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A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

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VICTOR NELSON VARNER

Chickasha, Oklahoma

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POWER AND SOCIAL STRUCTURE

IN HIGHER EDUCATION

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TABLE OF CONTENTS

ACKNOWLEDGMENTS iii

LIST OF TABLES vii

LIST OF FIGURES viii

Chapter

I. INTRODUCTION 1

Background of the Problem
Statement of the Problem
Significance of the Study

II. THEORETICAL FRAMEWORK AND RESEARCH . . . 15

The University as a Social System
Power
Social Structure
Summary

III. RESEARCH DESIGN 41

Restatement of the Problem and Hypotheses
Definition of the Variables
Description of the Sample
Description of the Instruments
Procedure for Collecting the Data
Statistical Methods
Summary

IV. PRESENTATION AND ANALYSIS OF THE DATA . . 59

Power Perceptions
Structural Effects of Social Structure Characteristics
The Relationship of Perceived Power and Structural Effects of Social Structure
Summary

V. CONCLUSIONS AND IMPLICATIONS 78

Conclusions
Implications and Further Research

TABLE OF CONTENTS (continued)

APPENDIX A 95

APPENDIX B 101

APPENDIX C 109

APPENDIX D 115

APPENDIX E 123

APPENDIX F 126

APPENDIX G 130

APPENDIX H 137

BIBLIOGRAPHY 139

LIST OF TABLES

Table		Page
I.	Perceived Power Classification of Six Committees and Councils by Faculty Random Sample	61
II.	Perceived Power Classification of Six Committees and Councils by Interviewed Committee Members	61
III.	Committee Social Values Profiles and Distance Measures (D)	64
IV.	Committee Organizational Orientations Profiles and Distance Measures (D) . .	66
V.	Committee Interpersonal Relationship Profiles and Index	68
VI.	Correlations Between Perceived Power and Structural Effects of Social Structure (Random Sample of Faculty) .	71
VII.	Correlations Between Perceived Power and Structural Effects of Social Structure (Interviewed Committee Members)	73

LIST OF FIGURES

Figure		Page
I.	Parsonian Model of Organizations	20

CHAPTER I

INTRODUCTION

Background of the Problem

The concept of power is central to the understanding of organizational structure and performance, and it has been apparent in the development of administrative theory and thought. Yet power has not been dealt with extensively in administrative literature. The studies that have been made have been primarily concerned with community power structures, or with power inherent in specific roles.

Today's university presents a unique organizational structure. It seeks to bring together in one organizational pattern two distinct concepts of organization and administration: bureaucracy and collegium. The question is, what is the relationship between the concept democracy (participation in decision-making) and bureaucratic management as it presently functions in a university?

In addition to the democracy versus bureaucracy issue, there is the bureaucratic versus the professional problem. Increasing technology and increased complexity of social organizations in all aspects of human endeavor operate against maximized participation.

These developments have brought greater separation among people as they dedicate themselves to their professional interests and professional colleagues rather than to organizations and institutions. Demerath, Stephens and Taylor contend that the key issue in this misunderstanding is not organizational structure and general tension between administrators and professors. Instead the primary factors to be considered are the structures of power and decision-making which exist in an organization embodying a mixture of bureaucracy and collegium.[1]

The university is looked upon as a community of scholars. In early universities, scholars were involved in the administrative as well as the academic concerns of the institution. As universities have grown into multiversities, it has been difficult to involve all the faculty in the administrative process. Yet the basic characteristics which are associated with the concept of a community of scholars have permeated the organization and administration of universities and colleges today. A university as an institution is a social system in which the decision-making process is widely dispersed. Because of the collegial organization and the dual system of professorial

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[1]N. J. Demerath, R. W. Stephens and R. R. Taylor, Power, Presidents, and Professors (New York: Basic Books, Inc., 1967), p. 28.

ranking, power cannot be tied to specific positions in the form of authority. What a faculty member may lack in authority of office, he can compensate for through his influence.

To understand the universities' unique organizational structure, studies of power and its function in higher education are needed. The concern of the present study is an investigation into the relationship of power and the social structure of universities, specifically, the integrative bonds and structural effects of social structure. To provide the reader with sufficient background for understanding the theoretical framework for the investigation, a brief sketch of the development of the concepts related to the problem follows.

Efforts to define and describe organizational structure and performance have dealt with the ability of the organization to induce upon its various components its goals and desires. In describing this ability, a variety of terms such as power, influence, authority, and control have been used. As a result of the differences that have existed in defining and using these terms, a variety of structural forms have manifested themselves in administrative theory.

The classical view of the concept organization, launched by Taylor and developed by Fayol, Gulick,

and Urwick, was primarily concerned with the process of administration and the characteristics of successful administrators. In analyses and studies by classical writers, power was assumed to be inherent in the role. Thus it was an organizational law that power and influence were hierarchically structured. The fact a person was a superordinate legitimated his power.

