		SOME		QUITE A		VERY GRE	
ROW PCT		I		I		I		I		I	
COL PCT		I		I		I		I		I	
TOT PCT		I		I		I		I		I	
VAR065		I		I		I		I		I	
1.		I		I		I		I		I	
HI A PRES		I		I		I		I		I	
I		I		I		I		I		I	
I		I		I		I		I		I	
I		I		I		I		I		I	
2.		I		I		I		I		I	
LO A PRES		I		I		I		I		I	
I		I		I		I		I		I	
I		I		I		I		I		I	
I		I		I		I		I		I	
COLUMN		I		I		I		I		I	
TOTAL		I		I		I		I		I	
RAW CHI SQUARE =		4.08659 WITH		7 DEGREES OF FREEDOM.		SIGNIFICANCE =		.7698			

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II
QUESTION A

TO WHAT EXTENT ARE FORMAL MANAGE-
MENT SYSTEMS BEING UTILIZED IN
YOUR COLLEGE? (EXAMPLE: MANAGE-
MENT BY OBJECTIVES: MBO)

VAR044											
COUNT	I								ROW		
ROW PCT	NOT AT A LIMITED				FAIRLY W				CLEARLY		ROW
COL PCT	ELL				ELL						TOTAL
TOT PCT	1.1	3.1	4.1	5.1	6.1	7.1	8.1				
VAR065	-----										
1.	0	2	6	18	23	13	7	69			
HI A PRES	0	2.9	8.7	26.1	33.3	18.8	10.1	53.1			
	0	40.0	60.0	54.5	60.5	43.3	53.8				
	1.5	4.6	13.8	17.7	10.0	5.4					
2.	1	3	4	15	15	17	6	61			
LO A PRES	1.6	4.9	6.6	24.6	24.6	27.9	9.8	46.9			
	100.0	60.0	40.0	45.5	39.5	56.7	46.2				
	.8	2.3	3.1	11.5	11.5	13.1	4.6				
COLUMN TOTAL	1	5	10	33	38	30	13	130			
TOTAL	.8	3.8	7.7	25.4	29.2	23.1	10.0	100.0			
RAW CHI SQUARE = 3.68886 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .7187											

RESPONSES OF PRESIDENTS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION B

HOW WELL ARE THE GOALS AND
OBJECTIVES FOR YOUR COLLEGE
DEFINED?

APPENDIX M

CHI-SQUARE COMPARISONS OF RESPONSES OF BOARD
CHAIRPERSONS, LIBERAL ARTS COLLEGES
TYPES I AND II

VAR012									
	COUNT	SOME		QUITE A			VERY GRE		ROW
	ROW PCT	I		BIT			AT DEAL		TOTAL
	COL PCT	I		I			I		
VAR066	TOT PCT	I		I			I		
	1.	1	1	2	11	18	21	4	57
HI A CHOB		1.8	3.5	19.3	31.6	36.8	7.0		55.3
		100.0	66.7	57.9	52.9	52.5	66.7		
		1.0	1.9	10.7	17.5	20.4	3.9		
	2.	0	1	8	16	19	2		46
LO A CHOB		0	2.2	17.4	34.8	41.3	4.3		44.7
		0	33.3	42.1	47.1	47.5	33.3		
		0	1.0	7.8	15.5	18.4	1.9		
	COLUMN	1	3	19	34	40	6		103
	TOTAL	1.0	2.9	18.4	33.0	38.8	5.8		100.0
RAW CHI SQUARE = 1.53407 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .9091									

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II
QUESTION 1

HOW MUCH CONFIDENCE AND TRUST
IS SHOWN IN THE FACULTY BY
ADMINISTRATORS?

