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GRADUATE COLLEGE

A COMPARISON OF ORGANIZATIONAL CULTURE BETWEEN
ADMINISTRATIVE AFFAIRS ADMINSTRATORS AND ACADEMIC AFFAIRS
ADMINSTRATORS AT SELECTED INSTITUTIONS OF HIGHER EDUCATION

A Dissertation

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By

JOHN P. UZZO
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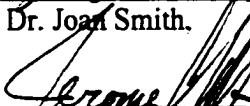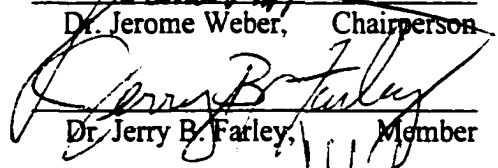
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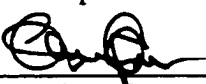
BY

Dr. Joan Smith,   Chairperson

Dr. Jerome Weber,   Chairperson

Dr. Jerry B. Farley,   Member

Dr. Dipankar Ghosh   Member

Dr. Gary Green,   Member

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ABSTRACT

This study examined the organizational culture of two administrative subcultures, the administrative affairs division and the academic affairs division in three four-year institutions of higher education: a research university, a regional university, and a private university. The survey instrument was the Organizational Culture Assessment Questionnaire, developed by Marshall Sashkin, which measures how members of an organization perceive the culture of their work environment in five areas: Managing Change, Achieving Goals, Coordinated Teamwork, Customer Orientation, and Cultural Strength.

The results of the study indicate that there is no significant difference among the institutions in the normative ranges for the cultural element subscores. The ability of the academic affairs divisions at all three institutions in achieving goals effectively is perceived as *high* or *very high*. The ability of both divisions at all three institutions to coordinate teamwork is perceived as *high*. Customer orientation and cultural strength were perceived as *high* and *very high*.

When combining the responses from personnel in administrative affairs and academic affairs, the administrative affairs personnel reported a higher level for coordinated teamwork and cultural strength than did the academic personnel. The female administrative affairs personnel reported a higher level for managing change, achieving goals, customer orientation, and cultural strength than did the male administrative personnel. The administrative affairs personnel at level 1 reported a higher level of achieving goals than level 2 or level 3. The academic affairs personnel at level 3 reported a higher level for coordinated teamwork than level 2 or level 3.

CHAPTER I

INTRODUCTION

Since the 1980s, the theoretical construct of organizational culture has increasingly been used as one of the variables to explain and understand the nuances of organizations. The functional position of organizational culture is derived from the sociological perspective that views all organizations as systems within larger societal systems. Culture is viewed as learned behavior that serves as the glue holding the organization together and providing organizational identity, stability, and effectiveness. The culture of an organization can be uncovered by examining how that organization expresses itself through its rituals and normative behavior, and by exploring the underlying values and assumptions within the organization.

Statement of the Problem

Although the number of diverse organizational culture studies in higher education is on the rise, few deal with the administrative subcultures. Researchers have studied the faculty, the administration, the discipline, and the entire organization; while most authors agree that culture influences an academic institution, it is not clear how the culture of universities functions.

Most research studies on organizational culture in colleges and universities embrace either a sociological or a cultural anthropological perspective grounded primarily in in-depth interviews and participant observation methodological traditions (Clark, 1970; Chaffee and Tierney, 1988). Psychologists, however, rely primarily on survey research methodology grounded in Jung's (1923) "psychological archetypes" and Quinn's (1988) competing values model to conduct their analyses of organizational culture. Embedded

in these two streams of research is an obvious contrast between the rich, in-depth qualitative analyses of organizations typically conducted by sociologists and anthropologists versus the multiple comparative observations from survey research typically conducted by psychologists.

The focus of universities is people, not profit. The management techniques of universities are unclear and non-routine; they are vulnerable to environmental changes; and, in many areas faculty, given their expertise, dominate the decision-making process. Since universities are complex organizations with little formalized structure and relatively weak control mechanisms, university culture as a regulator needs special attention.

Duryea (1991), in discussing the evolution of university organization, provides a historical transition to the administrative organization. Responding to the pressures of office work, travel, supervising new construction, employing new faculty, and initiating educational programs, in 1878 President Andrew Dickson White of Cornell University appointed a professor of modern languages and history, as Vice-President. This professor functioned as a kind of executive associate by hiring and dismissing junior faculty members, answering correspondence, and carrying out routine responsibilities as well as acting as institutional head in White's absence. The same year, Charles W. Eliot, a presidential colleague at Harvard, appointed Professor Ephriam W. Gurney as dean of the college faculty. In contrast to the previous professor's initial tasks, dean Gurney's primary responsibility was to relieve the president of the burden of contact with students. These appointments at two major universities signaled the beginning of a trend toward full-time presidential assistants. For the college growing into a large and complex university, the office of the president quickly ceased to be a one-person job. By 1900 those

part-time assistants, usually professors who served as librarian, bursar, or registrar, had turned into full-time administrative officers and by the 1930s were supervising large staffs (Duryea, 1991).

Administrative expansion responded to the need to coordinate and, to a degree, control the expansion of the academic structure. It grew out of a relationship with the general society, unique to this country, which imposed on the university the task of securing financial support from both public and private sources and concurrently of attending to public relations. The enlarged administration implemented an intricate credit system for student admission and educational accounting (Duryea, 1991).

Administrators and organization theorists concerned with academic governance have often developed images to summarize the complex decision making process. The three images are (1) the collegial system, (2) the bureaucratic network, and (3) the political activity. Such models organize the way we perceive the process, determine how we analyze it, and help to determine our actions. For example, if we regard a system as political, then we form coalitions to pressure decision-makers. If we regard it as collegial, then we seek to persuade people by appealing to reason. If we regard it as bureaucratic, then we use legalistic maneuvers to gain our ends. In the past few years, as research on higher education has increased, models for academic governance have also proliferated. Three of these models have received widespread attention, more or less dominating the thinking of people who study academic governance. These models are (1) the bureaucracy, (2) the collegial, and (3) the political system. Each of these models has certain points in its favor and they can be used jointly to examine different aspects of the governance process (Duryea, 1991).

Baldridge et al. (1977) showed the functioning of universities as defined by a bureaucratic (Stroup, 1966), a collegial (Millett, 1962), or a political model (Baldridge, 1971) (Duryea, 1991). Cohen and March (1974) viewed universities as organized anarchies and Mintzberg (1982) explained the uniqueness of universities as "expertocracies." Each of these authors thought of universities as complex organizations. Looking at these different approaches, the common problem of complexity and resulting fragmentation inside universities becomes obvious. Several early investigations of universities consciously adopted culture as a perspective from which to explore these tensions (Clark, 1963; Reisman et al, 1970). In the 1980s the concept of organizational culture evolved out of a desire to better understand corporations in order to make them more competitive (Peters & Waterman, 1982; Deal & Kennedy, 1982). Understanding university culture makes the analysis of managing structures and processes more comprehensible (Dill, 1982; Masland, 1985). Practices of decision-making and planning can be explained on a broader level and management challenges can be identified. Additionally, culture has an unobtrusive force that becomes critical if implicit (e.g., hierarchical structure) or explicit (e.g., formal regulation) forms of control are missing (Masland, 1985).

Purpose of the Study

This study addresses a missing dimension of university culture by examining the organizational culture of two important subgroups, the administrative affairs division and the academic affairs division, within three types of universities: a public research institution, a small regional institution, and a small, public, liberal arts institution. From the definitions of organizational culture and subcultures found in the literature, (Dill, 1982; Kuh & Whitt, 1988a; Schein, 1992; Tierney, 1988), the study assumes that the adminis-

trative affairs and academic affairs administrations are distinct subcultures within the institutions and that each has its own cultural attributes.

Using the generally accepted theoretical construct of organizational culture, the study uses quantitative inquiry methods to assess and compare the two administrative cultures. In addition, the study will determine the similarities and differences in the administrative cultures to uncover the basic beliefs, values, and assumptions that guide behavior and provide meaning for administrators within the two divisions.

The major research questions addressed in the study are:

1. What are the staff perceptions of the organizational culture of those who work within divisions of administrative affairs as compared to those who work within academic affairs?

2. What are the administrative affairs vice-presidents' perceptions of the vice-president for academic affairs regarding the organizational culture at the three types of institutions in the five areas outlined in question 1?

3. What are the academic affairs vice-presidents' perceptions of the vice-president for administrative affairs regarding their division's organizational culture at the three types of institutions in the five areas outlined in question 1?

The instrument used to identify and measure these subcultures is the Organizational Culture Assessment Questionnaire (OCAQ) first developed by Marshall Sashkin in 1990 and revised in 1993.

Significance of the Study

The administrative subculture within higher education has received less attention than the academic culture or subculture, although researchers have recommended comparisons of subcultures so that understanding between groups on campus can be strengthened (Dill, 1982; Kuh and Whitt, 1988a; Tierney, 1988). If it is true that there are subculture differences, knowledge of the assumptions and values that underlie such

differences can be used to better understand behaviors and reactions to situations and thereby improve the quality of the environment and the productivity of the organization.

Definition of Terms

It is important that there be a consistent understanding of the terms related to organizational culture. The terms utilized in this study are defined as follows:

Administrative affairs administrators are full-time administrators within a financial affairs division who are employed as a director, dean, or vice-president.

Academic affairs administrators are full-time administrators within an academic affairs division who are employed as department chair, dean, or vice-president.

Organizational culture is the embedded patterns of organizational behavior and the shared assumptions, values, and beliefs that have developed over time among members of a given organization.

Subculture refers to "a subgroup within an organization (1) whose members interact regularly with one another, (2) who perceive themselves as a distinct group within the organization, (3) who share a common set of values, (4) who have a commonly defined set of problems, and (5) who act on a basis of understandings that are unique to that group" (Van Maanen & Barley, 1985, p. 545).

Occupational community is "a group of people who consider themselves to be engaged in the same sort of work, whose identity is drawn from the work; who share with one another a set of values, norms, and perspectives that apply to, but extend beyond, work related matters, and whose social relationships meld work and leisure" (Van Maanen & Barley, 1984, p. 287).

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Summary

This study may have implications for administrators in administrative affairs and academic affairs to further understand the cultural elements that operate within organizations. By understanding the cultural elements within the organization, administrators may be able to work more effectively with colleagues. Administrative affairs professionals could transfer among institutions of higher education and find the culture very similar. An awareness of the cultural perceptions of the individuals within the organization at various administrative levels and demographic data may provide additional insights to assist administrators in decision-making within their organizations.

CHAPTER II
REVIEW OF THE LITERATURE

This chapter examines organizational culture from a variety of perspectives. After a brief history of the concept, theories, and definitions of organizational culture, significant studies in organizational culture in higher education are reported, including a brief description of the survey instrument used in this study. The concept of subcultures within the organization is discussed, followed by a synopsis of significant studies on faculty and academic affairs subcultures in higher education.

Culture has been a concept in anthropological studies for decades; however, only since the 1960s has culture been addressed in reference to organizations (Cameron & Ettington, 1988; Smircich, 1983a). Sociologists and theorists have applied cultural studies to organizations as a means of understanding the embedded beliefs, assumptions, and values of organizations (Allaire & Firsirotu, 1984), with research developing along a functional perspective.

The functional perspective views culture as an independent variable within the organization that explains its structure, performance, and activities. Researchers utilizing this perspective (Clark, 1970; Deal & Kennedy, 1982; Ouchi, 1981; Parsons, 1960; Peters & Waterman, 1982; Sashkin, 1990; Schein, 1985) view culture as "something the organization has." According to this view, the organization's culture is often used to predict the organization's behavior, and it is believed that culture can be managed. Organizational management theorists largely utilize this perspective, and even some sociologists have also discussed the functional aspects of culture.

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Talcott Parsons (1960) writes of the need to understand how the structure and processes of an organization combine to form a social system within a larger societal system. Parsons says that all organizations possess a cultural perspective that needs to be understood. The cultural perspective is centered on a system of values that defines the functions and patterns of the organization. Parsons identifies "goal attainment, adaptation to a situation, and integration of the system" as essential to the organization's cultural perspective and driven by its value system (Parsons, 1960, p. 20). Goal attainment refers to the manner the organization uses to establish goals and procure resources to attain its goals. Adaptation to a situation is related to the way an organization can adapt to changes in goals and procedures. Integration refers to the manner in which members relate to each other and their commitment to the organization.

Functionalists view culture as learned behavior that serves as the "glue" holding the organization together and provides organizational identity, stability, and effectiveness (Smircich, 1983a). Culture is uncovered by examining how the organization expresses itself through its rituals, symbols, stories, and other cultural artifacts. Functionalists believe there are four basic assumptions about culture: (1) it is cognitive and can be understood by participants and researchers alike; (2) it has a basic meaning that participants can understand and identify; (3) it makes it possible to codify abstract realities; and (4) it can be predictive and generalized (Tierney, 1988, p. 15).

Functionalists view culture as an integral part of the organization that can be managed by an effective leader, if that leader has knowledge of the cultural aspects of the organization.

Defining Organizational Culture

Although much has been studied and written about organizational culture, there is a lack of agreement as to its meaning within the field. Because researchers come from different theoretical, epistemological, and methodological perspectives, there has been little commonality among definitions or outcomes in organizational culture research (Frost et al., 1991). However, most agree that culture includes the shared beliefs, values, and assumptions passed on to members in the organization.

A 1979 article by Andrew Pettigrew describes culture as "the system of such publicly given and collectively accepted meanings operating for a given group at a given time," and he advises that culture be studied by analyzing its "symbolic language, ideology, belief, ritual, and myth" (p. 574). Pettigrew's definition implies that culture changes as membership in the organization changes, and as new members bring in their own language, values, and beliefs.

Deal and Kennedy (1982) define culture as "a core set of assumptions, understandings and implicit rules that govern day-to-day behavior in the workplace" (p. 265). An expanded definition espoused by Bolman and Deal (1991) states: "An organization develops distinctive beliefs and patterns over time. Many of these assumptions and patterns are unconscious or taken for granted. They are reflected in myths, fairy tales, stories, rituals, ceremonies, and other symbolic forms" (p. 268).

Smircich (1983a, pp. 343-346) defines culture as "the social or normative glue" that holds the organization together and serves four purposes: (1) conveying a sense of identity for the organization, (2) facilitating a commitment to something other than one-

self, (3) enhancing the stability of the social system; and (4) assisting members in making sense of the organization and guiding their behavior.

Culture is an integral part of an organization and central to understanding an organization. Schein (1991, p. 12) defines culture as "a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems."

Schein presents three levels of culture that are present in any well-established organization: artifacts, values, and basic assumptions (1991, p. 85). The most visible examples of organizational culture are its artifacts, which represents the physical and social environment (i.e., language, use of technology, use of space, art, and the behavior of its members). The organization's values, or what the organization ought to be about, are the second level of culture. The values espoused by the organization's members may be different from those reflected in the behavior in the organization. The third level of culture is more difficult to uncover in the organization. It is composed of the basic assumptions that have become ingrained in the organization and are now taken for granted. For example, solutions that repeatedly work become the automatic methodology used whenever a problem arises. These basic assumptions are more difficult to identify in an organization because the members of the organization take them for granted.

There is no common definition of organizational culture, but the following properties are thought to be shared (Schein, 1991, pp. 90-91):

1. Observable repeated behavior, such as language, customs and traditions, and rituals;

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2. Group norms that guide behavior;

3. Values espoused by the organization;

4. The organization's philosophy that determines its actions and attitudes toward different constituents;

5. Rules for interacting in the organization;

6. The organizational climate determines the manner of interactions itself.

7. The embedded skills held by generations of group members;

8. Ways of thinking and speaking that are shared with new members through the socialization process;

9. Shared meanings among group members; and

10. The symbols or metaphors represent the ideas, feelings, and images by which the organization views.

Culture is both a process and a product of the organization that continually changes as members, especially those in leadership roles, change in the organization. The socialization of new members is extremely important in the transference of the culture to members of the organization. The communication processes, both within the organization and to outside agencies or constituencies, are vitally important in determining the culture. Likewise, the understanding of the organization's culture is paramount for leaders wishing to change or fully understand the organization (Peters & Waterman, 1982; Schein, 1991; Sergiovanni, 1984).

Schein (1992, pp. 95-96) has developed a framework that addresses the basic assumptions of how an organization's culture implicitly guides members in their perceptions, thoughts, and feelings. He says that basic assumptions are formed around the following cultural dimensions that are often taken for granted:

1. The nature of reality and truth: The shared assumptions that define what is real and what is not, what is a fact in the physical realm and the social realm, how truth is ultimately to be determined, and whether truth is revealed or discovered.

2. The nature of time: The shared assumptions that define the basic concept of time in the group, how time is defined and measured, how many kinds of time there are, and the importance of time in the culture.

3. The nature of space: The shared assumptions about space and its distribution, how space is allocated and owned, the symbolic meaning of space around the person, and the role of space in defining aspects of relationships, such as the degree of intimacy or definitions of privacy.

4. The nature of human nature: The shared assumptions that define what it means to be human and what human attributes are considered intrinsic or ultimate. Is human nature good, evil, or neutral? Are human beings perfectible or not?

5. The nature of human activity: The shared assumptions that define what is the right thing for human beings to do in relating to their environment on the basis of the foregoing assumptions about reality and the nature of human nature. What is the relationship of the organization to its environment? What is work and what is play?

6. The nature of human relationships: The shared assumptions that define what is the ultimate right way for people to relate to each other, to distribute power and love. Is life cooperative or competitive, individualistic, group collaborative, or communal? How should conflict be resolved and how should decisions be made?

Schein states that as groups and organizations evolve, they develop shared assumptions about more abstract, more general, and deeper issues. Most of the dimensions underlying such issues are derived from the wider cultural contexts in which the group is located, so their existence as assumptions can be quite invisible and taken for granted in homogeneous cultural contexts. But when one examines the formation of groups that are initially multicultural, one sees how disagreement on this higher level of abstraction can make group formation very difficult. For example, organizational missions, primary tasks, and goals reflect basic assumptions about the nature of human activity and the ultimate relationship between the organization and its environment. The means chosen

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to achieve the goals will reflect assumptions about the truth, time, space, and human relationships in the sense that the kind of organization designed will automatically reflect those deeper assumptions. Similarly, the measurement system and assumptions about how to take corrective action will reflect assumptions about the nature of truth and the appropriate psychological contract for employees.

The connections between the internal issues and these more abstract categories imply that members of any new group, when forming the group, will bring with them cultural assumptions at this deeper level. If the members of the group come from different ethnic or occupational cultures, they are likely to have different assumptions on this level. These differences will cause initial difficulty in the group's efforts to work and make life safe for itself. As members get to know each other, they will gradually develop some common assumptions at this fundamental level, and such as new assumptions may, in the end differ somewhat from any given member's assumptions.

Ultimately, because of the importance of these assumptions, we must understand them at some level of detail so that we can compare organizations and sub-units within them. A fundamental part of every culture is a set of assumptions about what is real and how one determines or discovers what is real. These assumptions do, of course, relate to other assumptions about human nature and relationships. The focus is how members of a group determine what is relevant information, how they interpret information, how they determine when they have enough information to decide whether to act, and if so, and what action to take.