In the organizational analysis context, Weber clearly defined power and authority to fit the bureaucratic model. Weber defined power as the probability that a person will be able to induce an acceptance of his own will despite resistance.[2] He was concerned that such power in an organization should have legitimacy. For Weber authority is power that is legitimate. Therefore, he defines authority as the exercise of power because it is in accord with the role and in line with values held by the subordinates.[3] Weber was concerned with the distribution of power among the organizational positions in the bureaucratic structure.

Argyris built upon Weber's bureaucratic framework by identifying the properties of formal organizations. His five properties deal with control and

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[2]M. Weber, The Theory of Social and Economic Organization. Trans. by A. M. Henderson and T. Parsons. (New York: Oxford University Press, 1947), p. 152.

[3]Ibid., pp. 325 & 382.

authority in the organization. The leader is assigned formal power in order to guide individuals in the realization of the organization's objectives.[4]

The scientific management movement did not completely describe modern organizations. The movement ignored the psychological elements of organization, the goals of individuals, the informal groups, and the influences of the larger society. In the human relations era, concern about the human elements in the concepts organization and administration developed. It was launched by Follett and given impetus by Mayo. In Mayo's studies in conjunction with Roethlisberger and Dickson in the Hawthorne studies, the importance of informal groups and their impact on power structures was discovered. Lewin, Lippitt, and White's experiment dealing with the psychological dynamics of democratic, authoritarian, and laissez-faire leadership with eleven year old children, though not in the field of administration, had an impact on the human relations movement and its analysis of power.[5] Strauss contends that the main thrust of this movement was toward a reduction in the power and status

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[4] C. Argyris, "The Individual and Organization: Some Problems of Mutual Adjustment," Administrative Science Quarterly No. 2 (March, 1957), p. 6.

[5] R. K. White and R. O. Lippitt, Autocracy and Democracy: An Experimental Inquiry (New York: Harper & Row, 1960), pp. 26-27.

differential between role dominates and subordinates.[6]

The structuralist or behavorial science movement is a synthesis of the classical and the human relations movements. This movement is seeking to bring together the best of the first two movements in a coherent program. Indirectly Parsons' social action theory and its implications for administration have influenced the administrative thought and development of this movement. Barnard as father of this movement was a pioneer in applying theories from other disciplines to the administrative process.

Barnard dealt with the concept of power by indicating that influence through personal ability (authority of leadership) is independent of authority of position. He made the point that authority or power is maintained only if the positions or leaders continue to be adequately informed and make decisions based upon this information.[7] Getzels, Lipham, and Campbell refer to this as "vested versus entrusted authority" in their social system model.[8] Simon built upon this concept

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in his book, Administrative Behavior.[9] He was primarily concerned with the decision-making process in administrative organizations. For Simon authority was power to make decisions which guide the actions of another.[10] He spoke of "influencing" rather than "directing" the decision-making process in the exercise of administrative authority.[11]

Recently, more thought has been given to collegium or professionalism as contrasted to bureaucracy, particularly in the areas of organization and authority. Blau and Scott show how professionalism has much in common with bureaucracy. The major area of contrast is their distinctive control structures.[12]

Etzioni makes the point that in professional organizations there are two types of authority. He stresses that only the non-professional authority is structured in a bureaucratic way. This authority is predominantly responsible for secondary activities. These secondary activities are performed by both administrative and non-professionals, and professionals.

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[9] H. A. Simon, Administrative Behavior (New York: The Free Press, 1965).

[10] Ibid., p. 125.

[11] Ibid., p. 3.

[12] P. M. Blau and W. R. Scott, Formal Organizations (San Francisco: Chandler Publishing Co., 1962), pp. 60-62.

The primary goal functions are performed with much autonomy by professionals.[13] The result of structuring which places the professional in a quasi-hierarchical relation to secondary activities has been to see the professional as part of the administrative line. The effect has been to misunderstand the role of both professionals and administrators in the governance of such organizations. In looking at these two extremes of the professionalism-bureaucracy continuum, it becomes apparent that control, power, authority, and influence are important considerations.

The traditional approach to the analysis of decision-making and power has focused on the formal organization. This approach is known as the Formal Institution-Association concept of power.[14] Hunter, a sociologist, conducted one of the early studies in power that broke from this approach. He made a study and analysis of the power structure in "Regional City" which has been identified as Atlanta, Georgia. Hunter used the "reputational technique" for identifying men of power. This technique involves the random naming of influence persons and these influence persons indicate the most powerful or influential persons,

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[13] A. Etzioni, Modern Organizations (Englewood Cliffs: Prentice-Hall, Inc., 1964), p. 86.

in rank order, in all matters of the city.[15] Hunter concluded that power to decide basic policy was not held by legitimate formal policy-makers but by the power group which operated behind the scenes.[16] He found that power was in the informal structure and it had its own hierarchical power bureaucracy.