VAR013									
COUNT	I	SOMEWHAT		QUITE FR		VERY FRE		ROW TOTAL	
ROW PCT	I	FREE		EE		E			
COL PCT	I	3.1	4.1	5.1	6.1	7.1	8.1		
TOT PCT	I								
VAR066	I								
1.	I	2	3	10	20	18	4	57	
HI A CHOB	I	3.5	5.3	17.5	35.1	31.6	7.0	55.3	
	I	40.0	50.0	40.0	64.5	60.0	66.7		
	I	1.9	2.9	9.7	19.4	17.5	3.9		
2.	I	3	3	15	11	12	2	46	
LO A CHOB	I	6.5	6.5	32.6	23.9	26.1	4.3	44.7	
	I	60.0	50.0	60.0	35.5	40.0	33.3		
	I	2.9	2.9	14.6	10.7	11.7	1.9		
COLUMN	I	5	6	25	31	30	6	103	
TOTAL	I	4.9	5.8	24.3	30.1	29.1	5.8	100.0	
RAW CHI SQUARE = 4.55678 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .4723									

RESPONSES OF BOARD CHAIRPERSONS,

LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 2

HOW FREE DO FACULTY FEEL TO TALK
TO ADMINISTRATORS ABOUT THEIR WORK?

VAR014										
	COUNT	1	2	3	4	5	6	7	8	
ROW PCT	15	15	15	15	15	15	15	15	15	ROW
CUL PCT	15	15	15	15	15	15	15	15	15	TOTAL
TOT PCT	1	3.1	4.1	5.1	6.1	7.1	8.1			
VAR066	1.	0	7	8	16	19	7			57
HI A CHOB	1	0	12.3	14.0	28.1	33.3	12.3			55.3
	1	0	53.8	47.1	59.3	51.4	87.5			
	1	0	6.8	7.8	15.5	18.4	6.8			
	2.	1	6	9	11	18	1			46
LO A CHOB	1	2.2	13.0	19.6	23.9	39.1	2.2			44.7
	1	100.0	46.2	52.9	40.7	48.6	12.5			
	1	1.0	5.8	8.7	10.7	17.5	1.0			
COLUMN	1	13	17	27	37	8	103			
TOTAL	1.0	12.6	16.5	26.2	35.9	7.8	100.0			
RAW CHI SQUARE = 5.47640 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .3605										

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 3

HOW OFTEN ARE FACULTY MEMBERS'
IDEAS SOUGHT AND USED
CONSTRUCTIVELY?

VAR066										
COUNT	1	2	3	4	5	6	7	8	9	10
ROW PCI	1A+B+C	OC	MAINLY D				D AND E			ROW
COL PCI	1A+B	C	WITH C							TOTAL
TOT PCT	1.1	2.1	5.1	6.1	7.1	8.1				
VAR066	1.	1	1	1	1	1	1	1	1	57
HI A CHOB	1	0	1	3.5	8.8	7.0	68.4	12.3	1	55.3
	1	0	1	100.0	50.0	36.4	57.4	63.6	1	
	1	0	1	1.9	4.9	3.9	37.9	6.8	1	
	2.	1	1	0	5	7	29	4	1	46
LO A CHOB	1	2.2	1	0	10.9	15.2	63.0	8.7	1	44.7
	1	100.0	1	0	50.0	63.6	42.6	36.4	1	
	1	1.0	1	0	4.9	6.8	28.2	3.9	1	
COLUMN	1	2	10	11	68	11	103			
TOTAL	1.0	1.9	9.7	10.7	66.0	10.7	100.0			
RAW CHI SQUARE = 4.98910 *1TH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .4172										

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 4

IS PREDOMINANT USE MADE OF: A)
FEAR, B) THREATS, C) PUNISHMENT,
D) REWARDS, E) INVOLVEMENT?

VAR016											
COUNT		TOP ADMI		TOP AND		FAC AND		ALL LEVE		HOW	
ROW PCT		TOT PCT		TOT PCT		TOT PCT		TOT PCT		TOT PCT	
VAR066		1.1		2.1		3.1		4.1		5.1	
1.		14		4		4		11		10	
HI A CHOB		3.5		24.6		7.0		7.0		19.3	
		40.0		66.7		40.0		40.0		73.3	
		1.9		13.6		3.9		3.9		10.7	
2.		3		7		6		6		4	
LO A CHOB		6.5		15.2		13.0		13.0		8.7	
		60.0		33.3		60.0		60.0		26.7	
		2.9		6.8		5.8		5.8		3.9	
COLUMN		5.		21		10		10		15	
TOTAL		4.9		20.4		9.7		9.7		14.6	
RAW CHI SQUARE =		6.83655		WITH		7 DEGREES OF FREEDOM.		SIGNIFICANCE =		.4461	

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 5 B

WHERE IS RESPONSIBILITY FELT
FOR ACHIEVING FISCAL STABILITY?