Schein (1985, p. 185) indicates three types of reality defined as follows:

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1. External physical reality refers to those things that can be determined empirically by objective or, in our Western tradition, "scientific" tests. On the other hand, if two managers were arguing over whether or not to give corporate funds to a political campaign, both would have to agree that the conflict couldn't be resolved at the external physical level of reality.

2. Social reality refers to those things that members of a group agree are matters of consensus, not externally, empirically testable. The most obvious domains of social reality concern the nature of relationships, the distribution of power and the entire political process, and assumptions about the meaning of life, ideology, religion, group boundaries, and culture itself. How a group defines itself, the values it chooses to live by, obviously cannot be tested in terms of our traditional notions of empirical scientific test but certainly can be tested in terms of achieved consensus. If people believe in something and define it as real, it becomes real for that group, as sociologists pointed out long ago. One of the reasons why business decisions are often difficult to make, and why management is an intrinsically complex activity, is the lack of consensus on whether a given decision area belongs in the realm of physical or social reality. If an organization is to have coherent action, there must be shared assumptions about which decisions can be scientifically resolved and which ones are based on consensual criteria such as "Let the most experienced person decide" or " Let's decide by majority vote." Notice that the process to be used, not necessarily on the ultimate substance of the decision is the important point.

3. Individual reality refers to that which a given person has learned from her or his own experience and that therefore has a quality of absolute truth to that person. However, that truth may not be shared with any one else. In a traditional, lineal society, based on hierarchical authority, if so-called elder statesmen speak, we take their experience as valid and act as if what they say is objectively true. In a pragmatic, individual society, on the other hand, the attitude might well be "prove it to me," and beyond that, what is accepted as proof might be all over the map.

What is defined as physical, social, or individual reality is the product of social learning and hence, a part of a given culture (Van Maanen, 1979b), but cultural assumptions are assumed to have relatively less importance in the area of physical reality, which in Western society is assumed to operate according to natural laws as discovered by the scientific method. In the low-context, unidirectional culture, events have clear universal meanings; in the high-context, mutual-causality culture, events can be understood only in

context, meanings can vary, categories can change, and causality cannot be unambiguously established.

Cameron and Ettington (1988, pp. 364-65) identified the following six dimensions as the most commonly cited or potentially beneficial dimensions of culture in organizations:

1. Cultural strength (the power to control behavior)

2. Cultural congruence (the fit of homogeneity among cultural elements)

3. Cultural type (the focus on certain dominant themes)

4. Cultural continuity (the extent to which consistency in culture has been maintained over time)

5. Cultural distinctiveness (the uniqueness of the culture)

6. Cultural clarity (the extent to which the culture is unambiguously defined, understood, and presented)

Of these, cultural strength and cultural congruence seem to receive more attention. Parsons, (1960), Deal and Kennedy (1982), Peters and Waterman (1982), and Ouchi and Wilkins (1985) all stress the importance of a strong culture to push the company forward. They also cite the importance of the cultural fit between the company mission and strategies used to achieve that mission.

Examining the dimensions of organizational culture allows us to see the important role culture plays within an organization. Culture helps provide environmental stability for the purpose and social system conveys a sense of identity for the organization, and serves as the sense-making device for members of the organization. Culture represents the collective patterns of beliefs, norms, practices, values, and assumptions that guide the group (Kuh and Whitt, 1988a, p. 125). Understanding cultural concepts and identifying

cultural attributes within an organization can assist the leaders of the organization to further the goals of the organization.

Institutional Culture

Culture influences the people connected to the organization its outside challenges, its mission, and its history and origins (Clark, 1970; Schein, 1985). The culture of an institution of higher education is reflected in how it operates, what is done, and who does it. It is reflected in its decisions, actions, and communication, both at the symbolic and concrete levels. Understanding the cultural perspective of an institution assists members of the organization in understanding decisions, behavior, and its mission. Culture can also help different subcultures understand each other and reduce adversarial relationships (Tierney, 1988). Researchers have approached the concept of organizational culture in higher education from different perspectives. Burton Clark (1970), one of the foremost researchers of higher education culture, first examined culture from the perspective of organizational sagas and legends.

Through research involving historic and current institutional materials, observations, interviews, and an occasional survey, theorists have drawn some general conclusions about institutional culture. One of the primary conclusions is that similar types of institutions share a common culture and have common experiences (Birnbaum, 1988; Clark, 1985; Martin, 1985). Some researchers have categorized these qualities into specific college cultures. Martin (1985, p. 80), for instance, cited three generic categories for college cultures. The research university culture was viewed as a "pathfinder and disseminator of new knowledge." The comprehensive liberal arts college culture emphasized the institution's contributing to "vital connectedness between the development of

the body mind and spirit." The community college culture stressed the importance of the college serving as the center of "educational services" for the community. Birnbaum (1988, p. 145) took more of an administrative perspective and categorized institutions into four types: collegiate, bureaucratic, political, and anarchical. Bergquist said that although there is a predominant culture on each campus, the other cultures are represented to some extent and interact with the dominant culture. This often occurs within campus subcultures, making the understanding of subcultures critical to the understanding of the larger organization.

The most successful and widely copied system of national higher education was established in Germany. The University of Berlin was united with the Royal Academy in 1809 and became the foremost center of learning during the nineteenth century. Its greatness stemmed from the following four characteristics:

1. The university was not subject to the maintenance of any creed or philosophical orientation;

2. Its professors and students were free to seek truth and knowledge as they understood them;

3. The university was dedicated to the search for truth, and its eminent teachers were world-renowned scholars in their fields; and

4. The number of subjects within the university curriculum was immensely increased.

One of the most important legacies of this view of the university is the belief that impartial investigation and research, along with teaching, are the main functions of an institution of higher learning and that the professor is a dedicated teacher-scholar.

England did not follow the continent in establishing national systems of education. Oxford and Cambridge continued their ties with the Church of England. A number of

reforms were undertaken that weakened the independence of the colleges and widened the curriculum, especially in the sciences. An interesting development was the affiliation of twenty-two colleges and universities from all parts of the British Empire and the Universities of Cambridge and Oxford. England in the nineteenth century saw the rise of a number of new universities. Although the monopoly of Oxford and Cambridge was thus broken, these two ancient foundations were still the major centers of higher education, not only for England but also for the whole British Empire.

The influence of the German universities on the intellectual growth of United States institutions was profound. Many of the noted United States professors of the nineteenth century had studied in Germany and, upon returning to the United States, they introduced the German methods of scholarly investigation, the seminar system, and what developed into graduate training. Among the first United States institutions to emphasize graduate education on the German model was Johns Hopkins University, founded in 1876. Many of the older universities, such as Harvard, Columbia, and Princeton, along with some of the more prestigious state universities and private institutions, soon followed this trend.

Subcultures

The culture of most organizations provides norms for its members; however, there are also subgroups that interact on a regular basis that provide standard ways of behaving. Thomas Lasswell (as cited in Arnold, 1970, p. 4) pointed out that every group that is at all functional must have a culture of its own that is somewhat similar to the cultures of other groups with which it interacts. Such a group culture is not partial or miniature; it is a complete, full-blown set of beliefs, knowledge, and ways to adjust to the physical and social environment.

These groups develop into subcultures that share common problems and experiences. Their interaction creates solutions to problems and fosters the development of group norms and standards (Cohen, 1970). These subcultures may be related to occupational areas, organizational structure, or ethnic background and often develop a special language and meaning in their culture (Gregory, 1983; Van Maanen, 1979). Although there may be multiple subcultures within large organizations, they will usually share elements of the dominant culture and will not conflict with the organizational mission (Meyerson & Martin, 1987; Van Maanen & Barley, 1985).

Various scholars have defined subcultures differently. Bolton and Kammeyer (1972, p. 381) describes subculture as

> a normative value system held by some group or persons who are in persistent interaction, who transmits the norms and values to newcomers by some communicated process, and who exercise some sort of social control to ensure conformity to the norms. Furthermore, the normative value system of such a group must differ from the normative value system of the larger, the parent or the dominant society.

In 1985, Van Maanen and Barley defined a subculture as "a subset of an organization's members who interact regularly with one another, identify themselves as a distinct group within the organization, share a set of problems commonly defined to be the problems of all, and routinely take actions on the basis of collective understandings unique to the group" (p. 38).

Van Maanen and Barley (1984, p. 287) related subcultures to the organizational setting and talked about occupational communities. They defined an occupational community as a group of people who consider themselves to be engaged in the same sort of work; whose identity is drawn from the work; who share with one another a set of val-

ues, norms and perspectives that apply to, but extend beyond, work-related; and whose social relationships meld work and leisure.

They further stated that the motivation for establishing occupational communities was the desire for occupational self-control. The elements of an occupational community (i.e., defined boundaries, work-related social identity, shared values and meaning within the reference group, and work-oriented social-relations) are influenced by the dominant organizational culture and the structure and management of the organization. For example, loyalty to the organization and management practices can diminish a subculture from meeting the criteria of an occupational community. The work culture of an occupational community was described by Van Maanen and Barley (1984, pp. 307-309) as having the following characteristics:

1. Common meanings and knowledge;

2. Integrated assumptions;

3. Shared values, vocabularies, identities and occupational practices;

4. Work as a source of meaning and value;

5. Judgments based on occupational standards developed over time; and

6. Self-control over decisions within the occupation, i.e., membership, prescribed conduct, assessment.

Culture can serve to support occupational community, or culture can decrease self-control and prevent the work culture from meeting the criteria of an occupational community.

Whether subcultures develop within an organization depends on the complexity, mission, and structure of the organization. The definition of subculture is still evolving.

Although most scholars have accepted Van Maanen and Barley's (1984) definition of a subculture as a distinct group of people who interact with one another on a regular basis, share a common set of problems, and act upon a collective and unique understanding (p. 45).

The number of administrators in institutions of higher education in the United States is growing as the size of the institutions grows. Administrators have also become more specialized in their responsibilities, and their primary identity may be with professional organizations instead of the institution (Levinson, 1989; Scott, 1978). This is very similar to the trend in the academic division of an institution.

In 1990, Love performed a cultural study of a residence life department to determine some of the dominant characteristics of the organization's culture. He discovered that the culture was evident by examining individual and departmental transitions and conflicts. The conflicts within the department were not necessarily the result of different values or basic assumptions but more often related to a specific situation. The predominant values and assumptions he discovered in this particular residence administration department included (Love, 1990, p. 45):

1. Commitment to student service;

2. Staff autonomy;

3. Accessibility to students;

4. The acceptance of ideas from anyone in the organization;

5. Change/innovation is good; and

6. Avoidance of conflict among the staff.

The values of other departments, even at the same institution, may have different values because of personnel, purpose, and members.

Schein (1992) and Oblander (1990) say the socialization of new professionals into the organization could provide an important clue about the organization's culture. Oblander (1990) finds that the socialization of new student affairs staff is independent of their graduate program preparation, the type of institution, and their job responsibilities. New staff begin to form their expectations and beliefs about the institution during the recruitment and interview process; however, they have a difficult time identifying the rituals and meanings of everyday activities within the organization. In addition, established members of the student affairs division do not view the socialization of new members as an intentional process (Oblander, 1990, p. 65).

Overall, the socialization of new professionals is a confusing and unintentional process for most new professionals. Although the socialization process may be confusing, new professionals may be more aware of the organization's culture than long-term administrators. Billups' (1991) study of college administrators' perception of organizational culture reveals that those who have been members of the organization for less than five years are more aware of the cultural attributes than administrators employed in the organization for ten or more years. Billups finds that college administrators value "a sense of belonging, a sense of community, mutual respect and cooperation, affiliation across campus subgroups, and a sense of making a contribution to the organization" (p. 108). Although administrative affairs staff view themselves as important to achieving the institution's mission, they acknowledge that they are incidental to the primary functions of teaching and research. Administrators see themselves as members of the culture

and not as creators of the institutions' culture. Because they feel isolated from interactions with faculty and students, most administrators seek affiliation and professional development from their professional organizations.

<div align="center">Researching Organizational Culture</div>

Researchers from many fields from sociology, anthropology, organizational development, and psychology have studied organizational culture from a variety of perspectives. Some, such as Bergquist (1992) and Clark (1970), have taken the global approach in looking at the entire organization, while others, such as Becher (1981) and Love (1990), have stressed the importance of departments or subcultures in understanding the organization. One of the difficulties in studying organizational culture has been that the basic beliefs and assumptions that comprise culture are not overtly stated in the organization.

Manifestations of culture (artifacts, behaviors, espoused values) are observable, but these are based on basic assumptions and values common to the organization but often unspoken (Sackmann, 1991; Schein, 1985). Quantitative researchers, primarily from the disciplines of organizational theory and management, have emphasized the importance of quantifiable data that can be compared to different populations. The ability to assess and compare cross-sectional data, the ability to replicate the assessment, and a common frame of reference for analyzing the data are advantages for using questionnaires and surveys to measure organizational culture (Sackmann, 1991). This method works well when analyzing a particular aspect of culture.

Chafee and Tierney (1988) utilized the Institutional Performance Survey in examining institutional cultures. Cooke and Lafferty (1987) developed the Organizational

Culture Inventory to measure normative behavior in organizations. Numerous companies and consultants in examining the norms and expectations associated with culture have used this inventory. Sashkin (1990) developed the Organizational Cultural Assessment Questionnaire (OCAQ), which measures the beliefs held by members of the organization. Other researchers have used institutional climate or goals questionnaires to measure aspects of organizational culture. Dickerson-Gifford (1990) used the Institutional Goals Inventory to measure what educational administrators thought were the institutional values in their institution.

The OCAQ, the survey instrument used for this study, was developed by Sashkin in 1990 and revised in 1991 to its current form. The questionnaire has been used in various types of organizations by educational researchers and organizational consultants. Sashkin, Rosenbach, and Mueller (1994) used the questionnaire to explore the relationship between leadership, organizational culture, and performance in an Australian banking corporation. Endeman (1993) used a version of it to assess culture in relation to superintendents' leadership styles. Principals and their school cultures were the focus of a study by Sashkin and Sashkin (1993), in which a version of the questionnaire was utilized in conjunction with other research instruments. Giese (1995) used the OCAQ in his study of culture and shared governance in California community colleges. He modified the questionnaire's statements to reflect higher education institutions, although the essence of the statements did not change.[1]

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[1] Although the OCAQ has been used in a number of reputable studies, there are no published data on the validity of the instrument. However, Giese's 1995 pilot study of the modified instrument, using the Pearson Product Moment Correlation showed a reliability coefficient of .89.

The negative side of using quantitative methods of research is that the instrument's language or concepts may not be congruent with those of the organization. Most of the instruments were developed for business corporations and may not be transferable to community agencies, educational institutions, and volunteer organizations. The instruments are also narrow in their focus, by necessity, and may truly measure a manifestation of culture rather than measuring culture.

Few researchers have examined subcultures within the institution, although Kuh and Hall (1993), Kuh and Whitt (1988a), Martin and Siehl (1983), Tierney (1988), and Van Maanen and Barley (1984) have stressed the importance of examining differences and similarities among organizational subcultures. Administrators and faculty within institutions of higher education represent separate subcultures within the organization (Dickerson-Gifford, 1990; Kuh & Whitt, 1988a; Love et al., 1993; Martin & Siehl, 1983). Although both of these groups work toward the general educational mission, they may view the institution and the institutional culture from different perspectives.

All administrative units within a college or university should work toward the institutional mission; however, some are more closely aligned to the academic mission of teaching and service research than are other administrative units. Personnel within student affairs and academic affairs both work toward teaching the student and interacting on a regular basis to achieve the institution's mission. Although both groups are administrators, they approach their roles from their own occupational identity, perspectives, and norms (Dickerson-Gifford, 1990; Love et al., 1993). Each of these occupational communities has created its own work culture consisting of standards for performing routine tasks, specialized language, or codes norms for socializing new members and values

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(Love et al., 1993; Van Maanen & Barley, 1984). These differences may cause difficulties and miscommunication between administrative personnel in the two divisions as they work toward achieving the institutional mission.

CHAPTER III

METHODOLOGY

Design of the Study

The study used a theoretical construct of organizational culture to indicate how the divisions of administrative affairs and academic affairs operate at three institutions of higher education in the mid-western United States. Quantitative research methods were used to assess and compare these divisions. The research questionnaire used was the Organizational Cultural Assessment Questionnaire (OCAQ), developed by Sashkin in 1990 and used in consultations with corporations and public school systems. This questionnaire was chosen because it is the most statistically reliable tool available. The reliability of the questionnaire ranges is as shown:

Reliability

	Alpha	N
Managing Change	.6629	106
Achieving Goals	.8442	110
Coordinated Teamwork	7567	110
Customer Orientation	.7401	98
Cultural Strength	.8408	108

Research Questions

Since so little is known about organizational culture in the administration of academic affairs and administrative affairs, three research questions were identified as the necessary areas in which to gather information and served as guides to structure the collection and analysis of that data. The three questions needing data, analysis, and discussions are:

1. What are the staff perceptions of the organizational culture of those who work within divisions of administrative affairs as compared to those who work within academic affairs?

2. What are the administrative affairs vice-presidents' perceptions of the vice-president for academic affairs regarding the organizational culture at the three types of institutions in the five areas outlined in question 1?

3. What are the academic affairs vice-presidents' perceptions of the vice-president for administrative affairs regarding their division's organizational culture at the three types of institutions in the five areas outlined in question 1?

Subculture Population

Three institutions of higher education in the midwest were selected for participation in this study. Only institutions that awarded a baccalaureate degree or higher were selected so there would be some commonality in institutional structure and mission. The three institutions represented a large, public research institution (Alpha), a small private regional institution (Beta), and a small, public, liberal arts institution (Gamma). The administrators involved in the study were full-time professional staff members who were within three administrative levels of the vice president or dean in each institution's ad-

ministrative or academic affairs divisions. These staff selections were addressed by ana-

lyzing the organizational charts of each institution and the staff members that occupied

each position.

Research Procedures

The research was initiated by obtaining permission from the administrative affairs

division and the academic affairs division at each university, plus the Institutional Re-

search Board of the institution. Each academic and administrative vice-president pro-

vided a list of full-time administrators who were within three levels of the divisional vice-

president. This list included each staff member's name, title, and campus address. Each

of these staff members was sent a cover letter introducing the study, an Organizational

Culture Assessment Questionnaire (OCAQ) to complete, and a return-addressed stamped

envelope. Estimated time for answering the questionnaire was 15 minutes. Copies of

the cover letter and the OCAQ are included as Appendices A and B, respectively.

Ninety-five surveys were mailed to the administrative affairs personnel with 45 per-

cent returned. One hundred and fifty surveys were mailed to the academic affairs per-

sonnel with 46 percent returned. The distribution of surveys sent out and returned is

presented in Table 2.