Dahl, a political scientist, became an antagonist and critic of Hunter and his reputational technique. Dahl felt that this technique had built-in-bias. He conducted a similar study to that of Hunter in New Haven, Connecticut. He used the "segmented-decision analysis" approach to determine the distribution of power. This technique takes selected decisions within selected areas and analyzes them to discover the power structure or the influence pattern.[17] Power was discovered by Dahl to be with the high officials but fragmented informal groups were at work seeking to influence power sources.[18]

The results obtained by Hunter and Dahl were strikingly different. The net effect has been a continuing argument over methodology for studying power

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[15] F. Hunter, Community Power Structure (Chapel Hill: The University of North Carolina Press, 1953), pp. 10-11 & 62.

[16] Ibid., p. 82.

[17] R. A. Dahl, Who Governs? (New Haven: Yale University Press, 1961), pp. 332-333.

[18] Ibid., pp. 163-165.

structures. However, as a result there have been studies of power articulation in American communities by sociologists and political scientists. While these studies of power have primarily dealt with community power and power structures, they have provided valuable insights into the general concept of power and methodologies for analyzing power in organizational settings.

About the time that these studies of power were being conducted, another important development in the field of sociology was already underway. In 1916 Pareto wrote Trattato de Soziologia generale which was translated into English in 1935 under the title The Mind and Society.[19] Pareto's work served as the foundation for relating social and systems theories to each other. The publication of Merton's Social Theory and Social Structure[20] in 1949, which dealt with the codification of sociological theory and research, led to a number of writings dealing with theory construction. Two important outgrowths were Homans' The Human Group[21] and Parsons' The Social System[22].

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[19] A. Livingston, ed., The Mind and Society (New York: Harcourt, Brace, & Co., 1935).

[20] R. K. Merton, Social Theory and Social Structure (Glencoe: The Free Press, 1949).

[21] G. C. Homans, The Human Group (New York: Harcourt, Brace, & World, Inc., 1950).

[22] T. Parsons, The Social System (Glencoe: The Free Press, 1951).

Homans utilized social theory and systems analysis to investigate groups and the manner in which they form a system. Parsons provided a conceptual basis for the analysis of the social system. His basic unit of analysis was the society which is composed of individuals interacting. He conceived of the social system being one part of a system of social action. The other two parts were the personality system and the cultural system.[23] These two dimensions are included in his theory of social action because of their significance and effect upon the structure and functioning of social systems.[24] Consequently, interpersonal relationships, values, and orientations become important to our understanding of social systems and social structure. The social action theory as enunciated by Parsons continues to be the theoretical baseline for the development of theories and research in sociology and administration.

Homans' book Social Behavior[25] was a continuation of the work he had begun in his book The Human Group. In Social Behavior, Homans gave rise to the concept of social exchange. He laid the foundations for understanding power in his theory of social exchange.

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[23] Ibid., p. 6.

[24] Ibid., p. 19.

[25] G. C. Homans, Social Behavior (New York: Harcourt, Brace & World, Inc., 1961).

Blau[26] took Homans' theory and used it as the basis for his theory of social structure in which he uses social exchange to explain and define the source of power and how it operates.

Studies of power have directed their attention to methodology rather than attempting to base the study upon any explicit theory. To apply these methodologies to the university in order to gain some insights into power and its function in higher education would only provide a transitory analysis of the power holders rather than an analysis of the bases and significance of power in higher education. The research of Blau on the structural effects of social structure posits the suggestion that social values and norms, and interpersonal relationships are the bases for group differentiation.[27]

Statement of the Problem

Coupling Blau's structural effects of social structure with his theory of social exchange raises the question, what is the relationship between power and social structure? Can knowledge of group characteristics serve as predictors of its power? It is

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[26] P. M. Blau, Exchange and Power in Social Life (New York: John Wiley & Sons, Inc., 1964).

[27] P. M. Blau, "Structural Effects", American Sociological Review, Vol. 25, No. 2 (April, 1960), pp. 179-193.

the purpose of this study to investigate the social values, organizational orientations, and interpersonal relationships of university committee members and examine these structural effects of social structure as they relate to the perceived power of the committees. The research will seek to determine if differences in influence and power between committees are related to their social values, organizational orientations, and interpersonal relationships. These structural effects of social structures are the independent variables. The perceived power of committees constitute the dependent variable. The basic hypothesis of the study is that there does exist a significant relationship between structural effects and the perceived power of committees of a large university.

An ancillary question to be explored involved determining if differences in structural effects do exist between committees of a large university. A further concern is the degree to which social values, organizational orientations, and interpersonal relationships can serve as predictors of the power of groups such as committees of a large university.