VAR020									
		COUNT	DOWN AND		DOWN UP		DOWN UP		ROW
ROW	PCT	MOSTLY D		UP		SIDWAYS		TOTAL	
COL	PCT	DOWNWARD		UP		SIDWAYS		TOTAL	
TOT	PCT	3.1		4.1		5.1		6.1	
VAR066		3.1		4.1		5.1		6.1	
1.		2		1		14		13	
HI A CHOB		3.5		1.8		24.6		22.8	
		66.7		33.3		48.3		56.5	
		1.9		1.0		13.6		12.6	
2.		1		2		15		10	
LO A CHOB		2.2		4.3		32.6		21.7	
		33.3		66.7		51.7		43.5	
		1.0		1.9		14.6		9.7	
COLUMN		3		3		29		23	
TOTAL		2.9		2.9		28.2		22.3	
RAW CHI SQUARE =		3.95529		WITH		5 DEGREES OF FREEDOM.		SIGNIFICANCE =	
								.5559	

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 7

WHAT IS THE USUAL DIRECTION OF
INFORMATION FLOW BETWEEN
ADMINISTRATION AND FACULTY?

VAR021											
VAR066	COUNT	SUSPICIO						OFTEN AC		FULLY AC	ROW TOTAL
	ROW PCT	N						CEPTED		CEPTED	
	COL PCT										
	TOT PCT	2.1	3.1	4.1	5.1	6.1	7.1	8.1			
1.	1	1	2	6	18	21	7	2	57		
HI A CHOB		1.8	3.5	10.5	31.6	36.8	12.3	3.5	55.3		
	100.0	66.7	46.2	51.4	65.6	43.8	66.7				
	1.0	1.7	5.8	17.5	20.4	6.8	1.9				
2.	1	0	1	7	17	11	9	1	46		
LO A CHOB		0	2.2	15.2	37.0	23.9	19.6	2.2	44.7		
	0	33.3	53.8	48.6	34.4	56.3	33.3				
	0	1.0	6.8	16.5	10.7	8.7	1.0				
		1	3	13	35	32	16	3	103		
COLUMN TOTAL		1.0	2.9	12.6	34.0	31.1	15.5	2.9	100.0		
RAW CHI SQUARE = 4.01823 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .6742											

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 8

HOW IS DOWNWARD COMMUNICATION
ACCEPTED? (ADMINISTRATION TO
FACULTY)

VAR022										
COUNT		OCCAS IN A			OFTEN IN			ROW		
ROW	PCT	ACCURATE			ACCURATE			TOTAL		
COL	PCT	OCCAS IN A			OFTEN IN			TOTAL		
TOT	PCT	2.1	3.1	4.1	5.1	6.1	7.1			
VAR066										
1.		0	1	5	14	22	15			57
HI A CHOB		0	1.8	8.8	24.6	38.6	26.3			55.3
		0	50.0	55.6	50.0	64.7	53.6			
		0	1.0	4.9	13.6	21.4	14.0			
2.		2	1	4	14	12	13			46
LO A CHOB		4.3	2.2	8.7	30.4	26.1	28.3			44.7
		100.0	50.0	44.4	50.0	35.3	46.4			
		1.9	1.0	3.9	13.6	11.7	12.6			
COLUMN		2	2	9	28	34	28			103
TOTAL		1.9	1.9	8.7	27.2	33.0	27.2			100.0
RAW CHI SQUARE = 4.06677 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .5398										

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 9

HOW ACCURATE IS UPWARD COMMUNICATION? (FACULTY TO ADMINISTRATION)