TABLE 2. Surveys Sent Out and Returned.						
	Administrative Affairs			*Academic Affairs*		
Institution	Sent	Returned	Percent	Sent	Returned	Percent
Alpha	50	23	46	100	48	48
Beta	25	15	60	25	12	48
Gamma	20	5	20	25	9	36
Total	95	43	45	150	69	46

Description of the Survey Instrument

The OCAQ was designed to measure the way people within an organization think and act (Sashkin, 1990). The theoretical constructs of the questionnaire were based on the sociological work of Talcott Parsons, who studied the structures of organizations in modern societies. Sashkin (1990) used the social organization theory espoused by Parsons as the basis for his Organizational Culture Assessment Questionnaire. He expanded on Parsons' basic four characteristics and functions and added a fifth; customer orientation. Sashkin defined these five as follows:

1. Managing Change: The first scale (equivalent to Parsons' adaptation function) assesses the organization's degree effectiveness at adapting to and managing change.

2. Achieving Goals: The second scale measures the organization's effectiveness in achieving goals, the extent to which there are shared goals, and the degree to which these goals support improvement.

3. Coordinated Teamwork: The third scale (similar to Parsons' integration function) assesses the extent to which the organization effectively coordinates the work of individuals and groups, and the extent to which collaboration is present.

4. Customer Orientation: The fourth scale assesses the extent to which organizational activities are directed toward identifying and meeting the needs and goals of clients and customers.

5. Cultural Strength: The fifth scale (related to Parsons' values characteristic) assesses the strength of the organization's culture by asking respondents to report on the extent to which people agree on its cultural values.

The questionnaire asks six questions in each of the five cultural elements, including at least one reverse question in each category, for a total of thirty questions. A reverse question is one in which a response of low would be considered positive and a response of high would be considered negative, as opposed to the standard interpretation. Using a

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five-point Likert scale, the questionnaire asks the respondent to agree/disagree with the 30 statements according to the following: (5) completely true, (4) mostly true, (3) partly true, (2) slightly true, and (1) not true. The range for each subscore can be from six to thirty points.

Although the normative samples on the OCAQ are relatively small, Sashkin has established ranges for each of the cultural elements. Table 1 shows five ranges for each of the cultural elements.

TABLE 1. OCAQ Normative Ranges for the Cultural Element Subscores.

Range	Managing Change	Achieving Goals	Coordinated Teamwork	Customer Orientation	Cultural Strength
Very High	30	28-30	25-30	25-30	26-30
High	26-29	23-27	24-27	21-24	22-25
Average	19-25	16-22	18-23	15-20	17-21
Low	15-18	11-15	14-17	11-14	13-16
Very Low	6-14	6-10	6-13	6-10	6-12

At the request of one administrator in the study, a "not applicable" choice was added to the questionnaire (for a value of 0), but none of the respondents used this response.

Sashkin (1990) cautioned against putting too much emphasis on these numbers but urged researchers to use the scoring on the cultural elements as an indication of how the organization is functioning rather than assessing its strength in a particular cultural element. He emphasized that more research would be needed to have an in-depth cultural assessment of an organization.

In order to effectively categorize responses for this study, respondents were asked to indicate the following demographic information:

1. Institution type (private, public);

2. Division (administrative affairs, academic affairs);

3. Position (vice president, dean, department chair/director, mid-level administrator);

4. Department or college of employment;

5. Number of administrative levels removed from the vice president/dean of the division (none, one, two, and three);

6. Gender (female, male);

7. Race (Asian-Pacific Islander, Black, Caucasian, Hispanic/Latino, Native-American, other);

8. Number of years with this institution; and

9. Number of years as a professional in higher education.

Likert scales were used to determine the personnel perceptions of the five aspects of organizational culture. The data were examined to categorize perceptions as very low, low, average, high, and very high. Descriptive statistics were used to determine the validity and reliability of the data collected. Means and variances were analyzed by using t-tests and p values.

Summary

The OCAQ was mailed to personnel in the administrative and academic affairs divisions of three institutions of higher education. Quantitative data was gathered from the distribution of the OCAQ that provided information regarding each administrator's perception of how the division managed change, achieved goals, coordinated teamwork, established customer orientation, and developed cultural strength. Demographic data was also gathered for the purpose of effectively categorizing and analyzing the results. The results of the OCAQ were analyzed through statistical modeling and scoring compari-

also gathered for the purpose of effectively categorizing and analyzing the results. The results of the OCAQ were analyzed through statistical modeling and scoring comparisons. The results of the quantitative data collected from the three institutions were combined to answer the research questions, in order to provide a usable sample size.

CHAPTER IV

RESULTS AND DISCUSSION

Descriptive and comparative statistical analyses were used to determine whether or not responses differed according to personal and/or institutional demographics. For example, did the responses for certain cultural perceptions differ by race within the academic compared to the administrative classification? There were differences in responses by individual demographic information but not all of the differences were significant. The responses to each variable, or question, were tested at a confidence level of .95 percent and the level of significance was .05 percent. This means that one can be 95 percent confident that the results were not obtained by chance. The hypothesis tested, including, the standard deviations and t-statistics are in table form in Appendix C.

Results

The 30-question OCAQ survey was used to answer the three research questions in five areas: managing change, achieving goals, coordinated teamwork, customer orientation, and cultural strength. What follows is a discussion of each research question as it relates to the five areas.

Research Question 1

What are the staff perceptions of the organizational culture of those who work within divisions of administrative affairs as compared to those who work within academic affairs?

Managing Change

The scale for managing change assesses the degree to which members of the organization see the organization as effective in adapting to and managing change. Managing change is measured by the first six questions of the OCAQ:

1.   This organization clearly demonstrates that it can adapt to changing conditions as needed.

2.   In this organization, people have clearly defined goals.

3.   People's roles and tasks are so complicated that administrators give up trying to coordinate with one another and just accept the inevitable ambiguity.

4.   This organization provides personal attention to all of its students.

5.   People in this organization believe in accepting one another as they are rather than trying to change one another.

6.   People in this organization agree that there's really nothing we can do about regulations or conditions imposed on us from outside (e.g. Title 5, ADA, Regents, Legislature, etc.).

Managing Change Within Administrative Affairs Divisions. The scores indicate

that the administrative affairs function for managing change is not *very low, high,* or *very*

high, because none of the respondents reported scores in these levels. Alpha reported no

responses in the ranges of *very low, high,* and *very high*; nine responses in the *low* range;

and 14 responses of *average*. Beta had no responses in the ranges of *very low, high, or*

very high; seven responses of *low*; and eight responses of *average*. For Gamma, there

were no responses in *very low, high*, or *very high*; one in *low*; and four in *average*. Al-

pha had nine responses in the *low* range and 14 in the *average*. There were no significant

results. The proportion for these responses indicates that a greater number of respondents

perceive as *average* the degree to which a large research institution is effective in adapt-

ing to and managing change. Comparisons of Alpha to Beta (p= 0.33, p>.05), Alpha to

Gamma (p=0.34, p>.05), and Beta to Gamma (p=0.21, p>.05) shows that there are no

significant differences in the means. In contrast, Beta had seven responses in the *low*

range and eight in *average*. While the proportion for the responses indicates a greater

number of respondents also perceive as *average* the degree to which a small regional in-

stitution is effective in adapting to and managing change, the proportion is less dispersed and the variation in one respondent may be significant since one additional score in this range would indicate the institution is *low* in adapting and managing change. Gamma, the liberal arts institution, had one response of *low* and four of *average*, indicating that a greater number of respondents perceive as *average* the degree to which a liberal arts institution is in effective in adapting to and managing change.

Managing Change Within Academic Affairs Divisions. The responses of the academic personnel at Alpha, Beta, and Gamma for managing change that indicated in none of the three institutions was the ranking in the 28-29 or 30 ranges. Thus, the academic function for managing change is not *high* or *very high*. For Alpha, seven responses were in the *very low* range, 21 in *low*, 20 in *average*, and none in the *high* or *very high* ranges. Beta also had no responses in the *high* or *very high* ranges; one response marked the small regional institution in the *very low* range, two responses were in *low*, and nine were in *average*. At Gamma, none was ranked *very low, high*, or *very high*; three responses were in the *low* range and six were *average*. *There were no significant results*. The proportion for Alpha's responses indicates that a greater number of respondents perceive as *low* or *average* the degree to which a large research institution effectively adapts to and manages change. Comparison of Alpha to Beta (p=0.18, p>.05), Alpha to Gamma (p=0.12, p>.05), and Beta to Gamma (p=0.69, p>.05) show that there are no significant differences in the means. However, the proportion is less dispersed and the variation in one respondent may be significant since one additional score in this range would indicate the institution is *average* in managing change. For both Beta and Gamma, the proportion for the responses indicates a greater number of respondents perceive as *average* the

degree to which both a small regional institution and a public liberal arts institution effectively adapts to and manages change.

Achieving Goals

The second element on the OCAQ, "Achieving Goals" measures how effective the organization is in achieving goals, the extent to which there are shared goals, and the degree to which these goals support improvement. Achieving goals is addressed in the six questions numbered 7 through 12:

7. In this organization, people try to do their best, with little pressure to strive for specific goals.

8. People in this organization believe in letting everyone do his or her "own thing."

9. This organization is flexible and quick to respond to the needs and concern of students, faculty, staff, or other outside stakeholders and concerned parties.

10. This organization has developed and enduring pattern of shared values, beliefs, and norms of behavior.

11. When changes are necessary, everyone in this organization has a clear idea of what sorts of activities are and are not acceptable.

12. In this organization, individual action is channeled into achieving the goals of the total organization rather than only the goals of individuals.

Achieving Goals Within Administrative Affairs Division. The proportion for the responses for all three types of institutions indicates that a greater number of respondents perceive as *average* the degree to which administrative affairs divisions effectively achieve goals, share goals, and support improvement through goals. There were no significant results. Comparison of Alpha to Beta (p=0.68, p>.05), Alpha to Gamma (p=0.86, p>.05), and Beta to Gamma (p=0.98, p>.05) show that there are no significant evidence of a difference in the means. Personnel in administrative affairs divisions at

Alpha, Beta, and Gamma for achieving goals responded as follows: Alpha's responses were none in the *very low* range, three in *low*, 17 in *average*, three in *high*, and none in *very high*. For Beta, responses were no *very low*, four *low*, seven *average*, four *high*, and no *very high*. Gamma's responses were no *very low*, and no scores in the 6-10 or 28-30 ranges, which indicates that the function for achieving goals within administrative affairs divisions is not *very low* or *very high*.

Achieving Goals Within Academic Affairs Divisions. The proportion for Alpha's responses indicates that a greater number of respondents perceive as *average* the degree to which a large research institution achieves its goals, the effectiveness of the organization in achieving goals, the extent to which there are shared goals, and the degree to which these goals support improvement. There were no significant results. Comparison of Alpha to Beta (p=0.28, p>.05), Alpha to Gamma (p=0.26, p>.05), and Beta to Gamma (p=0.92, p>.05) show that there are no significant differences in the means. However, the proportion is less dispersed. Alpha personnel had responses of four in the *very low* range, nine in the *low* range, 31 in the *average* range, three in the *high* range, and one in the *very high* range. The dispersion of Alpha's responses ranged from *very low, low, high*, and *very high*. Beta's responses were none in *very low*, three in *low*, five in *average*, four in *high*, and none *very high*. Gamma's responses in those ranges were none, one, six, two, and none, respectively.

Beta and Gamma had zero scores in the 6-10 and 28-30 ranges, indicating that the function for achieving goals within academic affairs divisions at both a small regional institution and a small, public liberal arts institution is not *very low* or *very high*. While the proportion of Beta's responses indicates that a greater number of respondents per-

ceive as *average* the degree to which a private institution is in achieving goals, the proportion is less dispersed and the variation in one respondent may be significant since one additional score in this range would indicate the institution is *high* in achieving goals. The proportion for the responses of Gamma indicates that a greater number of respondents also perceive as *average* the degree to which a small, public liberal arts institution achieves goals.

Coordinated Teamwork

Coordinated Teamwork, the third scale, assesses the extent to which the organization is effective in coordinating the work of individuals and groups and the extent to which collaboration is present. Questions 13 to 18 address coordinated teamwork:

13. In this organization, administrators believe in making sure that everything happens according to the plans made at higher levels (president, vice president, dean, etc.).

14. This organization concentrates on new services and course offerings for which student demand can be developed.

15. People in this organization rely on one another to understand what is really happening and why.

16. In this organization, the pressure to maintain the status quo is so great that if major changes were required for the organization to survive, it might not.

17. People in this organization deal effectively with problems that involve defining and attaining goals.

18. People in this organization clearly understand their job assignments and how these relate to the job assignment of others in the organization with whom they work.

Coordinated Teamwork Within Administrative Affairs Divisions. None of the three institutions scored *very low or very high* on any of the questions that measure perceptions about the division's coordinated teamwork. For Alpha personnel, there were zero in the

very low range, six in *low*, 16 in *average*, one *high*, and none in *very high*. Beta responded with none in *very low*, three in *low*, 10 in *average*, two in *high*, and none *very high*. Gamma's responses were none for *very low*, four in *low*, none in *average*, one in high, and none in *very high*. There were no significant results. Comparison of Alpha to Beta (p=0.53, p>.05), Alpha to Gamma (p=0.34, p>.05), and Beta to Gamma (p=0.23, p>.05) show that there are no significant differences in the means. However, the proportion is less dispersed. The proportion for both Alpha's and Beta's responses indicates that a greater number of respondents perceive as *average* the degree to which a large research institution and a small, public university coordinate teamwork within their respective administrative affairs divisions. The dispersion of responses for the ranges of both Alpha and Beta were *low, average,* and *high*. However, the proportion for Gamma's responses indicates that a greater number of respondents perceive as *low* the degree to which a liberal arts institution coordinates teamwork. The dispersion of Gamma's responses was *low* and *high*.

Coordinated Teamwork Within Academic Affairs Divisions. None of the three institutions was ranked *very high* on any question. Alpha's responses were four in the *very low* range, 21 in the *low* range, 20 in *average*, three in *high*, and none in the *very high* range. Beta's responses were two in the *very low* range, three in *low*, seven in *average*, and zero in either *high* or *very high*. At Gamma, responses were zero *very low*, two *low*, seven *average*, and zero in either *high* or *very high*. There were no significant results. Comparison of Alpha to Beta (p=0.74, p>.05), Alpha to Gamma (p=0.063, p>.05), and Beta to Gamma (p=0.31, p>.05) show that there are no significant differences in the means. Although the dispersion of Alpha's responses included scores of *very low, low,*

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average, and *high*, the proportion for Alpha's responses indicates that most of the academic affairs personnel who responded felt a large research institution had a *low* degree of coordinated teamwork. However, the proportion is less dispersed and the variation in one respondent may be significant, since one additional score in the *average* range would result in an equal proportion responding that the degree of coordinated teamwork is *low*. The proportion for Beta's responses indicates that more respondents perceived a small public institution as *average* in effectively coordinated teamwork. The dispersion of Beta's responses ranged from very *low, low*, and *average*. Gamma's responses indicated that more respondents perceived a liberal arts institution as either *average* or *low* in coordinated teamwork. The dispersion of Gamma's responses ranged from *low* and *average*.

Customer Orientation

Customer Orientation, the fourth scale of the OCAQ, assesses the extent to which organizational activities are directed toward identifying and meeting the needs and goals of clients and customers. Questions 19-24 of the OCAQ address customer orientation:

19. This organization develops new courses and programs that are natural extensions of the existing educational courses and programs.

20. In this organization, people are expected to support their work-related views and beliefs with concrete facts.

21. In this organization, people believe they can influence, control, or work positively with important factors and forces in our environment.

22. Most people in this organization have their own work goals that are not compatible with other's goals.

23. People in this organization believe in working together collaboratively, preferring cooperation over competition.

24. Before experimenting with new courses or services, we make sure that these are what our students, faculty, outside stakeholders, and other concerned parties need and want.

Customer Orientation Within Administrative Affairs. None of the three institutions was ranked in the 6-10 range, indicating that customer orientation within administrative affairs divisions is not *very low*. Alpha had responses of none in the *very low* range, four in *low*, 14 in *average*, four in *high*, and one *very high*. Beta had no responses in the *very low*, *low*, and *very high* ranges; nine in *average*; and six in *high*. Gamma had no responses in the *very low*, *low*, and *high* ranges; four in *average*; and one in *very high*. There were no significant results. Comparison of Alpha to Beta (p=0.15, p>.05), Alpha to Gamma (p=0.77, p>.05), and Beta to Gamma (p=0.63, p>.05) show that there are no significant differences in the means. The proportion for Alpha's responses indicates a greater number of respondents perceive as *average* the degree to which a large research institution handles customer orientation. The range was *low, average, high,* and *very high*. Likewise, the proportion for Beta's responses indicates that a small regional institution is *average* in customer orientation. The range for Beta's responses is *average* and *high*. The proportion for Gamma's responses indicates that most respondents perceive a small, public liberal arts institution as *average* in customer orientation. The range for Gamma's responses is *average* and *very high*.

Customer Orientation Within Academic Affairs Divisions. None of the institutions scored in the 6-10 range, indicating that perceptions about customer orientation in all three types of institutions are not very low. Alpha had zero in the *very low* range, six in *low*, 27 in *average*, 14 in *high*, and one in *very high*. Beta had zero responses in either *very low* or *very high*, two in *low*, six in *average*, and four in *high*. Gamma had zero responses in either *very low* or *very high*, one in *low*, four in *average*, and four in *high*.

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There were no significant results. Comparison of Alpha to Beta (p=0.81, p>.05), Alpha to Gamma (p=0.57, p>.05), and Beta to Gamma (p=0.77, p>.05) show that there are no significant differences in the means.

For both Alpha and Beta, the proportions for the responses indicates that a greater number of the academic affairs personnel at both a large research university and a small regional institution perceive their respective organizations as *average* in customer orientation. However, Gamma's responses about a liberal arts institution's customer orientation indicate that respondents were evenly divided between *average* and *high*.

Cultural Strength

Cultural strength, the fifth and final scale on the OCAQ, assesses the strength of an organization's culture by asking respondents to report the extent to which people agree on values. Cultural strength is addressed in questions 25 to 30 of the OCAQ:

25. It is accepted in this organization that people usually have their own ways of seeing and making sense of situations.

26. In this organization, we believe in making our outside stakeholders and other concerned parties into valued allies.

27. Taking action to attain new goals is valued in this organization more than maintaining the status quo.

28. Making sure that administrators at all levels coordinate tasks effectively is seen as the responsibility of all the administrators involved, not just the responsibility of the top leaders.

29. People in this organization believe that listening to what students have to say is critical if we are to reach our goals.

30. In this organization, everyone believes in a set of shared basic values about how people should work together to solve common problems and reach shared objectives.

Cultural Strength Within Administrative Affairs Divisions. None of the three insti-

tutions scored in the 6-12 range, indicating that the perceptions of cultural strength at all

three types of institutions are not *very low*. Alpha responded with none for *very low*, three

for *low*, 10 for *average*, five for *high*, and six for *very high*. Beta had no responses in the

very low range, three in low, one in average, five in high, and six in very high.

Gamma's responses were zero for both *very low* and *low*, three for *average*, one for both

high and *very high*. There were no significant results. Comparison of Alpha to Beta

(p=0.75, p>.05), Alpha to Gamma (p=0.79, p>.05), and Beta to Gamma (p=0.66, p>.05)

show that there are no significant differences in the means.