Significance of the Study

Universities are being challenged to make organizational adaptations that allow for greater freedom and participation in the bureaucratic process. This study of committee power as it functions in the

decision-making process of a university is an effort to provide empirical data on one aspect of the challenge. The study may contribute to research on the structural effects of social values, organizational orientations, and relational networks, to the consequence of such group variables on group power, and thus to the theory of organizations. Finally, for the university administrator, the study may furnish an empirical basis for decisions concerning organizational adjustments to involve greater participation in decision-making.

CHAPTER II

THEORETICAL FRAMEWORK AND RESEARCH

The University as a Social System

Systems theory has proven to be an effective approach for conceptualizing and organizing research concerned with society, its organizations and its complex social behavior. Pareto[1] provided the foundation for the development and synthesization of social and system theories. The publication of Merton's Social Theory and Social Structure[2] provided stimulus for the construction of theories in these areas. Shortly thereafter, Parsons[3] developed the first comprehensive systems approach to social action.

Parsons utilized the open-system approach in his conceptual framework for analysis of the social system. He emphasizes that human behavior can best be interpreted in the context of social theory. In his theory a social system is conceived as the restricted and organized interactive patterns of a plurality of persons:

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[1]A. Livingston, ed., The Mind and Society (New York: Harcourt, Brace, 1935).

[2]R. K. Merton, Social Theory and Social Structure (Glencoe: The Free Press, 1949).

[3]T. Parsons, The Social System (Glencoe: The Free Press, 1951).

> motivated in terms of a tendency to the optimization of gratification and whose relation to their situations, including each other, is defined and mediated in terms of a system of culturally structured and shared symbols.[4]

Parsons' theory is concerned with both organizationally or culturally structured and individually defined elements, and their effect on the structure and functioning of social systems.

The basic unit of analysis in Parsons' social action theory is the society composed of interacting individuals. This society is the fundamental type of social system:

> Because empirical organization of the system is a fundamental focus, the norm, as it were, must be the conception of an empirically self-sufficient social system. If we add (to a social system) the consideration of duration sufficiently long to transcend the life span of the normal human individual, recruitment by biological reproduction and socialization of the oncoming generation become essential...functional prerequisites of long term persistence from within its own resources, (it) will be called a society ...Any other social system will be called a partial social system.[5]

In concept the social system has often been applied to large aggregates of individuals. However, Homans demonstrated that the social system is as applicable to all size patterns of interaction. He states:

> The activities, interactions, and sentiments of the group members, together with the mutual relations of these elements with one another during the time the group is active, constitute what we

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[4] Ibid., pp. 5-6.

[5] Ibid., p. 19.

> shall call the social system. ... Everything that is not a part of the social system is a part of the environment in which the system exists. Note that, as the definition of the group is relative, so must be that of the group's environment.[6]

This means that the concept of social system can be applied to any system under consideration regardless of size or structure.

In the same sociological tradition and based upon the works of Pareto, Merton, Homans, and Parsons, Getzels developed a model for explaining social behavior in a social system.[7] This model was designed with the idea of bringing together the various concepts in an integrated, operational and generalized whole with applicability to a wide variety of issues. Getzels conceived the social system as:

> involving two classes of phenomena which are at once conceptually independent and phenomenally interactive. These are the institution, role and expectation, which together constitute what we shall call the nomethetic or normative dimensions of activity in a social system; and the individual, personality, and need-disposition, which together constitute the idiographic or personal dimension of activity in a social system.[8]

Since the introduction of Getzels' social system model, it has been used as the theoretical framework

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[6] G. C. Homans, The Human Group (New York: Harcourt, Brace and World, 1950), p. 87.

[7] J. W. Getzels, "Administration as a Social Process," in A. W. Halpin, ed., Administrative Theory in Education (New York: Macmillan Co., 1967), pp. 150-151.

[8] Ibid., p. 152.

for many research efforts. It has brought forth innumerable hypotheses and stimulated much research.

Getzels' model does not outline Parsonian theory in its entirety. This model deals primarily with those concepts related to the study of administrative behavior. Consequently, it is difficult to use Getzels' model for defining and analyzing organizational structuring and functioning. Hills has developed a model which seeks to apply all of the major elements of Parsonian theory to the study of organizations.[9] He refers to this model as the Parsonian model of organizations. (See Figure I).

A basic assumption of Hills' model is that all organizations are composed of the same structural elements.[10] The factor which distinguishes one organization or social system from another is the arrangement of these elements. The order of these elements is determined by the values held by the organization. The primary basis for this structural differentiation is functional, i.e., in terms of primary purposes or contributions of the organization to the functioning of the larger system.[11]

Hills defines these structural elements or units

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[9] R. J. Hills, Toward a Science of Organization (Eugene, Oregon: University of Oregon Press, 1968).