VAR023									
	COUNT	1	2	3	4	5	6	7	8
	ROW PCT	ISOMEWHAT		QUITE WE		VERY WEL		ROW	
	CUL PCT			LL		L		TOTAL	
VAR066	TOT PCT	3.1	4.1	5.1	6.1	7.1	8.1		
	1.	0	1	9	20	15	12	57	
HI A CHOB		0	1.8	15.8	35.1	26.3	21.1	55.3	
		0	25.0	47.4	60.6	48.4	80.0		
		0	1.0	8.7	19.4	14.6	11.7		
	2.	1	3	10	13	16	3	46	
LO A CHOB		2.2	6.5	21.7	28.3	34.8	6.5	44.7	
		100.0	75.0	52.6	39.4	51.6	20.0		
		1.0	2.9	9.7	12.6	15.5	2.9		
COLUMN		1	4	19	33	31	15	103	
TOTAL		1.0	3.9	18.4	32.0	30.1	14.6	100.0	
RAW CHI SQUARE = 7.88491 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .1627									

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 10

HOW WELL DO SENIOR ADMINISTRA-
TORS KNOW THE PROBLEMS FACED BY
FACULTY?

VAR066										
COUNT	1	2	3	4	5	6	7	8		
ROW PCT	1	2	3	4	5	6	7	8		
COL PCT	1	2	3	4	5	6	7	8		
TOT PCT	1	2	3	4	5	6	7	8		
VAR066	1	2	3	4	5	6	7	8		
HI A CHOB	1	3.5	5.3	8.8	8.8	22.8	45.6	5.3	55.3	
	1	66.7	50.0	41.7	41.7	59.1	59.1	75.0		
	1	1.9	2.9	4.9	4.9	12.6	25.2	2.9		
LO A CHOB	2	1	3	7	7	9	18	1	46	
	1	2.2	6.5	15.2	15.2	19.6	39.1	2.2	44.7	
	1	33.3	50.0	58.3	58.3	40.9	40.9	25.0		
	1	1.0	2.9	6.8	6.8	8.7	17.5	1.0		
COLUMN TOTAL	3	6	12	12	22	44	4	103		
	2.9	5.8	11.7	11.7	21.4	42.7	3.9	100.0		
RAW CHI SQUARE = 3.04175 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .8036										

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 11

AT WHAT LEVEL ARE DECISIONS MADE?

VAR026									
COUNT	I	GENERAL				FULLY INVOLVED		ROW	
ROW PCT	I	Y						TOTAL	
COL PCT	I								
TOT PCT	I	4.1	5.1	6.1	7.1	8.1			
VAR066	I								
1.	I	1	7	18	22	9	57		
MI A CHOB	I	1.8	12.3	31.6	38.6	15.8	55.3		
	I	50.0	53.8	50.0	55.0	75.0			
	I	1.9	6.8	17.5	21.4	8.7			
	I								
2.	I	1	6	18	18	3	46		
LO A CHOB	I	2.2	13.0	39.1	39.1	6.5	44.7		
	I	50.0	46.2	50.0	45.0	25.0			
	I	1.0	5.8	17.5	17.5	2.9			
	I								
COLUMN	I	2	13	36	40	12	103		
TOTAL	I	1.9	12.6	35.0	38.8	11.7	100.0		
RAW CHI SQUARE = 2.32873 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = .6755									

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 12

HOW OFTEN ARE FACULTY MEMBERS
INVOLVED IN DECISIONS RELATED
TO THEIR WORK?

VAR066										
COUNT	1	2	3	4	5	6	7	8	9	10
ROW PCT	1	2	3	4	5	6	7	8	9	10
COL PCT	1	2	3	4	5	6	7	8	9	10
TOT PCT	1	2	3	4	5	6	7	8	9	10
1.	1	1	2	5	5	22	19	3	57	
HI A CHOB	1	1.8	3.5	8.8	8.8	38.6	33.3	5.3	55.3	
	1	100.0	66.7	62.5	29.4	61.1	59.4	50.0		
	1	1.0	1.9	4.9	4.9	21.4	16.4	2.9		
2.	1	0	1	3	12	14	13	3	46	
LO A CHOB	1	0	2.2	6.5	26.1	30.4	28.3	6.5	44.7	
	1	0	33.3	37.5	70.6	38.9	40.6	50.0		
	1	0	1.0	2.9	11.7	13.6	12.6	2.9		
COLUMN	1	3	8	17	36	32	6	103		
TOTAL	1.0	2.9	7.8	16.5	35.0	31.1	5.8	100.0		
RAW CHI SQUARE = 6.51805 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .3677										

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 13

HOW IS GOAL SETTING USUALLY DONE?