The proportion for the responses of both Alpha and Gamma indicates that a greater

number of respondents perceive as *average* the extent to which academic affairs person-

nel agree on values in both the large research university and the small, public, liberal arts

institution. The range of Alpha's responses is *low, average, high, and very high*. The

range of Gamma's responses are *average, high,* and *very high*. The proportion for Beta's

responses indicates that more respondents perceive the private institution as *very high* in

cultural strength. The range of Beta's responses is *low, average, high,* and *very high*.

Cultural Strength Within Academic Affairs Divisions. The proportion for Alpha's

responses indicates that a greater number of respondents perceive a large research institu-

tion's academic affairs division as *high* in cultural strength. Alpha had three responses in

the *very low* range, eight in *low*, 16 in *average*, 17 in *high*, and four in *very high*. Beta

had no responses in the *very low, average,* or *high* ranges, three in *low*, and nine in *very

high*. Gamma's responses were one in *very low*, zero in both *low* and *very high*, five in

average, and three in *high*. The range of Alpha's responses was *very low, low, average,*

high, and *very high*. There were no significant results. Comparison of Alpha to Beta (p=0.99, p>.05), Alpha to Gamma (p=0.67, p>.05), and Beta to Gamma (p=0.74, p>.05) show that there are is no significant differences in the means. The proportion for Beta's responses indicates that more respondents perceive a private institution as *very high* in cultural strength, and the proportion for Gamma's responses indicates that a small, public liberal arts university is *average* in cultural strength. The range of Beta's responses is *low* and *very high*, while the range of Gamma's responses is *very low, average*, and *high*.

Summary Tables

Table 3 provides a summary of the perceptions of the personnel in the administrative affairs and academic affairs divisions of Alpha, the major research educational institution in the study. The table indicates that the administrative affairs and academic affairs personnel at Alpha perceive as *average* the organization's effectiveness in managing change, achieving goals, and customer orientation. However, the personnel of the two divisions differ in their perception of coordinated teamwork and cultural strength. The administrative affairs personnel perceive their division's coordinated teamwork as *average*, while the academic affairs personnel perceive coordinated teamwork in their division as *low*. In the area of cultural strength, the administrative affairs personnel rank their division as *average*, in contrast to the academic affairs personnel who perceive cultural strength as *high* in their division.

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TABLE 3. Comparison of Perceptions about Organizational Culture within Divisions of Administrative Affairs and Academic Affairs at Alpha University.

	Administrative Affairs	Academic Affairs
Managing Change	Average	Average
Achieving Goals	Average	Average
Coordinated Teamwork	Average	Low
Customer Orientation	Average	Average
Cultural Strength	Average	High

Table 4 provides a summary of the perceptions of the personnel in the administrative affairs and academic affairs divisions of Beta, the small regional educational institution in the study. The table indicates that the administrative affairs and academic affairs personnel at Beta perceive as *average* their organization's effectiveness in managing change, achieving goals, coordinated teamwork, and customer orientation. The personnel of both divisions rank their respective organizations as *very high* in cultural strength. Note that both divisions have identical perceptions of their organization's effectiveness in each category.

TABLE 4. Comparison of Staff Perceptions about Organizational Culture within Divisions of Administrative Affairs and Academic Affairs at Beta University.

	Administrative Affairs	Academic Affairs
Managing Change	Average	Average
Achieving Goals	Average	Average
Coordinated Teamwork	Average	Average
Customer Orientation	Average	Average
Cultural Strength	Very High	Very High

Table 5 provides a summary of the perceptions of the personnel in the administrative affairs and academic affairs divisions of Gamma, the small, public, and liberal arts educational institution in the study. The table indicates that the administrative affairs and academic affairs personnel at Gamma perceive as *average* their organization's effectiveness in managing change, achieving goals, customer orientation, and cultural strength.

However, the personnel of the two divisions differ in their perception of coordinated teamwork, with the administrative affairs personnel perceiving their division as *average* in coordinated teamwork and the academic affairs personnel perceiving their division as having *low* coordinated teamwork.

TABLE 5. Comparison of Staff Perceptions about Organizational Culture within Divisions of Administrative Affairs and Academic Affairs at Gamma University.		
	Administrative Affairs	*Academic Affairs*
Managing Change	Average	Average
Achieving Goals	Average	Average
Coordinated Teamwork	Average	Low
Customer Orientation	Average	Average
Cultural Strength	Average	Average

Table 6 summarizes the perceptions of personnel in administrative affairs and academic affairs divisions at all three institutions (Alpha, Beta, and Gamma) in the five areas of organizational culture measured by the OCAQ: managing change, achieving goals, coordinated teamwork, customer orientation, and cultural strength.

Personnel in both divisions of all three institutions perceive their organizations as *average* in managing change, achieving goals, and customer orientation. In addition, most personnel rank their divisions as a*verage* in coordinated teamwork. However, Alpha's academic affairs division is rated *low* in that category. Perceptions about cultural strength are most varied. The administrative affairs division at Beta is ranked *very high* in this category but only *average* at Alpha and Gamma, while the academic affairs divisions reflected the most variance – *high* at Alpha, *very high* at Beta, and *average* at Gamma.

TABLE 6. Comparison of Perceptions about Organizational Culture within Divisions of Administrative Affairs and Academic Affairs at Alpha, Beta, and Gamma Universities.		
	Administrative Affairs	*Academic Affairs*
Managing Change *Figures 1 & 2*		
Alpha	Average	Average
Beta	Average	Average
Gamma	Average	Average
Achieving Goals *Figures 3 & 4*		
Alpha	Average	Average
Beta	Average	Average
Gamma	Average	Average
Coordinated Teamwork *Figures 5 & 6*		
Alpha	Average	Low
Beta	Average	Average
Gamma	Average	Average
Customer Orientation *Figures 7 & 8*		
Alpha	Average	Average
Beta	Average	Average
Gamma	Average	Average
Cultural Strength *Figures 9 & 10*		
Alpha	Average	High
Beta	Very High	Very High
Gamma	Average	Average

Research Question 2

What are the administrative affairs vice-presidents' perceptions of the vice president for academic affairs regarding the organizational culture at the three types of institutions in the five areas outlined in question 1?

Although the top financial administrator for Alpha did not respond to the survey for this study, a comparison of perceptions by the administrative affairs vice presidents at the other two institutions found that there was less variance among those in administrative affairs than in academic affairs. Financial leaders from both Beta and Gamma show the

same perceptions about the effectiveness of their divisions in managing change (average), achieving goals (high), coordinated teamwork (average), and cultural strength (high). Their perceptions differ only about how well their divisions handle customer orientation, with Beta ranking its effectiveness *high* and Gamma ranking its effectiveness *average*. The three academic affairs administrators all perceive their divisions to be *average* in coordinated teamwork, while their perceptions about the other four categories are varied. Alpha and Beta perceive their academic affairs divisions as having *low* effectiveness in managing change, while Gamma is perceived as *average*. Perceptions about managing change rank Alpha and Beta as *average* and Gamma as *high*. In customer orientation, Alpha and Beta perceive the effectiveness of their academic divisions as *high*, while perception for Gamma's effectiveness is *average*. In cultural strength, Alpha perceived its division as *average* while Beta and Gamma ranked their effectiveness as *high*.

There were no significant results. Comparison of the administrative affairs with the academic affairs for the five categories showed that there were no significant differences in the means. The results were: managing change ($p=0.25, p>0.05$), achieving goals ($p=0.50, p>.05$), coordinated teamwork ($p=0.25, p>.05$), customer orientation ($p=0.17$, $p>0.05$), and cultural strength ($p=0.11, p>.05$). Table 7 summarizes perceptions of effectiveness in change management, achieving goals, coordinated teamwork, customer orientation, and cultural strength within administrative affairs divisions. The top administrator at Alpha did not respond to the survey. Responses from Beta's and Gamma's top administrative leaders indicate their perceptions are the same in all but one category; *average* for managing change, *high* for achieving goals, *average* for coordinated teamwork, and

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high for cultural strength. Perceptions about effectiveness in customer orientation are

high for Beta and average for Gamma.

TABLE 7. Perceptions of Effectiveness within Administrative Affairs Divisions at Alpha, Beta, and Gamma Universities.			
	Alpha	*Beta*	*Gamma*
Managing Change	Did Not Respond	Average	Average
Achieving Goals	Did Not Respond	High	High
Coordinated Teamwork	Did Not Respond	Average	Average
Customer Orientation	Did Not Respond	High	Average
Cultural Strength	Did Not Respond	High	High

Research Question 3

What are the academic affairs vice presidents' perceptions of the vice presidents for

administrative affairs regarding their division's organizational culture at the three types

of institutions in the five areas outlined in question 1?

Table 8 summarizes perceptions of effectiveness in change management, achieving

goals, coordinated teamwork, customer orientation, and cultural strength within academic

affairs divisions. Leaders at all three institutions responded to the survey. The table in-

dicates that all three academic affairs leaders share the same perceptions *average* effec-

tiveness about their divisions in only one category –coordinated teamwork. In the other

categories, Alpha, the large research university, and Beta, the regional institution, are

perceived as having *low* effectiveness in managing change, while Gamma, the small pub-

lic liberal arts institution, is perceived as *average*. Alpha and Beta also have the same

perceptions about the effectiveness of their divisions in achieving goals (average) and

customer orientation (high). In contrast, Gamma perceives the division at the liberal arts

school as *high* in achieving goals and *average* in customer orientation. Perceptions about

cultural strength in academic affairs divisions are *average* for Alpha and *high* for Beta and Gamma.

TABLE 8. Perceptions of Effectiveness within Academic Affairs Divisions at Alpha, Beta, and Gamma Universities.			
	Alpha	*Beta*	*Gamma*
Managing Change	Low	Low	Average
Achieving Goals	Average	Average	High
Coordinated Teamwork	Average	Average	Average
Customer Orientation	High	High	Average
Cultural Strength	Average	High	High

Table 9 compares the perceptions of administrative affairs leaders and academic affairs leaders on the effectiveness of their divisions in change management, achieving goals, coordinated teamwork, customer orientation, and cultural strength. Leaders at all three institutions responded to the survey. The numerical range of the responses is shown with the response.

There were no significant results. Comparison of the administrative affairs with the academic affairs for the five categories showed that there were no significant differences in the means. The results were: managing change (p=0.25,p>0.05), achieving goals (p=0.50, p>.05), coordinated teamwork (p=0.25, p>.05), customer orientation (p=0.17, p>0.05), cultural strength (p=0.11, p>.05).

Table 9

Comparison of Perception of Effectiveness of Top Administrators in Divisions of Administrative Affairs and Academic Affair at Alpha + Beta + Gamma Universities

	Administrative Affairs			Academic Affairs				
	No.	Mean	Standard deviation	No.	Mean	Standard deviation	t	p-value
Manage Change	2	20.00	0	3	15.33	5.03	-1.60	0.25
Achieving Goals	2	21.00	1.41	3	17.67	6.81	-0.82	0.50
Coordinated Teamwork	2	22.00	2.83	3	17.67	3.06	-1.63	0.25
Customer Orientation	2	24.00	0	3	19.33	3.79	-2.13	0.17
Cultural Strength	2	28.00	1.41	3	21.67	3.51	-2.80	0.11

Tables 10 and 11 compare the responses from the two vice presidents at Beta and Gamma. No table was prepared for Alpha because the Alpha vice president of administrative affairs did not respond to the survey. Table 10 compares the responses from the two divisions at Beta, a small regional university. This table indicates that the administrative affairs vice president and academic affairs vice president perceive their respective divisions as being *highly effective* in customer orientation and cultural strength. They also perceive their divisions to be *average* in coordinated teamwork. The administrative affairs vice president perceives his/her organization as *highly effective* for managing change and achieving goals, while the academic affairs vice president perceives his/her effectiveness at managing change as *low* and *average* in achieving goals.

TABLE 10. Comparison of Perceptions of Effectiveness by Administrative Affairs Vice President and Academic Affairs Vice President at Beta University.		
	Administrative Affairs Vice President	*Academic Affairs Vice President*
Managing Change	High (19-25)	Low (15-18)
Achieving Goals	High (23-27)	Average (16-23)
Coordinated Teamwork	Average (18-23)	Average (18-23)
Customer Orientation	High (21-24)	High (21-24)
Cultural Strength	High (22-25)	High (22-25)

Table 11 compares the responses from the two divisions at Gamma, a small, public liberal arts institution. This table indicates that the administrative affairs vice president and academic affairs vice president share the same perceptions about their divisions in all five categories. The table shows they perceive their divisions are *average* at managing change, coordinated teamwork, and customer orientation and are *highly effective* at achieving goals and cultural strength.

TABLE 11. Comparison of Perceptions of Effectiveness by Administrative Affairs Vice President and Academic Affairs Vice President at Gamma University.		
	Administrative Affairs Vice President	*Academic Affairs Vice President*
Managing Change	Average (19-25)	Average (15-18)
Achieving Goals	High (23-27)	High (16-23)
Coordinated Teamwork	Average (18-23)	Average (18-23)
Customer Orientation	Average (21-24)	Average (21-24)
Cultural Strength	High (22-25)	High (22-25)

Table 12 to 14 present descriptive statistics for these five elements of organizational culture for the three higher education institutions surveyed for this study. The mean score represents the degree of perception by administrators that these cultural elements are present in their division. Alpha, Beta, and Gamma show little difference be-

tween administrative affairs and academic affairs divisions. The mean scores at Alpha

University are lower for academic affairs than administrative affairs in the areas of man-

aging change, achieving goals, coordinated teamwork, and cultural strength, while cus-

tomer orientation is slightly higher for academic affairs than for administrative affairs.

The mean scores at Beta University are lower for academic affairs than administrative

affairs in achieving goals, coordinated teamwork, customer orientation, and cultural

strength but slightly higher in managing change. The mean scores at Gamma University

are lower for academic affairs than administrative affairs in managing change, achieving

goals, and cultural strength and slightly higher in coordinated teamwork and customer

orientation.

Table 12

Alpha + Beta + Gamma Universities

	Administrative Affairs			Academic Affairs				
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value*
Manage Change	43	19.19	2.39	69	18.28	3.02	1.768	0.08
Achieving Goals	43	19.37	3.87	69	18.19	3.93	1.565	0.12
Coordinated Teamwork	43	19.58	2.97	69	17.93	3.32	2.739	0.0073
Customer Orientation	43	18.84	3.34	69	18.80	3.21	0.063	0.95
Cultural Strength	43	22.33	4.40	69	20.10	4.23	2.641	0.0098

* 0.05 level of significance is used. If p > 0.05, then there is no significant evi-
dence of a difference in the means. However, if p < 0.05, then there is a signifi-
cant evidence of a difference in the means.

Table 13

Alpha University

	Administrative Affairs			Academic Affairs				
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value
Manage Change	23	19.22	2.30	48	17.81	3.21	1.880	0.039
Achieving Goals	23	19.13	3.48	48	17.73	4.00	1.438	0.14
Coordinated Teamwork	23	19.57	2.69	48	17.63	3.28	2.465	0.011
Customer Orientation	23	18.22	3.34	48	18.67	3.28	-0.537	0.60
Cultural Strength	23	22.22	3.88	48	20.19	4.31	1.915	0.053

Table 14

Beta University

	Administrative Affairs			Academic Affairs				
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value
Manage Change	15	18.53	1.92	12	19.17	2.59	-0.730	0.49
Achieving Goals	15	19.67	4.15	12	19.17	4.32	0.305	0.76
Coordinated Teamwork	15	20.20	3.14	12	18.00	4.00	1.602	0.13
Customer Orientation	15	19.80	3.12	12	18.92	3.23	0.719	0.48
Cultural Strength	15	22.73	5.27	12	20.17	4.45	1.345	0.18

Table 15

Gamma University

	Administrative Affairs			Academic Affairs				
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	T	p-value
Manage Change	5	21.00	3.54	9	19.56	1.88	1.014	0.43
Achieving Goals	5	19.60	5.41	9	19.33	2.78	0.124	0.92
Coordinated Teamwork	5	17.80	3.56	9	19.44	2.30	-1.059	0.40
Customer Orientation	5	18.80	3.96	9	19.33	3.08	-0.281	0.80
Cultural Strength	5	21.60	4.67	9	19.56	3.88	0.882	0.43

Discussion

The results of the study indicate that there are no significant differences among Alpha, Beta, and Gamma universities in the normative ranges for the cultural element sub-cores. There is no indication that the perception of the administrative affairs and academic affairs divisions at the three institutions to manage change effectively is *very low*, *high*, or *very high*. There is no indication that the perception of the administrative affairs division to achieve goals effectively is *very low or very high*. In contrast, the ability of the academic affairs divisions at all three institutions to achieve goals effectively is perceived as *high* or *very high*. Perception of the ability of the two divisions at all three institutions to coordinate teamwork is indicated as *high*. However, the abilities of the academic affairs divisions at Alpha and Beta to coordinate teamwork effectively are perceived as *high* while Gamma's ability is perceived as *low* and *average*. Perceptions of the effectiveness in customer orientation are *high* and *very high* for both divisions. The cultural strength in both administrative affairs and academic affairs divisions at all three institutions is perceived as *high* and *very high*.

Statistical Examination of Responses

Table 16, which follows at the end of this summary provides a summary of the analysis of responses across demographic areas. The data indicates that when combining the responses from personnel in administrative affairs and academic affairs divisions at Alpha, Beta, and Gamma Universities, the administrative affairs personnel reported a higher level for coordinated teamwork and cultural strength than did the academic affairs personnel.

When the respondents from Alpha, Beta and Gamma Universities were compared by gender in administrative affairs, the female administrative affairs personnel reported a higher level for managing change ($p=0.0029 < .05$), achieving goals ($p=0.0084 < .05$), customer orientation ($p=0.017 < .05$), and cultural strength ($p=0.035 < .05$) than did the male administrative affairs personnel (see table 16 page 60). The category, which was not significant, was coordinated teamwork for the female administrative affairs personnel.

When the respondents from Alpha, Beta and Gamma Universities were compared by level in administrative affairs, the administrative affairs personnel at level 1 reported a higher level for achieving goals than did administrative affairs personnel at level 2. In addition, the administrative affairs personnel at level 1 reported a higher level for achieving goals than did administrative affairs personnel at level 3.

In contrast, when the respondents from Alpha, Beta, and Gamma Universities were compared by level in academic affairs personnel, level 3 reported a higher level for coordinated teamwork than did personnel at level 1. The academic affairs personnel at level 3 also reported a higher level for coordinated teamwork than did academic affairs personnel at level 2. The number of personnel at level 3 is greater than at levels 1 and 2, and this may result in the necessity for coordinated teamwork.

When responses from academic affairs personnel at Alpha, Beta, and Gamma Universities were compared by number of years in their respective institutions for 0-4 years and 5-10 years, the following results were obtained: those who had been at the institution 0-4 years reported a higher level for managing change, achieving goals, and customer orientation than did personnel at 5-10 years. This may suggest that new personnel may

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have more expectations about their ability to influence the university than the personnel who have accepted the bureaucratic model.