[10] Ibid., pp. 63-64

[11] Ibid., p. 30.

in terms of the four functional imperatives or problems of an organization. These are (1) the problems of consummation in relation to the environment known as the goal-attainment function; (2) the problem of the continuity and stability over time of the relation to the environment, or the adaptation function; (3) the problem of consummation in the relations among units, the function of integration; and (4) the problem of continuity and stability over time in relations among units which is a pattern-maintenance function.[12] Goal-attainment and adaptation imperatives function in relation to an environment defined as being external to the system. Integration and pattern-maintenance imperatives are concerned with the co-existence of the units or its internal aspects. A second set of relationships exists between the functional imperatives which describes the character and relational properties of a system. The character properties are manifest through the relations of the goal-attainment and pattern-maintenance functions. Adaptation and integration functions provide the relational properties.

The value emphasis of an organization determines which one of these functions is given priority and control with respect to the other functions. It also determines the relative position of the differentiated

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[12] Ibid., p. 20.

FIGURE I

PARSONIAN MODEL OF ORGANIZATIONS*

Imperative Functions of Social Systems

	Continuity and Stability Over Time INSTRUMENTAL	Immediate Gratification CONSUMMATORY
Relation to Environment EXTERNAL	**Adaptation** Continuity and stability over time in relation to environment.	**Goal-Attainment** Gratification in relation to environment.
Co-existence of units INTERNAL	**Pattern-Maintenance** Continuity and stability over time in relations among units.	**Integration** Gratification in relations among units.

*R. J. Hills, Toward a Science of Organization (Eugene, Oregon: University of Oregon Press, 1968), p. 21.

units to each other in terms of their capacity to influence the outcome of organizational process. Consequently, the relationship among the functions constitutes an organizational predictive system.[13]

The university in terms of the above descriptions represents a social system. The university is an open, living social system in which the members interact and direct their efforts toward the attainment of goals. A university can be conceptualized as a system; its colleges, departments, and committees as subsystems; and the state and its regulatory agencies as the suprasystem. Consequently, the university is a social system or small society.

The source of the theoretical framework for this investigation is social theory. The social system or Parsonian model of organizations (See Figure I) as developed by Hills provides the conceptual prospective for examining the relationship between power and the structural effects of social structure. Specifically, power can be conceived as resulting from the interaction between an organization and its suprasystem. Consequently, power is related to the external dimensions of the model. Power is developed in conjunction with the adaptation function of an organization while it is expended through the goal-attainment

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[13] Ibid., p. 71

function. It is in the expenditure of power that the superordinate system perceives power and influence. The structural effects of social structure are related to the internal dimensions of the model. Values and orientations have an impact upon the pattern-maintenance function while social interactions relate to the integration function of an organization.

Power

Power like conflict is one of those concepts which has generally been empirically ignored in the study of organizations and administration. The reactions to the mention of power in organizations have often been disparaging. As a result, little attention had been given to understanding power until Hunter's study of community power structure at "Regional City". The net effect has been that knowledge about power is still rather rudimentary, limited, and abstract.

The concepts, power and authority, played important roles in the development of Weber's bureaucratic approach to organization and administration. The Weberian organizational pattern is a pyramidal, hierarchical structure in which all power for making decisions flows from superordinates to subordinates. Power is distributed among the organizational positions in the bureaucratic structure and is exercised through a formal chain of command and communication.

Weber defined power as the probability that a

man or group of men will be able to realize their own will despite opposition.[14] He differentiated authority from power by defining it as legitimate, formalized power. By legitimation Weber means that the power is being accepted because it is in line with the values held by subordinates. This simply means that authority is power which is placed in a person or position. This authority is accepted because it appears to be appropriate to both the holder and to those over whom he has power.

Authority then is the power of the position coupled with the power of reward or punishment. It assumes that the positions will be filled with persons with technical expertise. This concept led to an emphasis in research on the individual and his acquisition and use of power. But the bureaucratic model does not completely describe modern organizations. Weber ignores the psychological elements, the goals of individuals, the informal groups, and the influences of society. Major criticism of the classical view of organization is its assumption that organizational goal achievement is dependent on a centralized, hierarchical source of control. Presthus states that Weber's definition of power overlooks two vital characteristics of power:

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> 1. One is that individual power is worked out within some larger framework of institutional power....Men are powerful in relation to other men.
>
> 2. The power of any given individual is in large measure a result of his ability to manipulate this larger system.[15]

There are difficulties in applying the Weberian definition of power and authority to a university because of its mixture of bureaucratic and collegium paradigms. University faculties generally value disciplinary prestige more than academic rank. Demerath, Stephens, and Taylor make the point that:

> Power, therefore, cannot be tied to specific positions in the form of authority, for such an allocation of authority would establish relationships of subordination and inequality which are inconsistent with the social facts of collegium.[16]

But what the faculty member lacks in authority, he makes up for through influence or power. This influence is the result of his prestige or repute as a specialist. It needs no institutional sanction.