VAR029									
COUNT		QUIZ A				VERY GRE		ROW	
ROW	PCT	BIT				AT DEAL		TOTAL	
COL	PCT								
TOT	PCT	4.1	5.1	6.1	7.1	8.1			
VAR066									
1.		3	11	13	23	7		57	
HI A CHOB		5.3	19.3	22.8	40.4	12.3		55.3	
		37.5	61.1	52.0	52.3	87.5			
		2.9	10.7	12.6	22.3	6.8			
2.		5	7	12	21	1		46	
LO A CHOB		10.9	15.2	26.1	45.7	2.2		44.7	
		62.5	38.9	48.0	47.7	12.5			
		4.9	6.8	11.7	20.4	1.0			
COLUMNS		8	18	25	44	8	103		
TOTAL		7.8	17.5	24.3	42.7	7.8	100.0		
RAW CHI SQUARE = 4.90094 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = .2976									

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 14

HOW MUCH DO FACULTY MEMBERS
STRIVE TO ACHIEVE THE COLLEGE'S
GOALS?

VAR031										
COUNT	ROW PCT	IHI	TOP A	QUITE HI		MODERATE		WIDELY >		ROW
COL PCT	IDMIN	TOP ADM			DELEGAT		PHEAD			TOTAL
TOT PCT	I	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1	
VAR066	1.	1	2	4	9	12	7	19	2	56
HI A CHOB		1.8	3.6	7.1	16.1	21.4	12.5	33.9	3.6	54.9
		33.3	100.0	44.4	81.8	52.2	41.2	54.3	100.0	
		1.0	2.0	3.9	8.8	11.8	6.9	18.6	2.0	
	2.	2	0	5	2	11	10	16	0	46
LO A CHOB		4.3	0	10.9	4.3	23.9	21.7	34.8	0	45.1
		66.7	0	55.6	18.2	47.8	58.8	45.7	0	
		2.0	0	4.9	2.0	10.8	9.8	15.7	0	
COLUMN	3	2	9	11	23	17	35	2	102	
TOTAL	2.9	2.0	8.8	10.8	22.5	16.7	34.3	2.0	100.0	
RAW CHI SQUARE = 8.83354 WITH 7 DEGREES OF FREEDOM. SIGNIFICANCE = .2648										

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 15

HOW CONCENTRATED ARE REVIEW AND
CONTROL FUNCTIONS?

VAR032										
	COUNT	GRANT RE		SELF GUI		GROUP GU		ROW		
	ROW PCT	FUSE STP		DANCE		IDANCE		TOTAL		
VAR066	TOT PCT	2.1	3.1	4.1	5.1	6.1	7.1	8.1		
1.	1	2	2	2	17	13	17	3	1	56
HI A CHOB		3.6	3.6	3.6	30.4	23.2	30.4	5.4	1	54.9
	100.0	40.0	50.0	56.7	56.5	51.5	60.0			
	2.0	2.0	2.0	16.7	12.7	16.7	2.9			
2.	1	0	3	2	13	10	16	2	1	46
LO A CHOB		0	6.5	4.3	28.3	21.7	34.8	4.3	1	45.1
	0	60.0	50.0	43.3	43.5	48.5	40.0			
	0	2.9	2.0	12.7	9.8	15.7	2.0			
COLUMN	2	5	4	30	23	33	5			102
TOTAL	2.0	4.9	3.9	29.4	22.5	32.4	4.9			100.0
RAW CHI SQUARE = 2.39759 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .8797										

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 16

WHAT ARE FACULTY EVALUATIONS
AND OTHER CONTROL DATA USED
FOR?