When responses from academic affairs personnel at Alpha, Beta, and Gamma Universities were compared by number of years in their institutions for 0-4 years and more than 10 years, the following results were obtained: those who had been in the institution 0-4 years reported a higher level for managing change and achieving goals than did those who had been there for more than 10 years.

There were additional significant results produced for Alpha University. Academic affairs personnel who had been at Alpha University for 0-4 years reported a higher level for managing change than did those who had been there 5-10 years or those who had been there more than 10 years. In addition, academic affairs personnel from Alpha University who had been in higher education 0-4 years reported a higher level for cultural strength than did those who had been there 5-10 years and for more than 10 years.

In contrast, academic affairs personnel at Alpha University who had been in higher education 5-10 years reported a higher level for achieving goals, customer orientation, and cultural strength than did academic affairs personnel who had been there for more than 10 years.

Finally, when Alpha University's administrative affairs personnel were compared with Alpha's academic affairs personnel, the administrative affairs personnel reported a higher level for managing change and coordinated teamwork than did the academic affairs personnel.

TABLE 16. Statistically Significant* Differences in Responses. * 0.05 level of significance is used.

If p > 0.05, then there is no significant evidence of a difference in the means. However, if p < 0.05, then there is a significant evidence of a difference in the means.

Combining Responses from Alpha, Beta, and Gamma Universities.

	Administrative Affairs			Academic Affairs			t-stat	p-value*	Conclusion of the Means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Coordinated Teamwork	43	19.58	2.97	69	17.93	3.32	2.739	0.0073	Significant evidence of a difference between the means
Cultural Strength	43	22.33	4.40	69	20.10	4.23	2.641	0.0098	Significant evidence of a difference between the means

Comparison by Gender (Administrative Affairs).

	Female			Male			t-stat	p-value*	Conclusion of the Means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Managing Change	19	20.37	2.17	24	18.25	2.17	3.181	0.0029	Significant evidence of a difference between the means
Achieving Goals	19	21.11	3.80	24	18.00	3.40	2.828	0.0084	Significant evidence of a difference between the means
Customer Orientation	19	20.21	3.39	24	17.75	2.92	2.555	0.017	Significant evidence of a difference between the means
Cultural Strength	19	23.89	4.12	24	21.08	4.29	2.170	0.035	Significant evidence of a difference between the means

Comparison of Levels 1 and 2 (Administrative Affairs).

	Level 1			Level 2			t-stat	p-value*	Conclusion of the Means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Achieving Goals	4	22.75	2.50	21	18.67	3.89	2.001	0.035	Significant evidence of a difference between the means

Comparison of Levels 1 and 3 (Administrative Affairs).

	Level 1			Level 3			t-stat	p-value*	Conclusion of the Means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Achieving Goals	4	22.75	2.50	10	18.60	3.50	2.139	0.042	Significant evidence of a difference between the means

Comparison of Levels 1 and 3 (Academic Affairs).

	Level 1			Level 3			t-stat	p-value*	Conclusion of the Means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Coordinated Teamwork	14	16.43	3.11	10	20.40	2.17	-2.963	0.0091	Significant evidence of a difference between the means

Comparison of Levels 2 and 3 (Academic Affairs).

	Level 2			Level 3			t-stat	p-value*	Conclusion of the Means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Coordinated Teamwork	43	17.79	3.11	10	20.40	3.41	-2.349	0.047	Significant evidence of a difference between the means

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Comparison by Number of Years in the Institute (Academic Affairs).

	0-4 Years			5-10 Years					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t-stat	p-value*	Conclusion of the Means
Managing Change	13	19.92	1.66	16	17.13	2.94	3.044	0.0036	Significant evidence of a difference between the means
Achieving Goals	13	20.92	4.54	16	17.13	3.07	2.675	0.018	Significant evidence of a difference between the means
Customer Orientation	13	20.46	2.79	16	17.75	3.36	2.327	0.025	Significant evidence of a difference between the means

Comparison by Number of Years in the Institute (Academic Affairs).

	0-4 Years			More than 10 Years					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t-stat	p-value*	Conclusion of the Means
Managing Change	13	19.92	1.66	40	18.20	3.20	1.850	0.016	Significant evidence of a difference between the means
Achieving Goals	13	20.92	4.54	40	17.73	3.72	2.544	0.034	Significant evidence of a difference between the means

Comparison by Number of Years in the Institute at Alpha University (Academic Affairs).

	0-4 Years			5-10 Years					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t-stat	p-value*	Conclusion of the Means
Managing Change	6	20.00	1.90	13	17.15	3.18	2.017	0.029	Significant evidence of a difference between the means

Comparison by Number of Years in the Institute at Alpha University (Academic Affairs).

	0-4 Years			5-10 Years					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t-stat	p-value*	Conclusion of the Means
Managing Change	6	20.00	1.90	29	17.66	3.32	2.362	0.035	Significant evidence of a difference between the means

Comparison by Number of Years in Higher Education at Alpha University (Academic Affairs).

	0-4 Years			5-10 Years					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t-stat	p-value*	Conclusion of the Means
Cultural Strength	3	25.33	1.53	8	21.75	2.31	2.447	0.031	Significant evidence of a difference between the means

Comparison by Number of Years in Higher Education at Alpha University (Academic Affairs).

	0-4 Years			More than 10 Years					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t-stat	p-value*	Conclusion of the Means
Cultural Strength	3	25.33	1.53	37	19.43	4.44	2.267	0.0036	Significant evidence of a difference between the means

Comparison by Number of Years in Higher Education at Alpha University (Academic Affairs).									
	5-10 Years			*More than 10 Years*					
	No.	*Mean*	*Standard Deviation*	*No.*	*Mean*	*Standard Deviation*	*t-stat*	*p-value**	*Conclusion of the Means*
Achieving Goals	8	20.75	3.20	37	16.65	3.58	2.987	0.0082	Significant evidence of a difference between the means
Customer Orientation	8	20.25	1.58	37	18.19	3.41	2.603	0.016	Significant evidence of a difference between the means
Cultural Strength	8	21.75	2.31	37	19.43	4.44	2.118	0.047	Significant evidence of a difference between the means
Comparison of Administrative Affairs Personnel with Academic Affairs Personnel at Alpha University.									
	Administrative Affairs			*Academic Affairs*					
	No.	*Mean*	*Standard Deviation*	*No.*	*Mean*	*Standard Deviation*	*t-stat*	*p-value**	*Conclusion of the Means*
Managing Change	23	19.22	2.30	48	17.81	3.21	1.880	0.039	Significant evidence of a difference between the means
Coordinated Teamwork	23	19.57	2.69	48	17.63	3.28	2.465	0.011	Significant evidence of a difference between the means

Summary

In conclusion, the data were examined in the institutional divisions within the institution and demographic information was analyzed. A number of differences in demographic classifications proved to provide statistically significant differences in responses to questions. The implications of the data are explained and discussed in chapter five.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a review of the study, followed by a summary of the findings. Next, the conclusions derived from the study are presented followed by recommendations for further research is identified.

Summary

The primary purpose of this study was to address a dimension of university culture by examining the organizational culture of two important administrative divisions, the administrative affairs division and the academic affairs division, within three types of universities, the public research institution, the small regional institution, and the small, public, liberal arts institution.

The three research questions are:

1. What are the staff perceptions of the organizational culture of those who work within divisions of administrative affairs as compared to those who work within academic affairs?

2. What are the administrative affairs vice-presidents' perceptions of the vice-president for academic affairs regarding the organizational culture at the three types of institutions in the five areas outlined in question 1?

3. What are the academic affairs vice-presidents' perceptions of the vice president for administrative affairs regarding their division's the organizational culture at the three types of institutions in the five areas outlined in question 1?

These needed to be addressed because the administrative subculture within higher education has received less attention that the academic culture or subculture, although researchers have recommended comparisons of subcultures so that understanding between on-campus groups can be strengthened. If it is true that there are subculture differences, knowledge of the assumptions and values that underlie such differences can be used to better understand behaviors and reactions to situations and thereby improve the quality of the environment and the productivity of the organization.

Previous research in this area contributed to understanding culture in anthropological studies for decades. However, only since the 1960s has culture been addressed in reference to organizations. Sociologists and theorists have applied cultural studies to organizations as a means of understanding the embedded beliefs, assumptions, and values of organizations, with research developing along a functional perspective. The functional perspective views culture as an independent variable within the organization that explains its structure, performance, and activities. Researchers utilizing this perspective view culture as "something the organization has." According to this view, the organization's culture is often used to predict the organization's behavior, and it is believed that culture can be managed. Pettigrew's definition of culture implies that culture changes as membership in the organization changes and as new members bring in their own language, values, and beliefs. Deal and Kennedy defined culture as a core set of assumptions, understandings, and implicit rules that govern day-to-day behavior in the workplace. Schein developed a framework that addresses the basic assumptions of how an organization's culture implicitly guides members in their perceptions, thoughts, and feelings about things. Van Maanen & Barley's research showed that groups develop into subcultures

that share common problems and experiences and that although there may be multiple subcultures within large organizations, they usually share elements of the dominant culture and will not conflict with the organizational mission.

Giese developed a survey instrument called the Organizational Culture Assessment Questionnaire, used it in his study of culture and shared governance in California community colleges. Dickerson-Gifford and Love studied personnel within student affairs and academic affairs and both groups of administrators approached their roles from their own occupational identity, perspective and norms. Academic affairs administrators typically come from a faculty background, whereas student affairs administrators usually come from a student development or counseling perspective.

Some previous researchers focused on the culture of the organization as a whole while others focused on a subset within academic affairs. Common to all previous research is that they lack a distinction and a comparison between the administrative affairs culture and that of academic affairs. This work focuses on the administrative affairs and the academic affairs, differentiating the occupational community into the administrative affairs and the academic affairs divisions so as to compare their respective perceptions of culture within the organization.

Since the correlation and reliability values were high in studies conducted with the Organizational Culture Assessment Questionnaire, the survey was used as the data collection instrument and was modified by changing the population from academic affairs and student affairs to administrative affairs and academic affairs.

Conclusions

Research Question 1

What are the staff perceptions of the organizational culture of those who work within di visions of administrative affairs as compared to those who work within academic affairs?

Through analysis of the results of the survey (reported in chapter 4), a number of observations can be made. The result of the study indicates that there is no significant difference between Alpha, Beta, and Gamma in the normative ranges for the cultural element sub scores. This finding seems to be an anomaly since the mission of the three is different and the organizational charts are structured differently within the institution. The research institution and the liberal arts have smaller staffs and different educational missions.

The administrative affairs and the academic affairs perceptions at the three institutions to manage change are low and average. The administrative affairs have a more structured environment in reporting requirements and deadlines for compliance with various educational agencies. The budgeting process, however, forces the administrative affairs division to comply with the policy issues and priorities of the president and board of regents.

The academic affairs divisions have control in the general education curriculum and the majors. The academic affairs administrators are subject to the budget constraints managed by the administrative affairs in the allocation of resources. If money is not forthcoming for faculty positions and current technology because of budget constraints, one can understand why the perception of both the administrative and academic affairs to manage change effectively is low or average.

The administrative affairs perception for achieving goals ranges from low to average at the three institutions This perception may be a result of the prescriptive nature of the reporting requirement imposed on administrative affairs. Administrative affairs has standardized reports and reporting requirement and achieving goals may be may not be perceived, other than the completion of report preparation and reporting requirements.

In contrast, the academic affairs perception for achieving goals is high and very high. This finding indicates that the perception and control of the curriculum is measurable and attainable at all three institutions. Given their expertise, the faculty in the department can set attainable goals for the discipline.

All three institutions' perceptions of coordinated teamwork are high for both divisions. However, the academic affairs divisions at Alpha and Beta to coordinate teamwork effectively are high while Gamma's ability is perceived as low or average. This finding seems unusual since the research university and the private universities have larger and more complex organizational charts than the liberal arts institution. At a research institution, the faculty has a loyalty to their discipline that may be in conflict with the organizational culture and one would think that this would decrease the likelihood of high coordinated teamwork.

Customer orientation is high and very high for both divisions at all three institutions. This finding reflects the institutions' awareness that student supply is limited and the importance of the student being viewed as a customer purchasing educational quality from the institution.

Cultural strength in both divisions is perceived as high and very high at all three institutions. This finding may result from the long institutional history and heritage of the institutions and the institutions' respective missions.

The t-test results produced some variations in results. When combining the responses from personnel in administrative affairs and academic affairs, the administrative affairs personnel reported statistically significant differences in coordinated teamwork and cultural strength than did the academic affairs personnel. This result may be indicative of the administrative affairs' financial reporting requirements. The reports need to be consistently coded properly for aggregation and comparison.

The comparison by gender in administrative affairs is statistically significant in four cultural elements for females. The females perceive that they have a greater ability in managing change, achieving goals, customer orientation, and cultural strength than did the males. This finding in four out of the five categories is worth noting. The one element in which there was no statistically significant difference in responses was in the area of coordinated teamwork. This finding may indicate that female administrative affairs personnel perceive the categories differently than the males.

After the research was completed, I was able to confirm that one of the females in the academic area was promoted to dean in the college of arts and science. This individual obtained tenure as a faculty member in the earliest allotted time. She became interim dean for one year and then she was promoted to dean of one of the largest colleges within the research institution. In addition, the president of the private institution acknowledged that the last two administrative positions were filled by females, in contrast, to both positions being filled by males.

The differences in perceptions regarding achieving goals in administrative affairs are significant when comparing level one with levels two and three. Level two and three are usually not the policy makers and their requirements and goals are established by the policies at level one.

The differences in perceptions regarding coordinated teamwork in academic affairs are significant when comparing levels one and three with levels two and three. This result may be indicative of the concessions made on course offerings and curriculum matters. The institution requires a certain number of semester hours in the general education curriculum and the major area. The general curriculum is less subject to modification than the major area.

When comparing the number of years in the institution, the results were statistically different for the categories of managing change and achieving goals in academic affairs. This finding seems to indicate that new members in the organization perceive that they have the ability to manage change and achieve goals better than members who have been there longer. The finding also seems to indicate that the longer the individual works at the institution, their perception lessens that they can effectively manage change and achieve goals.

The result for the research institution indicates statistically significant differences in perceptions regarding managing change within academic affairs. This finding seems to indicate that the academic affairs administrators with less time at the institution perceive than they can manage change better than is perceived by the administrators who have be there a greater period of time. An additional finding for the research institution regarding

number of years in higher education seems to indicate that the longer one is in higher education, the more important the cultural strength of the institution.

The result of comparisons of administrative affairs personnel with academic affairs personnel at Alpha University indicates statistically significant differences with respect to managing change and coordinated teamwork. This finding is consistent with the finding when all three institutions are aggregated. Again, the academic affairs administrators perceive their ability to manage change and coordinate teamwork differently than administrative affairs.

The institution requires a certain number of semester hours in the general education curriculum and the major area. The general curriculum is less subject to modification than the major area.

The results when comparing the number of years in the institution were statistically different for the categories of managing change and achieving goals in academic affairs. This finding seems to indicate that new members in the organization perceive that they have the ability to manage change and achieve goals better than members who have been there longer. The finding also seems to indicate that the longer the individual works at the institution, their perception lessens that they can effectively manage change and achieve goals.

The result for the research institution indicates statistically significant differences in perceptions regarding managing change within academic affairs. This finding seems to indicate that the academic affairs administrators with less time at the institution perceive than they can manage change better than is perceived by the administrators who have be there a greater period of time. An additional finding for the research institution regarding

number of years in higher education seems to indicate that the longer one is in higher education, the more important the cultural strength of the institution.

The result of comparisons of administrative affairs personnel with academic affairs personnel at Alpha University indicates statistically significant differences with respect to managing change and coordinated teamwork. This finding is consistent with the finding when all three institutions were aggregated. Again, the academic affairs administrators perceive their ability to manage change and coordinate teamwork is statistically significant higher than administrative affairs.

Research Question 2

What are the administrative affairs vice-presidents' perceptions of the vice president for academic affairs about the organizational culture at the three types of institutions in the five areas outlined in question 1?

Although the top administrator for Alpha did not respond to the survey for this study, a comparison of perceptions by the administrative affairs vice presidents of the other two institutions found that the vice presidents' ability to achieve goals and to perceive cultural strength as high. Table 7 summarizes the perception of the administrative affairs division. These positions have the ability to establish their own goals that make the goals more attainable. The culture strength seems to be indicative of the fact they have been with the institution a substantial number of years and that they have adapted to the culture.

Research Question 3

What are the academic affairs vice presidents' perceptions of the vice presidents for

administrative affairs about their division's organizational culture at the three types of

institutions in the five areas outlined in question 1?

Table 8 summarizes the responses of the effectiveness of the academic affairs

perception of the culture of the organization. Managing change ranged from low to aver-

age for the three institutions. This may have resulted because the research institution and

the regional university with a substantial number of employees sees very little likelihood

of managing change. Only Gamma indicated that achieving goals as high This may be

the result of the liberal arts the result of the liberal arts curriculum and the accomplish-

ment of the educational mission and not the objective of an individual department or dis-

cipline. The three institutions indicate that the ability to coordinate teamwork is average.

This may result from the vested interest in their own department within the institution or

their loyalty to a particular discipline. A surprising result was that the research institution,

and the regional university indicated that the customer orientation was high, compared to

the liberal arts university as average. I expected that the liberal arts university would re-

spond that the customer orientation was high since the numbers of students attending are

significantly less. The cultural strength indicates that it is higher at the regional university

and the liberal arts university. This may have resulted from the universities

Recommendations

It is recommended that further studies be conducted in order to extend the findings of this study. The following is provided as examples.

In addition to quantitative analysis on gender, qualitative studies should also be conducted. More detailed information may be provided as to why the females perceive a greater ability to manage change, achieve goals, customer orientation, and cultural strength.

This study may be replicated with an increase in the size of the population.

This study may be replicated and compare institutions within the same Carnegie classification for similarities and differences.

The method of funding provided to the institution and institutional accreditation to view the impacts on the cultural elements.

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APPENDIX A
Organizational Culture Assessment Questionnaire

	5 = Completely True	4 = Mostly True	3 = Partly True	2 = Slightly True	1 = Not True	0 = Not Applicable
1. This organization clearly demonstrates that it can adapt to changing conditions as needed.	5	4	3	2	1	0
2. In this organization, people have clearly defined goals.	5	4	3	2	1	0
3. People's roles and tasks are so complicated that most administrators give up trying to coordinate with one another and just accept the inevitable ambiguity.	5	4	3	2	1	0
4. This organization provides personal attention to all of its students.	5	4	3	2	1	0
5. People in this organization believe in accepting one another as they are rather than trying to change one another.	5	4	3	2	1	0
6. People in this organization agree that there's really nothing we can do about regulation or conditions imposed on us from outside (e.g.. Title 5, ADA, Regents, Legislature, etc.).	5	4	3	2	1	0
7. In this organization, people try to do their best, with little pressure to strive for specific goals.	5	4	3	2	1	0
8. People in this organization believe in letting everyone do his or her "own thing."	5	4	3	2	1	0
9. This organization is flexible and quick to respond to the needs and concerns of students, faculty, staff, or other outside stakeholders and concerned parties.	5	4	3	2	1	0
10. This organization has developed an enduring pattern of shared values, beliefs, and norms of behavior.	5	4	3	2	1	0
11. When changes are necessary, everyone in this organization has a clear idea of what sorts of activities are and are not acceptable.	5	4	3	2	1	0
12. In this organization, individual action is channeled into achieving the goals of the total organization rather than only the goals of individuals.	5	4	3	2	1	0
13. In this organization, administrators believe in making sure that everything happens according to the plans made at higher levels (President, Vice-President, Dean, etc).	5	4	3	2	1	0
14. This organization concentrates on new services and course offerings for which student demand can be developed.	5	4	3	2	1	0
15. People in this organization rely on one another to understand what is really happening and why.	5	4	3	2	1	0

(Please complete the other side.)