Aware of such problems with power and authority in organizational life, Barnard advocated that a distinction be made between the "authority of position" and the "authority of leadership". Authority of position is independent of personal ability. By reason of

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[15] R. Presthus, Men At The Top (New York: Oxford University Press, 1964), p. 5.

[16] N. B. Demerath, R. W. Stephens, and R. R. Taylor, Power, Presidents, and Professors (New York: Basic Books, Inc., 1967), p. 29.

his position, a person of limited ability may even exercise authority. Whereas, authority of leadership is dependent upon superior ability. Because of their knowledge and understanding those imputed with authority of leadership are able to exercise power in what they do and say in the organization irregardless of their position.[17]

This concept advanced by Barnard led to the realization that there were many types of power. Consideration of the social dimensions of power was also included. As a result a great deal of effort has gone into defining power. These definitions have generally fallen into one of two groups. The sociologists have attributed power to social or collective relationships, while the political scientists define power in terms of absolute qualities possessed by individuals. More recent studies and research on power have been concerned with ways of synthesizing these two positions.

As has been noted Weber defined power in terms of the bureaucratic model as getting others to obey orders. The more popular definitions of power have been concerned with the influence of behavior.

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[17] C. I. Barnard, The Functions of an Executive, 19th ed. (Cambridge: Harvard University Press, 1970), pp. 173-174.

Goldhamer and Shils[18], Dahl[19], and Hunter[20] all describe power as the acts or influences of men which cause other people to behave in accord with their own intentions. A third category of definitions bases the existence of power upon a system of social relationships. Presthus[21], Kimbrough[22], and Blau[23] describe power in terms of the control and use of resources secured through social relationships. Blau broadly defines power as existing when a person or persons are able to get others to accede to their wishes by offering rewards for doing so.[24]

Though power has been defined in various ways, definitions do not provide an understanding of the source and function of power in human relations. Homans laid the foundations for such insights con-

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[18]H. Goldhamer and E. Shils, "Types of Power and Status," American Journal of Sociology, Vol. 45 (September, 1939), p. 171.

[19]R. A. Dahl, "The Concept of Power," Behavioral Science II, (July, 1957), pp. 202-203.

[20]F. Hunter, Community Power Structure (Chapel Hill: The University of North Carolina Press, 1953), pp. 2-3.

[21]R. Presthus, op. cit., p. 5.

[22]R. B. Kimbrough, Political Power and Educational Decision-Making (Chicago: Rand McNally & Co., 1964), p. 140.

[23]P. M. Blau, Exchange and Power in Social Life (New York: John Wiley & Sons, Inc., 1964), p. 115.

[24]Ibid., p. 115.

cerning power in his theory of social exchange.[25] Blau has taken this theory and used it as the basis for the development of his own theory of social structure.[26]

In a theory of social structure, Blau has developed and utilized social exchange as an organizing principle by which an analysis of the social processes that govern the relations between individuals may be conducted. His basic premise is that social exchange is the central principle of social life.

> Social exchange can be considered to underlie relations between groups as well as those between individuals; both differentiation of power and peer group ties; conflicts between opposing forces as well as cooperation; both intimate attachments and connections between distant members of a community without direct social contact.[27]

Blau derives and defines four facets of social structure from an analysis of social exchange. These facets are: integration, differentiation, organization, and opposition.

The first facet, integration, deals with the development of social associations between individuals, and groups. Social life is usually defined on the basis of the associations between people. These

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[25] G. C. Homans, Social Behavior (New York: Harcourt, Brace & World, Inc., 1961).

[26] P. M. Blau, op. cit.

[27] Ibid., p. 4.

associations between individuals unite them into groups which tend to become organized into complex social structures.

In order to form a group, there must be the development of integrative bonds that unite the individuals into a cohesive unit. Blau speaks of these as being bonds of social attraction. Such cohesion increases social control and coordination in the area of goals, normative standards, and shared norms.[28] The processes of social attraction and social association can best be interpreted as:

> an exchange of activity, tangible or intangible, and more or less rewarding or costly, between at least two persons.[29]

Exchange relations are voluntary actions which involve a person offering benefits and services to another person. Consequently, the second person becomes obligated to the first person. The only way that the second person can avoid being obligated is through reciprocity, the returning of other benefits and services to the first person. If he is interested in maintaining the association or obligating the first person, his services will exceed that given to him. In this way the process of reciprocation or social exchange continues. It is this need to reciprocate that

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[28] Ibid., p. 60

[29] G. C. Homans, Social Behavior, op. cit., p. 13.

serves as the basis for social interaction and group structure.