VAR034							
	COUNT	RESLVED				ALL AFPE	ROW
	ROW PCT	SR ADMIN				CTED	TOTAL
	COL PCT						
	TOT PCT	4.1	5.1	6.1	7.1	8.1	
VAR066							
1.	1	2	9	16	26	3	56
HI A CHOB	1	3.6	16.1	28.6	46.4	5.4	54.9
	1	100.0	60.0	66.7	45.6	75.0	
	1	2.0	8.8	15.7	25.5	2.9	
2.	1	0	6	8	31	1	46
LO A CHOB	1	0	13.0	17.4	67.4	2.2	45.1
	1	0	40.0	33.3	54.4	25.0	
	1	0	5.9	7.8	30.4	1.0	
COLUMN	2	15	24	57	4	102	
TOTAL	2.0	14.7	23.5	55.9	3.9	100.0	
RAW CHI SQUAKE = 5.78043 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = .2162							

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 17

IN YOUR COLLEGE OR UNIVERSITY,
HOW ARE CONFLICTS BETWEEN
ACADEMIC UNITS USUALLY RESOLVED?

VAR036										
	COUNT	I		OFTEN		VERY OFT		EN		ROW
	ROW PCT	ISOMETIME								TOTAL
	COL PCT	IS								
	TOT PCT	I	3.I	4.I	5.I	6.I	7.I	8.I		
VAR066		I	I	I	I	I	I	I	I	
1.		I	0	1	7	18	17	14		57
HI A CHOB		I	0	1.8	12.3	31.6	29.8	24.6		55.9
		I	0	16.7	53.8	64.3	54.8	60.9		
		I	0	1.0	8.9	17.6	16.7	13.7		
2.		I	1	5	6	10	14	9		45
LO A CHOB		I	2.2	11.1	13.3	22.2	31.1	20.0		44.1
		I	100.0	83.3	46.2	35.7	45.2	39.1		
		I	1.0	4.9	5.9	9.8	13.7	8.8		
		I	I	I	I	I	I	I		
	COLUMN		1	6	13	28	31	23		102
	TOTAL		1.0	5.9	12.7	27.5	30.4	22.5		100.0
RAW CHI SQUARE = 6.07896 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .2986										

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 19

HOW OFTEN DO THE CHAIRPERSON
OF THE BOARD AND THE PRESIDENT
SHARE IDEAS?

VAR037									
	COUNT	ISOMEWHAT		QUITE CO		VERY COM		ROW	
	ROW PCT	I		MPETENT		PETENT		TOTAL	
	COL PCT	I		I		I		I	
	TOT PCT	I		I		I		I	
VAR066		3.1		4.1		5.1		6.1	
		7.1		8.1					
1.	1	1	2	11	12	23	8	57	
HI A CHOB		1.8	3.5	19.3	21.1	40.4	14.0	55.3	
		50.0	66.7	52.4	37.5	71.9	61.5		
		1.0	1.9	10.7	11.7	22.3	7.8		
2.	1	1	1	10	20	9	5	46	
LO A CHOB		2.2	2.2	21.7	43.5	19.6	10.9	44.7	
		50.0	33.3	47.6	62.5	28.1	38.5		
		1.0	1.0	9.7	19.4	8.7	4.9		
	COLUMN	2	3	21	32	32	13	103	
	TOTAL	1.9	2.9	20.4	31.1	31.1	12.6	100.0	
RAW CHI SQUARE = 8.11607 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .1500									

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 20 A

HOW COMPETENT IS THE BOARD AS
A WHOLE AS A POLICY MAKING BODY?

VAR066									
COUNT	1	2	3	4	5	6	7	8	
ROW PCT	1	2	3	4	5	6	7	8	ROW
COL PCT	1	2	3	4	5	6	7	8	PCT
TOT PCT	1	2	3	4	5	6	7	8	TOTAL
1.	1	3	15	18	10	7	3		57
HI A CHOB	1.8	5.3	26.3	31.6	17.5	12.3	5.3		55.3
	33.3	50.0	57.7	60.0	41.7	63.6	100.0		
	1.0	2.9	14.6	17.5	9.7	6.8	2.9		
2.	2	3	11	12	14	4	0		46
LO A CHOB	4.3	6.5	23.9	26.1	30.4	8.7	0		44.7
	66.7	50.0	42.3	40.0	58.3	36.4	0		
	1.9	2.9	10.7	11.7	13.6	3.9	0		
COLUMN	3	6	26	30	24	11	3		103
TOTAL	2.9	5.8	25.2	29.1	23.3	10.7	2.9		100.0
RAW CHI SQUARE = 5.52179 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .4788									

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 20 B

HOW COMPETENT IS THE BOARD AS A
WHOLE IN THE FIELD OF EDUCATION?