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	0 = Not Applicable
	1 = Not True
	2 = Slightly True
	3 = Partly True
	4 = Mostly True
	5 = Completely True

		5	4	3	2	1	0
16.	In this organization, the pressure to maintain the status quo is so great that if major changes were required for the organization to survive, it might not.	5	4	3	2	1	0
17.	People in this organization deal effectively with problems that involve defining and attaining goals.	5	4	3	2	1	0
18.	People in this organization clearly understand their job assignments and how these relate to the job assignments of others in the organization with whom they work.	5	4	3	2	1	0
19.	This organization develops new courses and programs that are natural extensions of the existing educational courses and programs.	5	4	3	2	1	0
20.	In this organization, people are expected to support their work-related views and beliefs with concrete facts.	5	4	3	2	1	0
21.	In this organization, people believe they can influence, control, or work positively with important factors and forces in our environment.	5	4	3	2	1	0
22.	Most people in this organization have their own work goals that are not compatible with other's goals.	5	4	3	2	1	0
23.	People in this organization believe in working together collaboratively, preferring cooperation over competition.	5	4	3	2	1	0
24.	Before experimenting with new courses or services, we make sure that these are what our students, faculty, outside stakeholders, and other concerned parties need and want.	5	4	3	2	1	0
25.	It is accepted in this organization that people usually have their own ways of seeing and making sense of situations.	5	4	3	2	1	0
26.	In this organization, we believe in making our outside stakeholders and other concerned parties into valued allies.	5	4	3	2	1	0
27.	Taking action to attain new goals is valued in this organization more than maintaining the status quo.	5	4	3	2	1	0
28.	Making sure that administrators at all levels coordinate tasks effectively is seen as the responsibility of all the administrators involved, not just the responsibility of the top leaders.	5	4	3	2	1	0
29.	People in this organization believe that listening to what students have to say is critical if we are to reach our goals.	5	4	3	2	1	0
30.	In this organization, everyone believes in a set of shared basic values about how people should work together to solve common problems and reach shared objectives.	5	4	3	2	1	0

APPENDIX B

Cover Letter sent with Questionnaire

John Uzzo
USAO P. O. Box 82345
Chickasha, OK 73018
(405) 224-3140 x266

This letter is to ask you to assist in a survey study for my doctoral dissertation, entitled "A Comparison of Organizational Culture Between Financial Affairs Administrators and Academic Affairs Administrators at Selected Institutions of Higher Education." The research is being conducted under the auspices of the University of Oklahoma/Norman campus. My major professor is Dr. Jerome Weber.

The questionnaire measures the ways people at various levels generally think and act. The 30 questions ask you to describe, as best you can, how people in your division typically behave, the sorts of things they generally believe about the division, and how the division operates.

The survey (attached) is short, easy to complete, and will take only a few minutes of your time. Your response will be completely confidential. Your participation is completely voluntary, and you may withdraw at anytime without penalty.

I have included a self-addressed, postage-paid envelope for the return of the questionnaire. If you have any questions about the rights of research participants, please call the OU Office of Research Administration at 325-4757.

I greatly appreciate your assistance in this survey.

Sincerely,

John Uzzo
Ph.D. Candidate, Higher Education Administration
Department of Educational Leadership and Policy Studies
The University of Oklahoma

Appendix C

Comparison of Responses to Questions

Managing Change (Administrative)

	6-14 Very Low	15-18 Low	19-25 Average	26-29 High	30 Very High
■ Alpha	0	9	14	0	0
■ Beta	0	7	8	0	0
□ Gamma	0	1	4	0	0
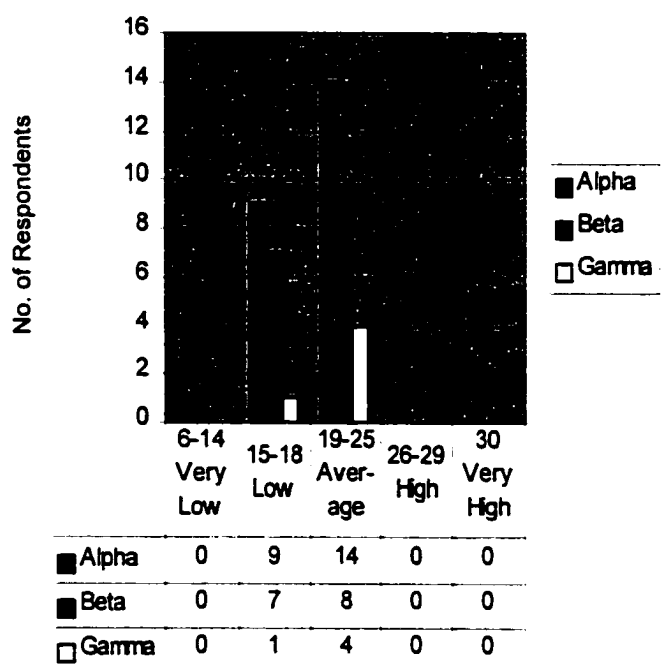
Fig. 1. Managing Change within Administrative Affairs Divisions

Managing Change (Academic)

	6-14 Very Low	15-18 Low	19-25 Average	26-29 High	30 Very High
■Alpha	7	21	20	0	0
■Beta	1	2	9	0	0
☐Gamma	0	3	6	0	0
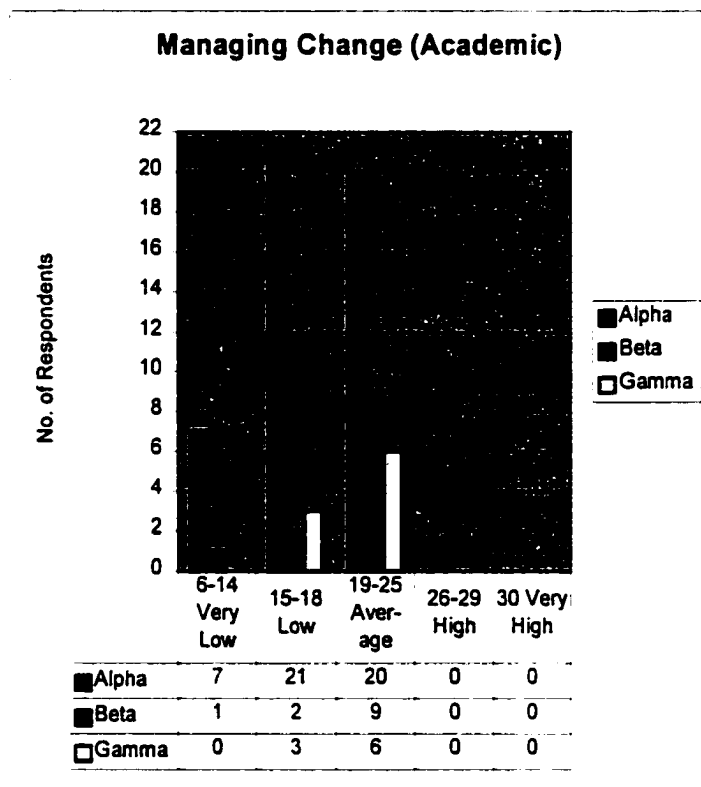
Fig. 2. Managing Change within Academic Affairs Divisions

Achieving Goals (Administrative)

	6-10 Very Low	11-15 Low	16-22 Aver-age	23-27 High	28-30 Very High
■Alpha	0	3	17	3	0
■Beta	0	4	7	4	0
□Gamma	0	1	3	1	0
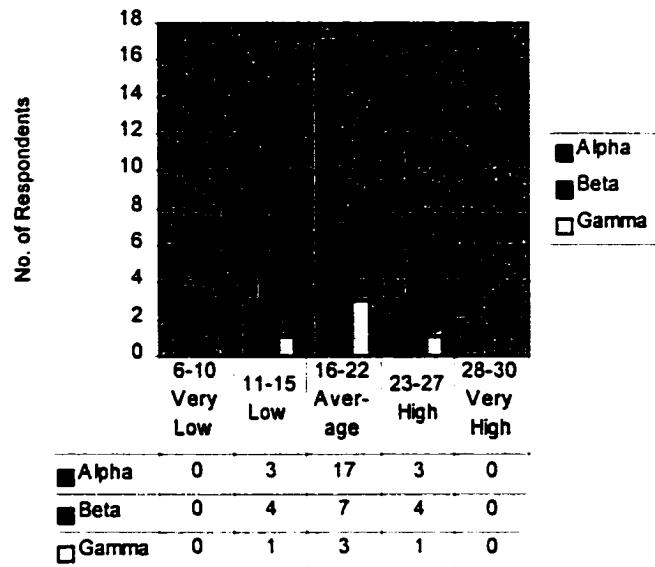
Fig. 3. Achieving Goals within Administrative Affairs Divisions

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Achieving Goals (Academic)

	6-10 Very Low	11-15 Low	16-22 Average	23-27 High	28-30 Very High
■ Alpha	4	9	31	3	1
■ Beta	0	3	5	4	0
□ Gamma	0	1	6	2	0
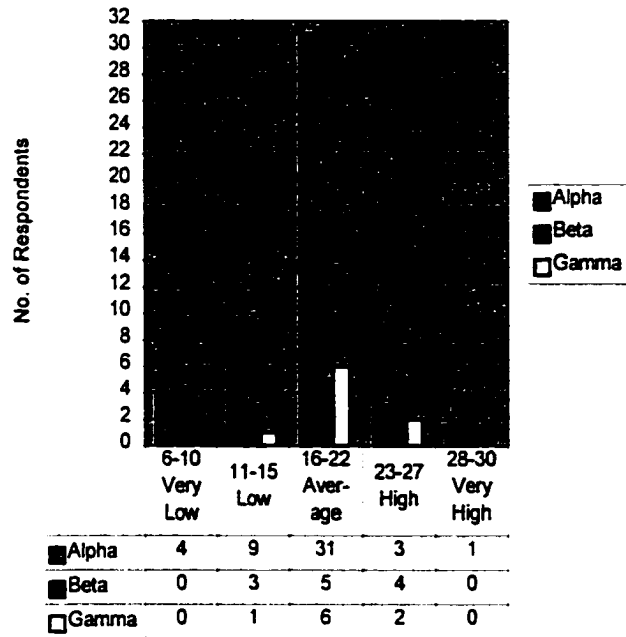
Fig. 4. Achieving Goals within Academic Affairs Divisions

Teamwork (Administrative)

	6-13 Very Low	14-17 Low	18-23 Aver-age	24-27 High	28-30 Very High
■Alpha	0	6	16	1	0
■Beta	0	3	10	2	0
□Gamma	0	4	0	1	0
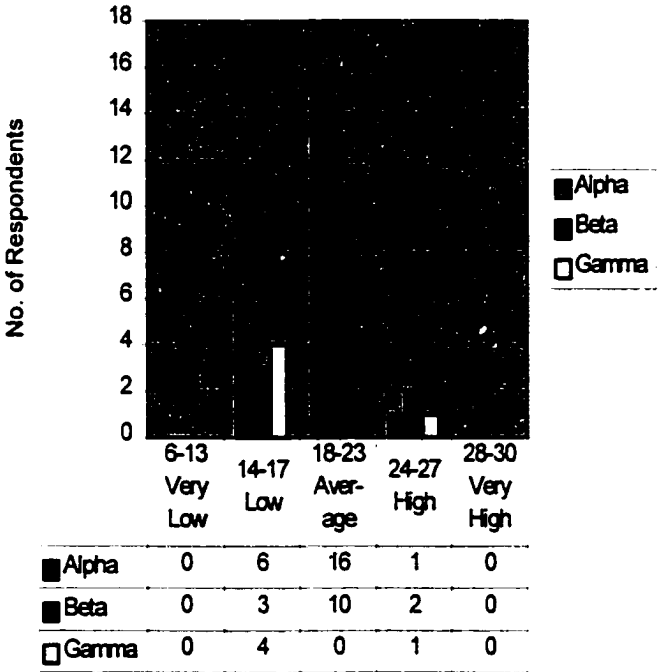
Fig. 5. Coordinated Teamwork Among Administrative Affairs Divisions

Teamwork (Academic)

	6-13 Very Low	14-17 Low	18-23 Average	24-27 High	28-30 Very High
■Alpha	4	21	20	3	0
■Beta	2	3	7	0	0
☐Gamma	0	2	7	0	0

No. of Respondents
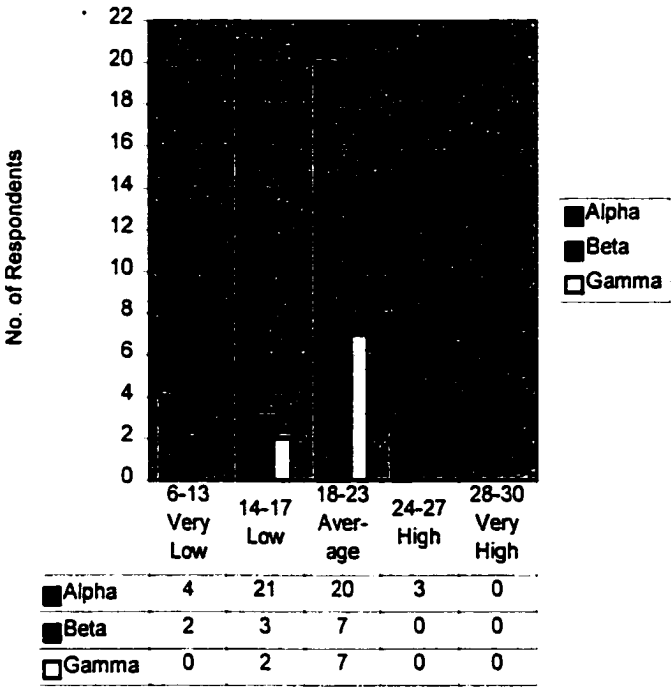
Fig. 6. Coordinated Teamwork among Academic Affairs Divisions

Customer Orientation (Administrative)

	6-10 Very Low	11-14 Low	15-20 Aver-age	21-24 High	25-30 Very High
■Alpha	0	4	14	4	1
■Beta	0	0	9	6	0
□Gamma	0	0	4	0	1
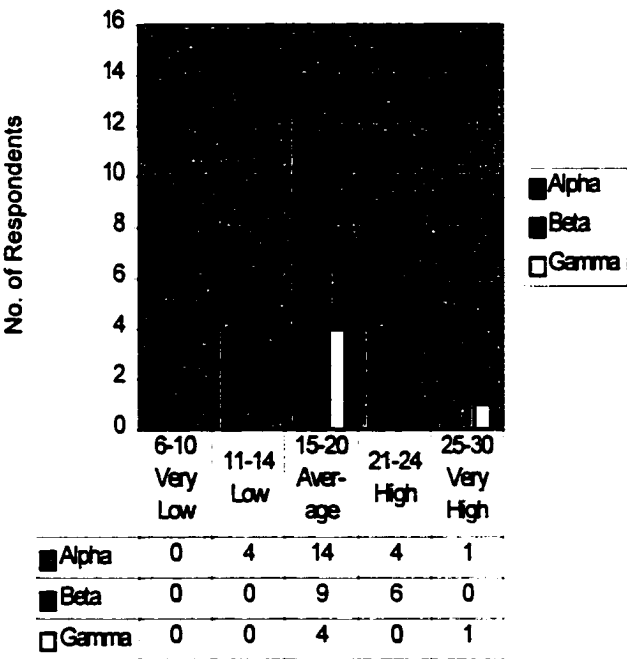
Fig. 7. Customer Orientation within Administrative Affairs Divisions

Customer Orientation (Academic)

	6-10 Very Low	11-14 Low	15-20 Aver-age	21-24 High	25-30 Very High
■ Alpha	0	6	27	14	1
■ Beta	0	2	6	4	0
☐ Gamma	0	1	4	4	0
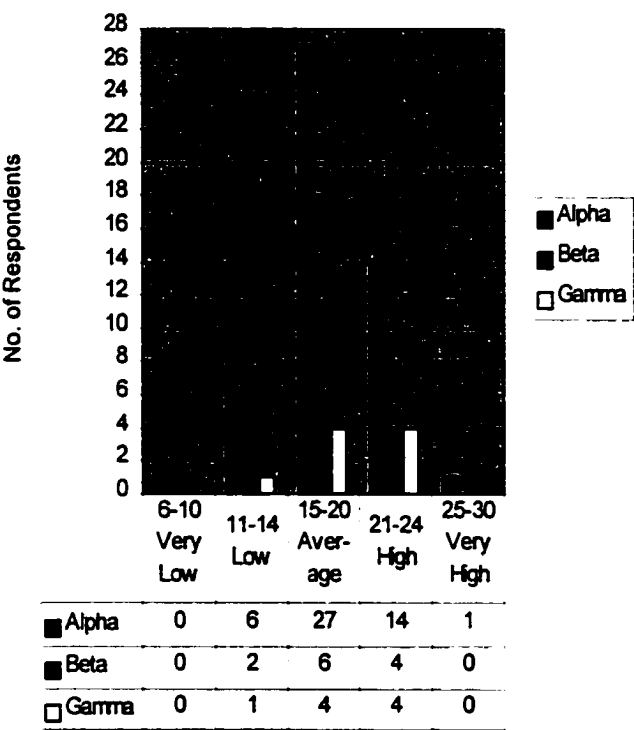
Fig. 8. Customer Orientation within Academic Affairs Divisions

Cultural Strength (Administrative)

	6-12 Very Low	13-16 Low	17-21 Aver-age	22-25 High	26-30 Very High
■ Alpha	0	2	10	5	6
■ Beta	0	3	1	5	6
□ Gamma	0	0	3	1	1
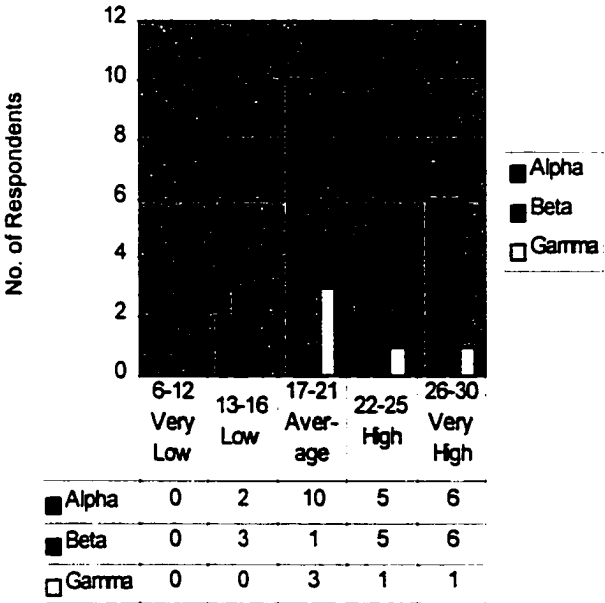
Fig. 9. Cultural Strength within Administrative Affairs Divisions