Upon this foundation, Blau develops the second facet of his theory which is differentiation of power. The basic assumption of social exchange theory is that all people initiate social associations with equal power. It is the way people use the resources which they control that determines what happens. Blau refers to the unequal distribution of power as unilateral dependence and obligation. This happens when one person provides needs and wanted services and there is no reciprocation. Blau indicates there are four things which a person can do to avoid an unequal distribution of power. He can reciprocate, find another source for the benefits desired, coerce the person to provide the service, or eliminate his need for the benefit.[30]

When a person cannot do one of these four things, he becomes obligated to the person providing the services. An imbalance in the distribution results and power develops for the one providing the services. Consequently, the provider is able to exercise control over the receiver of the services by sanction powers either by withholding rewards being provided or punishing the person by eliminating the services.

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[30] P. M. Blau, op. cit., pp. 118-119

Differentiation of power arises in the course of competition for scare goods.

Blau's theory also deals with the concept of competition for status. This idea is used to explain the development of power in informal groups. In informal groups people vie for positions of status by seeking "speaking time"[31] and making unilateral exchanges. The process in these situations results in the real differentiation of power. Blau also notes that status is an expendable capital. This means that a person can use up his power resources through unwise expenditure, resulting in loss of control.

The other two facets of Blau's theory of social structure are organization which deals with the legitimation of power, and opposition which is the opposite reaction to the legitimation of power. Legitimation changes this power into authority, and thereby, into an important resource for the stable organization.

From Blau's theory, it is derived that power is something all persons have and that all persons begin with an equal amount of it. In the process of social exchange disparities develop which results in imbalance obligation. Power is the ability to control the behavior of people because of services or rewards given

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[31] Ibid., p. 125.

to them. The obligation will remain in effect as long as the demands of this power, expendable capital, do not exceed the obligations.

The Weberian conception of power caused research to focus upon the individual as the unit of analysis. Blau, however, indicated that it may be possible for a group to have power as well as an individual. This notion springs from the idea that no individual has sufficient resources to influence or control major decisions given the complex social structures of society.[32] This would be particularly true in a highly professional and individualistic climate such as a university.

The formation of coalitions between individuals in organizations and communities often becomes essential to the exercise of influence. Cartwright asserts that scarce resources may be "pooled" for a more effective base of influence or power in a social structure.[33] Resources are then combined through individuals in groups or committees to provide them with greater influence on the organization and its functioning.

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[32] R. Perrucci and M. Pilisuk, "Leaders and Ruling Elites: The Interorganizational Bases of Community Power," American Sociological Review, Vol. 35.

[33] D. Cartwright, "Influence, Leadership, Control," in J. G. March, ed., Handbook of Organizations (Chicago: Rand McNally & Co., 1965), p. 7.

Social Structure

The terms social system and social structure are often used interchangeably in the literature on organizational theory. While these terms are interrelated there are distinguishing differences between the two concepts. The basic conceptual unit in Parsons' theory of social action is the role.

> The individual and collective actors must be distributed between various roles and role-clusters in the social system.[34]

Therefore, a social system is a system of differentiated roles. The distribution of these role types results in the basic structure of the social system as a system. The composition, distribution and integration of these roles within the social system is what is meant by social structure in the narrower usage of the term.[35]

The social system is an aggregation of individuals, functioning in differentiated roles and role-clusters. The emergent nature of a social system is the result of the attitudes, perceptions, beliefs, motivations, behavior, habits, and expectations of its interacting members. Because of these factors Katz and Kahn concluded that social systems are

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[34] T. Parsons, op. cit., p. 114.

[35] Ibid., p. 114.

"essentially contrived systems".[36] A basic concern in social systems is order and integration in light of such diversity.

Parsons felt that all social systems have integrative structures to deal with this variability. These integrative structures are networks of social relations and shared beliefs and orientations of the group. Parsons states that social structure:

> focuses on the integration of the motivation of actors with the normative cultural standards which integrate the action system interpersonally.[37]

Blau emphasized the same point in his theory of social structure. He stated that there must be the development of integrative bonds in order to unite individuals into cohesive groups. Blau described these integrative bonds as:

> the common values and norms embodied in a culture or subculture; and the network of social relations in which processes of social interaction become organized....[38]

Therefore, the structural effects of social structure are social values and orientations, and interpersonal relationships. These variables are the foundation of social associations from which social exchange and its resultant differentiation of power develop.

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[36] D. Katz and R. L. Kahn, The Social Psychology of Organizations (New York: John Wiley & Sons, Inc., 1966), p. 33.

[37] T. Parsons, op. cit., pp. 36-37.

[38] P. M. Blau, "Structural Effects," American Sociological Review, Vol 25, No. 2 (April, 1960), p. 178.

Consequently, it is predicted that:

> BASIC HYPOTHESIS OF THE STUDY: There is a significant relationship between the structural effects of social structure: social values, organizational orientations, and interpersonal relationships and the perceived power of committees of a large university as measured by reputational paired comparisons.