VAR059													
COUNT		I		CONSIDER				VERY GRE		ROW			
ROW	PCT	COL	PCT	ISOME	ABLE			AT		TOTAL			
VAR066	TOT	PCT		3.1	4.1	5.1	6.1	7.1	8.1				
	1.	1	1	3	4	15	16	18		57			
HI A CHOB		1.8	1	5.3	1	7.0	1	26.3	1	28.1	1	31.6	1
		50.0	1	60.0	1	25.0	1	65.2	1	50.0	1	72.0	1
		1.0	1	2.9	1	3.9	1	14.6	1	15.5	1	17.5	1
	2.	1	1	2	12	8	16	7		46			
LO A CHOB		2.2	1	4.3	1	26.1	1	17.4	1	34.8	1	15.2	1
		50.0	1	40.0	1	75.0	1	34.8	1	50.0	1	28.0	1
		1.0	1	1.9	1	11.7	1	7.8	1	15.5	1	6.8	1
	COLUMN			2	5	16	23	32	25	103			
	TOTAL			1.9	4.9	15.5	22.3	31.1	24.3	100.0			
RAW CHI SQUARE = 10.11100 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .0722													

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 21 A

TO WHAT EXTENT DO YOU FEEL
RESPONSIBLE FOR SEEING THAT
THE FOLLOWING ARE ACHIEVED
IN YOUR COLLEGE OR UNIVERSITY:
A) EDUCATIONAL EXCELLENCE?

VAR040						
	COUNT	CONSIDER	VERY GRE			
ROW	PCT	TABLE	AT			
COL	PCT	TABLE	AT			
TOT	PCT		5.1	6.1	7.1	8.1
VAR066						
1.	1	1	3	21	32	57
HI A CHOB	1.8	5.3	36.8	56.1	55.3	
	100.0	42.9	47.7	62.7		
	1.0	2.9	20.4	31.1		
2.	0	4	23	19	46	
LO A CHOB	0	0.7	50.0	41.3	44.7	
	0	57.1	52.3	37.3		
	0	3.9	22.3	18.4		
COLUMN	1	7	44	51	103	
TOTAL	1.0	6.8	42.7	49.5	100.0	
RAW CHI SQUARE = 3.41165 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = .3324						

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 21 B

TO WHAT EXTENT DO YOU FEEL
RESPONSIBLE FOR SEEING THAT
THE FOLLOWING ARE ACHIEVED
IN YOUR COLLEGE OR UNIVERSITY:
B) FISCAL STABILITY?

VAR041									
	COUNT	CONSIDER					VERY GRE	ROW	
	ROW PCT	ABLE					AT	TOTAL	
VAR066	TOT PCT	4.1	5.1	6.1	7.1	8.1			
1.	1	1	1	7	19	29		57	
HI A CHOB		1.8	1.8	12.3	33.3	50.9		55.9	
		50.0	16.7	58.3	61.3	56.9			
		1.0	1.0	6.9	18.0	28.4			
2.	1	1	5	5	12	22		45	
LO A CHOB		2.2	11.1	11.1	26.7	48.9		44.1	
		50.0	83.3	41.7	38.7	43.1			
		1.0	4.9	4.9	11.8	21.6			
	COLUMN	2	6	12	31	51		102	
	TOTAL	2.0	5.9	11.8	30.4	50.0		100.0	
RAW CHI SQUARE = 4.18762 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = .3812									

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 22

TO WHAT EXTENT IS THE COMMUNICA-
TION CANDID AND OPEN BETWEEN THE
CHAIRPERSON OF THE BOARD AND THE
PRESIDENT?