Cultural Strength (Academic)

	6-12 Very Low	13-16 Low	17-21 Aver-age	22-25 High	26-30 Very High
■ Alpha	3	8	16	17	4
■ Beta	0	3	0	0	9
□ Gamma	1	0	5	3	0
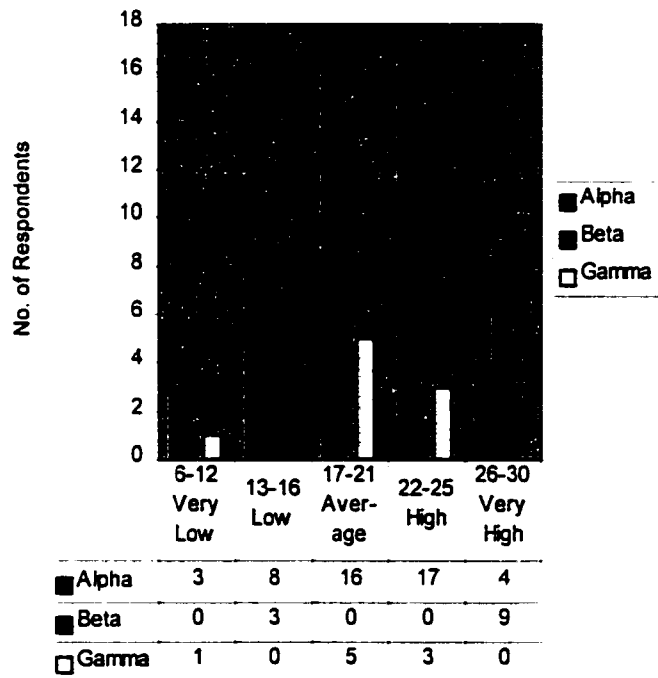
Fig. 10. Cultural Strength within Academic Affairs Divisions

TABLE Descriptive Statistics for Elements of Organizational Culture by Institution.						
	Administrative Affairs			Academic Affairs		
	No.	Mean	Std. Dev.	No.	Mean	Std. Dev.
Alpha						
Managing Change	23	19.217	2.295	48	17.813	3.207
Achieving Goals	23	19.130	3.481	48	17.729	3.999
Coordinated Teamwork	23	19.565	2.694	48	17.630	3.280
Customer Orientation	23	18.217	3.343	48	18.667	3.277
Cultural Strength	23	22.217	3.884	48	20.188	4.311
Beta						
Managing Change	12	18.533	1.922	15	19.167	2.588
Achieving Goals	12	19.667	4.152	15	19.167	5.324
Coordinated Teamwork	12	20.200	3.144	15	18.000	4.000
Customer Orientation	12	19.800	3.121	15	18.917	3.232
Cultural Strength	12	22.733	5.271	15	20.167	4.448
Gamma						
Managing Change	5	21.000	3.536	9	19.556	1.878
Achieving Goals	5	19.660	5.413	9	19.333	2.784
Coordinated Teamwork	5	17.800	3.564	9	19.440	2.300
Customer Orientation	5	18.800	3.962	9	19.333	3.082
Cultural Strength	5	21.600	4.669	9	19.556	3.877

Alpha + Beta + Gamma Universities

	Administrative Affairs			Academic Affairs					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value*	Conclusion of the means
Manage Change	43	19.19	2.39	69	18.28	3.02	1.768	0.08	No significant evidence of a difference in the means
Achieving Goals	43	19.37	3.87	69	18.19	3.93	1.565	0.12	No significant evidence of a difference in the means
Coordinated Teamwork	43	19.58	2.97	69	17.93	3.32	2.739	0.0073	Significant evidence of a difference in the means
Customer Orientation	43	18.84	3.34	69	18.80	3.21	0.063	0.95	No significant evidence of a difference in the means
Cultural Strength	43	22.33	4.40	69	20.10	4.23	2.641	0.0098	Significant evidence of a difference in the means

* 0.05 level of significance is used. If $p > 0.05$, then there is no significant evidence of a difference in the means. However, if $p < 0.05$, then there is a significant evidence of a difference in the means.

Alpha University

	Administrative Affairs			Academic Affairs					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	23	19.22	2.30	48	17.81	3.21	1.880	0.039	Significant evidence of a difference in the means
Achieving Goals	23	19.13	3.48	48	17.73	4.00	1.438	0.14	No significant evidence of a difference in the means
Coordinated Teamwork	23	19.57	2.69	48	17.63	3.28	2.465	0.011	Significant evidence of a difference in the means
Customer Orientation	23	18.22	3.34	48	18.67	3.28	-0.537	0.60	No significant evidence of a difference in the means
Cultural Strength	23	22.22	3.88	48	20.19	4.31	1.915	0.053	No significant evidence of a difference in the means

Beta University

	Administrative Affairs			Academic Affairs					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	15	18.53	1.92	12	19.17	2.59	-0.730	0.49	No significant evidence of a difference in the means
Achieving Goals	15	19.67	4.15	12	19.17	4.32	0.305	0.76	No significant evidence of a difference in the means
Coordinated Teamwork	15	20.20	3.14	12	18.00	4.00	1.602	0.13	No significant evidence of a difference in the means
Customer Orientation	15	19.80	3.12	12	18.92	3.23	0.719	0.48	No significant evidence of a difference in the means
Cultural Strength	15	22.73	5.27	12	20.17	4.45	1.345	0.18	No significant evidence of a difference in the means

Gamma University

	Administrative Affairs			Academic Affairs					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	T	p-value	Conclusion of the means
Manage Change	5	21.00	3.54	9	19.56	1.88	1.014	0.43	No significant evidence of a difference in the means
Achieving Goals	5	19.60	5.41	9	19.33	2.78	0.124	0.92	No significant evidence of a difference in the means
Coordinated Teamwork	5	17.80	3.56	9	19.44	2.30	-1.059	0.40	No significant evidence of a difference in the means
Customer Orientation	5	18.80	3.96	9	19.33	3.08	-0.281	0.80	No significant evidence of a difference in the means
Cultural Strength	5	21.60	4.67	9	19.56	3.88	0.882	0.43	No significant evidence of a difference in the means

Gender (Administrative Affairs, Alpha + Beta + Gamma Universities)

	Female			Male					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	T	p-value	Conclusion of the means
Manage Change	19	20.37	2.17	24	18.25	2.17	3.181	0.0029	Significant evidence of a difference in the means
Achieving Goals	19	21.11	3.80	24	18.00	3.40	2.828	0.0084	Significant evidence of a difference in the means
Coordinated Teamwork	19	20.26	3.36	24	19.04	2.56	1.352	0.20	No significant evidence of a difference in the means
Customer Orientation	19	20.21	3.39	24	17.75	2.92	2.555	0.017	Significant evidence of a difference in the means
Cultural Strength	19	23.89	4.12	24	21.08	4.29	2.170	0.035	Significant evidence of a difference in the means

Gender (Academic Affairs, Alpha + Beta + Gamma Universities)

	Female			Male					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	T	p-value	Conclusion of the means
Manage Change	27	18.67	2.83	42	18.02	3.14	0.872	0.38	No significant evidence of a difference in the means
Achieving Goals	27	19.04	4.13	42	17.64	3.75	1.455	0.16	No significant evidence of a difference in the means
Coordinated Teamwork	27	18.48	3.64	42	17.57	3.09	1.113	0.29	No significant evidence of a difference in the means
Customer Orientation	27	19.41	3.21	42	18.40	3.18	1.283	0.21	No significant evidence of a difference in the means
Cultural Strength	27	20.63	3.96	42	19.76	4.40	0.833	0.40	No significant evidence of a difference in the means

Race (Academic Affairs, Alpha + Beta + Gamma Universities)

	White			Black			T	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	64	18.11	3.02	3	19.67	2.52	-0.879	0.41	No significant evidence of a difference in the means
Achieving Goals	64	18.17	3.93	3	15.33	2.31	1.236	0.18	No significant evidence of a difference in the means
Coordinated Teamwork	64	17.97	3.27	3	15.67	4.04	1.181	0.43	No significant evidence of a difference in the means
Customer Orientation	64	18.88	3.16	3	15.67	3.79	1.708	0.29	No significant evidence of a difference in the means
Cultural Strength	64	20.16	4.16	3	16.00	4.00	1.695	0.22	No significant evidence of a difference in the means

Level (Administrative Affairs, Alpha + Beta + Gamma Universities)

	Level 1			Level 2			T	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	4	18.75	2.22	21	19.00	2.68	-0.175	0.85	No significant evidence of a difference in the means
Achieving Goals	4	22.75	2.50	21	18.67	3.89	2.001	0.035	Significant evidence of a difference in the means
Coordinated Teamwork	4	20.75	3.59	21	19.62	2.89	0.693	0.59	No significant evidence of a difference in the means
Customer Orientation	4	20.25	4.11	21	18.86	3.26	0.753	0.57	No significant evidence of a difference in the means
Cultural Strength	4	25.25	2.75	21	22.48	4.04	1.303	0.15	No significant evidence of a difference in the means

Level (Academic Affairs, Alpha + Beta + Gamma Universities)

	Level 1			Level 2					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	T	p-value	Conclusion of the means
Manage Change	14	17.57	3.59	43	18.51	2.97	-0.977	0.39	No significant evidence of a difference in the means
Achieving Goals	14	18.14	5.13	43	18.44	3.59	-0.243	0.84	No significant evidence of a difference in the means
Coordinated Teamwork	14	16.43	3.11	43	17.79	3.11	-1.421	0.17	No significant evidence of a difference in the means
Customer Orientation	14	19.14	3.61	43	18.81	3.18	0.326	0.76	No significant evidence of a difference in the means
Cultural Strength	14	20.71	3.41	43	19.95	4.77	0.551	0.52	No significant evidence of a difference in the means

Level (Administrative Affairs, Alpha + Beta + Gamma Universities)

	Level 1			Level 3					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	T	p-value	Conclusion of the means
Manage Change	4	18.75	2.22	10	19.20	1.14	-0.512	0.73	No significant evidence of a difference in the means
Achieving Goals	4	22.75	2.50	10	18.60	3.50	2.139	0.042	Significant evidence of a difference in the means
Coordinated Teamwork	4	20.75	3.59	10	18.10	2.47	1.604	0.25	No significant evidence of a difference in the means
Customer Orientation	4	20.25	4.11	10	18.60	2.76	0.885	0.50	No significant evidence of a difference in the means
Cultural Strength	4	25.25	2.75	10	21.20	4.42	1.683	0.069	No significant evidence of a difference in the means

Level (Academic Affairs, Alpha + Beta + Gamma Universities)

	Level 1			Level 3			t	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	14	17.57	3.59	10	18.60	2.67	-0.767	0.43	No significant evidence of a difference in the means
Achieving Goals	14	18.14	5.13	10	17.20	3.94	0.485	0.62	No significant evidence of a difference in the means
Coordinated Teamwork	14	16.43	3.11	10	20.40	3.41	-2.963	0.0091	Significant evidence of a difference in the means
Customer Orientation	14	19.14	3.61	10	18.20	3.01	0.672	0.49	No significant evidence of a difference in the means
Cultural Strength	14	20.71	3.41	10	19.30	2.95	1.054	0.29	No significant evidence of a difference in the means

Level (Administrative Affairs, Alpha + Beta + Gamma Universities)

	Level 1			Level 4			T	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	4	18.75	2.22	7	20.00	3.27	-0.673	0.47	No significant evidence of a difference in the means
Achieving Goals	4	22.75	2.50	7	21.00	4.28	0.738	0.42	No significant evidence of a difference in the means
Coordinated Teamwork	4	20.75	3.59	7	20.71	3.45	0.018	0.99	No significant evidence of a difference in the means
Customer Orientation	4	20.25	4.11	7	19.14	3.93	0.444	0.68	No significant evidence of a difference in the means
Cultural Strength	4	25.25	2.75	7	22.71	5.77	0.815	0.35	No significant evidence of a difference in the means

Level (Academic Affairs, Alpha + Beta + Gamma Universities)

	Level 1			Level 4					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	14	17.57	3.59	2	16.50	0.707	0.409	0.35	No significant evidence of a difference in the means
Achieving Goals	14	18.14	5.13	2	18.00	4.24	0.037	0.97	No significant evidence of a difference in the means
Coordinated Teamwork	14	16.43	3.11	2	19.00	4.24	-1.061	0.56	No significant evidence of a difference in the means
Customer Orientation	14	19.14	3.61	2	19.00	4.24	0.051	0.97	No significant evidence of a difference in the means
Cultural Strength	14	20.71	3.41	2	23.00	1.41	-0.916	0.19	No significant evidence of a difference in the means

Level (Administrative Affairs, Alpha + Beta + Gamma Universities)

	Level 2			Level 3					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	21	19.00	2.68	10	19.20	1.14	-0.225	0.77	No significant evidence of a difference in the means
Achieving Goals	21	18.67	3.89	10	18.60	3.50	0.048	0.96	No significant evidence of a difference in the means
Coordinated Teamwork	21	19.62	2.89	10	18.10	2.47	1.430	0.15	No significant evidence of a difference in the means
Customer Orientation	21	18.86	3.26	10	18.60	2.76	0.217	0.82	No significant evidence of a difference in the means
Cultural Strength	21	22.48	4.04	10	21.20	4.42	0.801	0.45	No significant evidence of a difference in the means

Level (Academic Affairs, Alpha + Beta + Gamma Universities)

	Level 2			Level 3					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	43	18.51	2.97	10	18.60	2.67	-0.088	0.93	No significant evidence of a difference in the means
Achieving Goals	43	18.44	3.59	10	17.20	3.94	0.967	0.38	No significant evidence of a difference in the means
Coordinated Teamwork	43	17.79	3.11	10	20.40	3.41	-2.349	0.047	Significant evidence of a difference in the means
Customer Orientation	43	18.81	3.18	10	18.20	3.01	0.551	0.57	No significant evidence of a difference in the means
Cultural Strength	43	19.95	4.77	10	19.30	2.95	0.441	0.59	No significant evidence of a difference in the means

Level (Administrative Affairs, Alpha + Beta + Gamma Universities)

	Level 2			Level 4					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	21	19.00	2.68	7	20.00	3.27	-0.810	0.49	No significant evidence of a difference in the means
Achieving Goals	21	18.67	3.89	7	21.00	4.28	-1.340	0.23	No significant evidence of a difference in the means
Coordinated Teamwork	21	19.62	2.89	7	20.71	3.45	-0.825	0.47	No significant evidence of a difference in the means
Customer Orientation	21	18.86	3.26	7	19.14	3.93	-0.187	0.87	No significant evidence of a difference in the means
Cultural Strength	21	22.48	4.04	7	22.71	5.77	-0.117	0.92	No significant evidence of a difference in the means

Level (Academic Affairs, Alpha + Beta + Gamma Universities)

	Level 2			Level 4					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	43	18.51	2.97	2	16.50	0.707	0.946	0.059	No significant evidence of a difference in the means
Achieving Goals	43	18.44	3.59	2	18.00	4.24	0.169	0.91	No significant evidence of a difference in the means
Coordinated Teamwork	43	17.79	3.11	2	19.00	4.24	-0.533	0.76	No significant evidence of a difference in the means
Customer Orientation	43	18.81	3.18	2	19.00	4.24	-0.082	0.96	No significant evidence of a difference in the means
Cultural Strength	43	19.95	4.77	2	23.00	1.41	-0.893	0.13	No significant evidence of a difference in the means

Level (Administrative Affairs, Alpha + Beta + Gamma Universities)

	Level 3			Level 4					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	10	19.20	1.14	7	20.00	3.27	-0.722	0.55	No significant evidence of a difference in the means
Achieving Goals	10	18.60	3.50	7	21.00	4.28	-1.271	0.25	No significant evidence of a difference in the means
Coordinated Teamwork	10	18.10	2.47	7	20.71	3.45	-1.825	0.12	No significant evidence of a difference in the means
Customer Orientation	10	18.60	2.76	7	19.14	3.93	-0.334	0.76	No significant evidence of a difference in the means
Cultural Strength	10	21.20	4.42	7	22.71	5.77	-0.612	0.57	No significant evidence of a difference in the means

Level (Academic Affairs, Alpha + Beta + Gamma Universities)

	Level 3			Level 4			T	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	10	18.60	2.67	2	16.50	0.707	1.066	0.07	No significant evidence of a difference in the means
Achieving Goals	10	17.20	3.94	2	18.00	4.24	-0.260	0.85	No significant evidence of a difference in the means
Coordinated Teamwork	10	20.40	3.41	2	19.00	4.24	0.516	0.74	No significant evidence of a difference in the means
Customer Orientation	10	18.20	3.01	2	19.00	4.24	-0.327	0.84	No significant evidence of a difference in the means
Cultural Strength	10	19.30	2.95	2	23.00	1.41	-1.686	0.073	No significant evidence of a difference in the means

Number of Years in the Institute (Administrative Affairs, Alpha + Beta + Gamma Universities)

	0-4 years			5-10 years			t	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	10	19.50	2.72	9	18.89	2.67	0.492	0.63	No significant evidence of a difference in the means
Achieving Goals	10	20.30	2.75	9	18.44	4.16	1.161	0.28	No significant evidence of a difference in the means
Coordinated Teamwork	10	19.30	3.09	9	19.22	2.73	0.060	0.95	No significant evidence of a difference in the means
Customer Orientation	10	19.10	3.11	9	18.11	3.14	0.690	0.50	No significant evidence of a difference in the means
Cultural Strength	10	23.00	3.86	9	19.78	4.68	1.643	0.12	No significant evidence of a difference in the means

Number of Years in the Institute (Academic Affairs, Alpha + Beta + Gamma Universities)

	0-4 years			5-10 years			t	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	13	19.92	1.66	16	17.13	2.94	3.044	0.0036	Significant evidence of a difference in the means
Achieving Goals	13	20.92	4.54	16	17.13	3.07	2.675	0.018	Significant evidence of a difference in the means
Coordinated Teamwork	13	18.85	3.51	16	17.56	3.54	0.980	0.34	No significant evidence of a difference in the means
Customer Orientation	13	20.46	2.79	16	17.75	3.36	2.327	0.025	Significant evidence of a difference in the means
Cultural Strength	13	22.08	4.44	16	19.81	2.90	1.659	0.13	No significant evidence of a difference in the means

Number of Years in the Institute (Administrative Affairs, Alpha + Beta + Gamma Universities)

	0-4 years			Over 10 years			t	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	10	19.50	2.72	24	19.17	2.24	0.368	0.74	No significant evidence of a difference in the means
Achieving Goals	10	20.30	2.75	24	19.33	4.20	0.670	0.44	No significant evidence of a difference in the means
Coordinated Teamwork	10	19.30	3.09	24	19.83	3.10	-0.455	0.65	No significant evidence of a difference in the means
Customer Orientation	10	19.10	3.11	24	19.00	3.59	0.077	0.94	No significant evidence of a difference in the means
Cultural Strength	10	23.00	3.86	24	23.00	4.32	0	1.00	No significant evidence of a difference in the means

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Number of Years in the Institute (Academic Affairs, Alpha + Beta + Gamma Universities)

	0-4 years			Over 10 years					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	13	19.92	1.66	40	18.20	3.20	1.850	0.016	Significant evidence of a difference in the means
Achieving Goals	13	20.92	4.54	40	17.73	3.72	2.544	0.034	Significant evidence of a difference in the means
Coordinated Teamwork	13	18.85	3.51	40	17.77	3.20	1.033	0.34	No significant evidence of a difference in the means
Customer Orientation	13	20.46	2.79	40	18.67	3.13	1.836	0.065	No significant evidence of a difference in the means
Cultural Strength	13	22.08	4.44	40	19.58	4.49	1.749	0.094	No significant evidence of a difference in the means

Number of Years in the Institute (Administrative Affairs, Alpha + Beta + Gamma Universities)

	5-10 years			Over 10 years					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	9	18.89	2.67	24	19.17	2.24	-0.304	0.79	No significant evidence of a difference in the means
Achieving Goals	9	18.44	4.16	24	19.33	4.20	-0.543	0.59	No significant evidence of a difference in the means
Coordinated Teamwork	9	19.22	2.73	24	19.83	3.10	-0.519	0.59	No significant evidence of a difference in the means
Customer Orientation	9	18.11	3.14	24	19.00	3.59	-1.390	0.50	No significant evidence of a difference in the means
Cultural Strength	9	19.78	4.68	24	23.00	4.32	-1.866	0.096	No significant evidence of a difference in the means

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Number of Years in the Institute (Academic Affairs, Alpha + Beta + Gamma Universities)

	5-10 years			Over 10 years			t	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	16	17.13	2.94	40	18.20	3.20	-1.156	0.24	No significant evidence of a difference in the means
Achieving Goals	16	17.13	3.07	40	17.73	3.72	-0.571	0.54	No significant evidence of a difference in the means
Coordinated Teamwork	16	17.56	3.54	40	17.77	3.20	-0.215	0.84	No significant evidence of a difference in the means
Customer Orientation	16	17.75	3.36	40	18.67	3.13	-0.973	0.35	No significant evidence of a difference in the means
Cultural Strength	16	19.81	2.90	40	19.58	4.49	0.189	0.82	No significant evidence of a difference in the means

Number of Years in Higher Education (Administrative Affairs, Alpha + Beta + Gamma Universities)

	0-4 years			5-10 years			T	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	7	20.00	2.31	12	19.33	2.50	0.579	0.57	No significant evidence of a difference in the means
Achieving Goals	7	21.14	3.58	12	19.00	4.53	1.066	0.27	No significant evidence of a difference in the means
Coordinated Teamwork	7	20.43	3.55	12	19.25	3.08	0.763	0.48	No significant evidence of a difference in the means
Customer Orientation	7	19.29	3.25	12	18.83	3.33	0.293	0.78	No significant evidence of a difference in the means
Cultural Strength	7	23.29	4.19	12	20.67	4.96	1.171	0.24	No significant evidence of a difference in the means

Number of Years in Higher Education (Academic Affairs, Alpha + Beta + Gamma Universities)

	0-4 years			5-10 years					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	9	19.44	2.01	9	18.11	2.89	1.133	0.27	No significant evidence of a difference in the means
Achieving Goals	9	20.00	4.53	9	20.00	3.74	0	1.00	No significant evidence of a difference in the means
Coordinated Teamwork	9	18.33	3.71	9	17.78	2.91	0.350	0.73	No significant evidence of a difference in the means
Customer Orientation	9	19.00	3.24	9	19.44	2.83	-0.307	0.76	No significant evidence of a difference in the means
Cultural Strength	9	21.22	5.38	9	21.56	2.24	-0.175	0.87	No significant evidence of a difference in the means

Number of Years in Higher Education (Administrative Affairs, Alpha + Beta + Gamma Universities)

	0-4 years			Over 10 years					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	7	20.00	2.31	24	18.88	2.40	1.095	0.29	No significant evidence of a difference in the means
Achieving Goals	7	21.14	3.58	24	19.04	3.61	1.357	0.21	No significant evidence of a difference in the means
Coordinated Teamwork	7	20.43	3.55	24	19.50	2.83	0.723	0.54	No significant evidence of a difference in the means
Customer Orientation	7	19.29	3.25	24	18.71	3.50	0.391	0.69	No significant evidence of a difference in the means
Cultural Strength	7	23.29	4.19	24	22.88	4.12	0.231	0.82	No significant evidence of a difference in the means

Number of Years in Higher Education (Academic Affairs, Alpha + Beta + Gamma Universities)

	0-4 years			Over 10 years			t	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	9	19.44	2.01	51	18.10	3.18	1.217	0.11	No significant evidence of a difference in the means
Achieving Goals	9	20.00	4.53	51	17.55	3.73	1.760	0.16	No significant evidence of a difference in the means
Coordinated Teamwork	9	18.33	3.71	51	17.88	3.37	0.364	0.74	No significant evidence of a difference in the means
Customer Orientation	9	19.00	3.24	51	18.65	3.30	0.294	0.77	No significant evidence of a difference in the means
Cultural Strength	9	21.22	5.38	51	19.65	4.25	0.982	0.43	No significant evidence of a difference in the means

Number of Years in Higher Education (Administrative Affairs, Alpha + Beta + Gamma Universities)

	5-10 years			Over 10 years			t	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	12	19.33	2.50	24	18.88	2.40	0.523	0.60	No significant evidence of a difference in the means
Achieving Goals	12	19.00	4.53	24	19.04	3.61	-0.029	0.98	No significant evidence of a difference in the means
Coordinated Teamwork	12	19.25	3.08	24	19.50	2.83	-0.243	0.82	No significant evidence of a difference in the means
Customer Orientation	12	18.83	3.33	24	18.71	3.50	0.098	0.92	No significant evidence of a difference in the means
Cultural Strength	12	20.67	4.96	24	22.88	4.12	-1.418	0.20	No significant evidence of a difference in the means

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Number of Years in Higher Education (Academic Affairs, Alpha + Beta + Gamma Universities)

	5-10 years			Over 10 years			t	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	9	18.11	2.89	51	18.10	3.18	0.009	0.99	No significant evidence of a difference in the means
Achieving Goals	9	20.00	3.74	51	17.55	3.73	1.816	0.097	No significant evidence of a difference in the means
Coordinated Teamwork	9	17.78	2.91	51	17.88	3.37	-0.084	0.92	No significant evidence of a difference in the means
Customer Orientation	9	19.44	2.83	51	18.65	3.30	0.675	0.46	No significant evidence of a difference in the means
Cultural Strength	9	21.56	2.24	51	19.65	4.25	1.310	0.059	No significant evidence of a difference in the means

Alpha University (Academic Affairs – Gender)

	Female			Male			t	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	17	18.06	3.03	31	17.68	3.34	0.389	0.60	No significant evidence of a difference in the means
Achieving Goals	17	18.71	4.28	31	17.19	3.80	1.268	0.23	No significant evidence of a difference in the means
Coordinated Teamwork	17	18.47	3.54	31	17.16	3.09	1.334	0.21	No significant evidence of a difference in the means
Customer Orientation	17	19.76	3.17	31	18.06	3.22	1.759	0.087	No significant evidence of a difference in the means
Cultural Strength	17	20.82	3.73	31	19.84	4.62	0.750	0.43	No significant evidence of a difference in the means

Comparison by Gender (Administrative Affairs).									
	Female			Male			t-stat	p-value*	Conclusion of the Means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Managing Change	19	20.37	2.17	24	18.25	2.17	3.181	0.0029	Significant evidence of a difference between the means
Achieving Goals	19	21.11	3.80	24	18.00	3.40	2.828	0.0084	Significant evidence of a difference between the means
Customer Orientation	19	20.21	3.39	24	17.75	2.92	2.555	0.017	Significant evidence of a difference between the means
Cultural Strength	19	23.89	4.12	24	21.08	4.29	2.170	0.035	Significant evidence of a difference between the means

Alpha University (Academic Affairs – Race)

	White			Black					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	45	17.62	3.21	2	21.00	1.41	-1.470	0.20	No significant evidence of a difference in the means
Achieving Goals	45	17.69	4.02	2	16.00	2.83	0.585	0.57	No significant evidence of a difference in the means
Coordinated Teamwork	45	17.64	3.34	2	17.50	3.54	0.058	0.96	No significant evidence of a difference in the means
Customer Orientation	45	18.69	3.29	2	17.00	4.24	0.706	0.68	No significant evidence of a difference in the means
Cultural Strength	45	20.36	4.17	2	14.00	2.83	1.470	0.20	No significant evidence of a difference in the means

Alpha University (Academic Affairs – Level)

	Level 1			Level 2					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	9	17.11	3.98	32	18.16	3.17	-0.830	0.48	No significant evidence of a difference in the means
Achieving Goals	9	18.67	5.79	32	17.97	3.57	0.450	0.74	No significant evidence of a difference in the means
Coordinated Teamwork	9	16.78	3.19	32	17.44	3.09	-0.562	0.59	No significant evidence of a difference in the means
Customer Orientation	9	19.78	3.80	32	18.66	3.09	0.914	0.43	No significant evidence of a difference in the means
Cultural Strength	9	21.22	3.73	32	20.19	4.69	0.615	0.50	No significant evidence of a difference in the means

Alpha University (Academic Affairs – Level)

	Level 1			Level 3			t	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	9	17.11	3.98	6	17.33	2.50	-0.120	0.90	No significant evidence of a difference in the means
Achieving Goals	9	18.67	5.79	6	15.50	2.88	1.232	0.19	No significant evidence of a difference in the means
Coordinated Teamwork	9	16.78	3.19	6	20.17	3.97	-1.832	0.11	No significant evidence of a difference in the means
Customer Orientation	9	19.78	3.80	6	17.50	3.67	1.153	0.27	No significant evidence of a difference in the means
Cultural Strength	9	21.22	3.73	6	18.33	3.01	1.580	0.12	No significant evidence of a difference in the means

Alpha University (Academic Affairs – Level)

	Level 2			Level 3			t	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	32	18.16	3.17	6	17.33	2.50	0.605	0.50	No significant evidence of a difference in the means
Achieving Goals	32	17.97	3.57	6	15.50	2.88	1.594	0.10	No significant evidence of a difference in the means
Coordinated Teamwork	32	17.44	3.09	6	20.17	3.97	-1.902	0.16	No significant evidence of a difference in the means
Customer Orientation	32	18.66	3.09	6	17.50	3.67	0.605	0.50	No significant evidence of a difference in the means
Cultural Strength	32	20.19	4.69	6	18.33	3.01	0.930	0.24	No significant evidence of a difference in the means

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Alpha University (Academic Affairs – Number of Years in the Institute)

	0-4 years			5-10 years			t	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	6	20.00	1.90	13	17.15	3.18	2.017	0.029	Significant evidence of a difference in the means
Achieving Goals	6	22.33	5.54	13	17.62	3.04	1.951	0.098	No significant evidence of a difference in the means
Coordinated Teamwork	6	18.00	3.16	13	18.00	3.54	0	1.0	No significant evidence of a difference in the means
Customer Orientation	6	21.33	3.39	13	18.38	3.25	1.816	0.11	No significant evidence of a difference in the means
Cultural Strength	6	23.50	4.09	13	20.46	2.57	1.674	0.14	No significant evidence of a difference in the means

Alpha University (Academic Affairs – Number of Years in the Institute)

	0-4 years			Over 10 years			t	p-value	Conclusion of the means
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation			
Manage Change	6	20.00	1.90	29	17.66	3.32	2.362	0.035	Significant evidence of a difference in the means
Achieving Goals	6	22.33	5.54	29	16.83	3.46	2.339	0.066	No significant evidence of a difference in the means
Coordinated Teamwork	6	18.00	3.16	29	17.38	3.28	0.435	0.68	No significant evidence of a difference in the means
Customer Orientation	6	21.33	3.39	29	18.24	3.11	2.061	0.085	No significant evidence of a difference in the means
Cultural Strength	6	23.50	4.09	29	19.38	4.72	2.185	0.060	No significant evidence of a difference in the means

Alpha University (Academic Affairs – Number of Years in the Institute)

	5-10 years			Over 10 years					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	T	p-value	Conclusion of the means
Manage Change	13	17.15	3.18	29	17.66	3.32	-0.466	0.65	No significant evidence of a difference in the means
Achieving Goals	13	17.62	3.04	29	16.83	3.46	0.709	0.46	No significant evidence of a difference in the means
Coordinated Teamwork	13	18.00	3.54	29	17.38	3.28	0.553	0.60	No significant evidence of a difference in the means
Customer Orientation	13	18.38	3.25	29	18.24	3.11	0.133	0.89	No significant evidence of a difference in the means
Cultural Strength	13	20.46	2.57	29	19.38	4.72	0.772	0.34	No significant evidence of a difference in the means

Alpha University (Academic Affairs – Number of Years in Higher Education)

	0-4 years			5-10 years					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	3	19.33	1.15	8	18.25	3.06	0.580	0.42	No significant evidence of a difference in the means
Achieving Goals	3	23.00	3.00	8	20.75	3.20	1.053	0.36	No significant evidence of a difference in the means
Coordinated Teamwork	3	19.00	4.36	8	18.50	2.07	0.269	0.87	No significant evidence of a difference in the means
Customer Orientation	3	20.33	4.04	8	20.25	1.58	0.050	0.98	No significant evidence of a difference in the means
Cultural Strength	3	25.33	1.53	8	21.75	2.31	2.447	0.031	Significant evidence of a difference in the means

Alpha University (Academic Affairs – Number of Years in Higher Education)

	0-4 years			Over 10 years					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	3	19.33	1.15	37	17.59	3.35	0.886	0.10	No significant evidence of a difference in the means
Achieving Goals	3	23.00	3.00	37	16.65	3.58	1.978	0.074	No significant evidence of a difference in the means
Coordinated Teamwork	3	19.00	4.36	37	17.32	3.42	0.805	0.58	No significant evidence of a difference in the means
Customer Orientation	3	20.33	4.04	37	18.19	3.41	1.034	0.47	No significant evidence of a difference in the means
Cultural Strength	3	25.33	1.53	37	19.43	4.44	2.267	0.0036	Significant evidence of a difference in the means

Alpha University (Academic Affairs – Number of Years in Higher Education)

	5-10 years			Over 10 years					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	8	18.25	3.06	37	17.59	3.35	0.512	0.60	No significant evidence of a difference in the means
Achieving Goals	8	20.75	3.20	37	16.65	3.58	2.987	0.0082	Significant evidence of a difference in the means
Coordinated Teamwork	8	18.50	2.07	37	17.32	3.42	0.934	0.22	No significant evidence of a difference in the means
Customer Orientation	8	20.25	1.58	37	18.19	3.41	2.603	0.016	Significant evidence of a difference in the means
Cultural Strength	8	21.75	2.31	37	19.43	4.44	2.118	0.047	Significant evidence of a difference in the means

Academic Affairs

	Alpha University			Beta University					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	48	17.81	3.21	12	19.17	2.59	-1.35	0.18	No significant evidence of a difference in the means
Achieving Goals	48	17.73	4.00	12	19.17	4.32	-1.10	0.28	No significant evidence of a difference in the means
Coordinated Teamwork	48	17.63	3.28	12	18.00	4.00	-0.34	0.74	No significant evidence of a difference in the means
Customer Orientation	48	18.67	3.28	12	18.92	3.23	-0.24	0.81	No significant evidence of a difference in the means
Cultural Strength	48	20.19	4.31	12	20.17	4.45	0.01	0.99	No significant evidence of a difference in the means

	Alpha University			Gamma University					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	48	17.81	3.21	9	19.56	1.88	-1.57	0.12	No significant evidence of a difference in the means
Achieving Goals	48	17.73	4.00	9	19.33	2.78	-1.15	0.26	No significant evidence of a difference in the means
Coordinated Teamwork	48	17.63	3.28	9	19.44	2.30	-2.02	0.063	No significant evidence of a difference in the means
Customer Orientation	48	18.67	3.28	9	19.33	3.08	-0.59	0.57	No significant evidence of a difference in the means
Cultural Strength	48	20.19	4.31	9	19.56	3.88	0.44	0.67	No significant evidence of a difference in the means

	Beta University			Gamma University					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	12	19.17	2.59	9	19.56	1.88	-0.40	0.69	No significant evidence of a difference in the means
Achieving Goals	12	19.17	4.32	9	19.33	2.78	-0.11	0.92	No significant evidence of a difference in the means
Coordinated Teamwork	12	18.00	4.00	9	19.44	2.30	-1.04	0.31	No significant evidence of a difference in the means
Customer Orientation	12	18.92	3.23	9	19.33	3.08	-0.30	0.77	No significant evidence of a difference in the means
Cultural Strength	12	20.17	4.45	9	19.56	3.88	0.34	0.74	No significant evidence of a difference in the means

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Administrative Affairs

	Alpha University			Beta University					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	23	19.22	2.30	15	18.53	1.92	0.99	0.33	No significant evidence of a difference in the means
Achieving Goals	23	19.13	3.48	15	19.67	4.15	-0.41	0.68	No significant evidence of a difference in the means
Coordinated Teamwork	23	19.57	2.69	15	20.20	3.14	-0.64	0.53	No significant evidence of a difference in the means
Customer Orientation	23	18.22	3.34	15	19.80	3.12	-1.49	0.15	No significant evidence of a difference in the means
Cultural Strength	23	22.22	3.88	15	22.73	5.27	-0.33	0.75	No significant evidence of a difference in the means

	Alpha University			Gamma University					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	t	p-value	Conclusion of the means
Manage Change	23	19.22	2.30	5	21.00	3.54	-1.08	0.34	No significant evidence of a difference in the means
Achieving Goals	23	19.13	3.48	5	19.60	5.41	-0.19	0.86	No significant evidence of a difference in the means
Coordinated Teamwork	23	19.57	2.69	5	17.80	3.56	1.04	0.34	No significant evidence of a difference in the means
Customer Orientation	23	18.22	3.34	5	18.80	3.96	-0.31	0.77	No significant evidence of a difference in the means
Cultural Strength	23	22.22	3.88	5	21.60	4.67	0.28	0.79	No significant evidence of a difference in the means

	Beta University			Gamma University					
	No.	Mean	Standard Deviation	No.	Mean	Standard Deviation	T	p-value	Conclusion of the means
Manage Change	15	18.53	1.92	5	21.00	3.54	-1.49	0.21	No significant evidence of a difference in the means
Achieving Goals	15	19.67	4.15	5	19.60	5.41	0.03	0.98	No significant evidence of a difference in the means
Coordinated Teamwork	15	20.20	3.14	5	17.80	3.56	1.34	0.23	No significant evidence of a difference in the means
Customer Orientation	15	19.80	3.12	5	18.80	3.96	0.51	0.63	No significant evidence of a difference in the means
Cultural Strength	15	22.73	5.27	5	21.60	4.67	0.45	0.66	No significant evidence of a difference in the means