VAR042															
	COUNT	I	ISOMEWHAT		QUITE SA		VERY SAT		ROW						
	ROW PCT	I	SAT		I				TOTAL						
	COL PCT	I													
VAR066	TOT PCT	I	3.1	4.1	5.1	6.1	7.1	8.1							
		I	I	I	I	I	I	I							
HI A CHOB	1.	I	0	I	2	I	9	I	22	I	23	I	57		
		I	0	I	3.5	I	1.8	I	15.8	I	38.6	I	40.4	I	55.3
		I	0	I	50.0	I	33.3	I	50.0	I	55.0	I	62.2	I	
		I	0	I	1.9	I	1.0	I	8.7	I	21.4	I	22.3	I	
		I	I	I	I	I	I	I	I	I	I	I			
LO A CHOB	2.	I	1	I	2	I	2	I	9	I	18	I	14	I	46
		I	2.2	I	4.3	I	4.3	I	19.6	I	39.1	I	30.4	I	44.7
		I	100.0	I	50.0	I	66.7	I	50.0	I	45.0	I	37.8	I	
		I	1.0	I	1.9	I	1.9	I	8.7	I	17.5	I	13.6	I	
		I	I	I	I	I	I	I	I	I	I	I			
	COLUMN		1		4		3		18		40		37		103
	TOTAL		1.0		3.9		2.9		17.5		38.8		35.9		100.0
RAW CHI SQUARE = 2.77947 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .7339															

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION 23

HOW SATISFYING IS YOUR WORK WITH
THE COLLEGE?

VAR043										
COUNT		I								
ROW	PCT	I VERY LIT								
COL PCT		TITLE								
TOT	PCT	1.1	2.1	3.1	4.1	5.1	6.1	7.1	ROW TOTAL	
VAR066										
1.	1	2	6	9	17	10	9	4	57	
HI A CHOB		3.5	10.5	15.8	29.8	17.5	15.8	7.0	55.3	
	I	40.0	66.7	75.0	60.7	41.7	47.4	66.7		
	I	1.9	5.8	8.7	16.5	9.7	8.7	3.9		
2.	1	3	3	3	11	14	10	2	46	
LO A CHOB		6.5	6.5	6.5	23.9	30.4	21.7	4.3	44.7	
	I	60.0	33.3	25.0	39.3	58.3	52.6	33.3		
	I	2.9	2.9	2.9	10.7	13.6	9.7	1.9		
COLUMN		5	9	12	28	24	19	6	103	
TOTAL		4.9	8.7	11.7	27.2	23.3	18.4	5.8	100.0	
RAW CHI SQUARE =		5.76265 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .4503								

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION A

TO WHAT EXTENT ARE FORMAL MANAGE-
MENT SYSTEMS BEING UTILIZED IN
YOUR COLLEGE? (EXAMPLE: MANAGE-
MENT BY OBJECTIVES; MBO)

VAR066									
	COUNT	LIMITED		FAIRLY W		CLEARLY		TOTAL	
VAR066	ROW PCT	COL PCT	TOT PCT	ELL	ELL	ELL	ELL	ELL	ELL
1.	1	1	1	1	1	1	1	1	1
HI A CHOB	1.8	1.8	29.8	38.6	21.1	7.0	55.3		
	33.3	33.3	53.1	57.9	63.2	50.0			
	1.6	1.6	16.5	21.4	11.7	3.9			
2.	2	2	2	2	2	2	2	2	2
LO A CHOB	4.3	4.3	32.6	34.8	15.2	8.7	44.7		
	66.7	66.7	46.9	42.1	36.8	50.0			
	1.9	1.9	14.6	15.5	6.8	3.9			
COLUMN	3	3	32	38	19	8	103		
TOTAL	2.9	2.9	31.1	36.9	18.4	7.8	100.0		
RAW CHI SQUARE = 1.90176 WITH 5 DEGREES OF FREEDOM. SIGNIFICANCE = .8626									

RESPONSES OF BOARD CHAIRPERSONS,
LIBERAL ARTS COLLEGES TYPE I AND II

QUESTION B

HOW WELL ARE THE GOALS AND
OBJECTIVES FOR YOUR COLLEGE
DEFINED?

VITA²

Lloyd Sheldon Lewan

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF MANAGEMENT CONGRUENCE AS RELATED TO DISTINCTIVENESS
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