The standing committees and policy councils of a university are not emergent groups. They are organizations that have been deliberately established for a specific function and role in the university. The purposes to be achieved, the manner in which they are to function, and the membership constituencies have been designed a priori to guide interaction and activities. They are formal organizations. Therefore, the individuals composing these committees and councils develop integrative bonds that will unite them into cohesive groups.

It can generally be assumed that those who serve on such committees and councils possess power, in varying degrees, in the university. As individuals, it is improbable that the committee members would be able to influence the major decisions of the university because of the complexity of its organization. Thus, the committee or council becomes the coalition by which the individual members can "pool" their influence or power for greater impact on the decision-making process of the institution. The degree to which this takes place is predicted to depend upon

the congruence of social values and organizational orientations, and the cohesiveness of interpersonal relationships between the various members.

In the personality dimension of the social system, the need-dispositions of the individual or personality are the basic analytic units.[39] Parsons and Shils suggest that each need-disposition involves a combination of values. These values are internalized cultural standards, norms, and expectations that influence a person's behavior.[40] Values serve as normative guides for an individual's action in social systems without reference to specific goals. Values are the orientation to which an individual commits himself.

While value systems are highly personal, they also serve as the basis by which human beings live together in society. Parsons has aptly stated that:

> a personal value system is in the social context, the network of rights and obligations in which an individual's value-commitment involves him in his social situation.[41]

These common orientations toward social conduct are known as social values. They are the shared, internalized cultural standards or orientations of the group.

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[39] J. W. Getzels, "Conflict and Role Behavior in the Educational Setting," in W. W. Charters and N. L. Gage, Readings in the Social Psychology of Education (Boston: Allyn and Bacon, Inc., 1963), p. 311.

[40] T. Parsons and E. A. Shils, op. cit., pp. 116-117.

[41] T. Parsons, Structure and Process in Political Systems (Glencoe: The Free Press, 1960), p. 175.

Social values govern both the goals to which the group will commit itself and the "set of rules" which differentiate between proper and improper conduct. As Parsons observes, it is these institutionalized or social values which define the structure of social and interpersonal relationships.[42] Culturally, the group member commits himself to the social values through his own personal values which are elaborated as need-dispositions. Consequently, it is predicted that:

> HYPOTHESIS I: There is a significant relationship between social values and the perceived power of university committees.

Institutions may be described in terms of their bureaucratic and/or professional characteristics. Leaders of organizations can be described in terms of their administrative style and/or behavior. Gouldner concluded that individuals can also be described in terms of their orientation to the organization.[43] He discovered that differences did exist in influence, participation, acceptance of organizational rules, and informal relations in terms of an individual's organizational orientation. It was also discovered that there is competition between those with different or

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[42] Ibid., p. 175.

[43] A. W. Gouldner, "Cosmopolitans and Locals: Toward an Analysis of Latent Social Roles - Part I & II," Administrative Science Quarterly, Vol. II, Nos. 3 & 4, (December, 1957 and March, 1958), pp. 281-306, 444-480.

varying organizational orientations or values.

Organizational orientations are based upon an individual's personal values. This personal value system provides the common framework for organizational conduct known as organizational orientations or values. These orientations govern a person's and a group's behavior and action with regard to their organization. Simon in comparing social values and organizational values differentiated between them on the basis of the frame of reference - whether it was socially desirable or organizationally assigned.[44] Bass in his research discovered that organizational orientation has a definite influence upon the social and interpersonal relationships of group members.[45] It not only influences his own performance but his reaction to the performance of the other members in the group. Organizationally, the group member commits himself to an organizational position through his own personal value system as he functions in various roles and role-clusters. Consequently, it is predicted that:

> HYPOTHESIS II: There is a significant relationship between organizational orientations and the perceived power of university committees.

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[44] H. A. Simon, Administrative Behavior (New York: The Free Press, 1965), p. 199.

[45] B. M. Bass, Leadership, Psychology, and Organizational Behavior (New York: Harper and Brothers, 1960).

The conceptual frame of reference for a social system is the interaction of individuals. Interpersonal relationships that develop in the process of interaction are the core of group structure. Schutz's theory of interpersonal behavior assumes that each individual has three interpersonal needs: inclusion, control, and affection.[46] This theory states that human beings have a need to establish and maintain a satisfactory relationship with other people in all three of these areas.

Interpersonal relations are formed in the face to face interactions and the related attitudes of persons in purposive organizations. Without social relations to unify individuals there is no common structure. Blau indicates that it is this network of social relations that causes a diverse aggregate of individuals to be transformed into a group.[47] The emergent social structure is unique in that it is more than the sum of its parts.

The basic components of social relations or interpersonal relationships are: social interaction, sentiments, and activities. Social interaction involves the frequency and duration of the contacts

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[46] W. C. Schutz, FIRO: A Three-Dimensional Theory of Personal Behavior (New York: Holt, Rinehart & Winston, 1958).

[47] P. M. Blau and W. R. Scott, Formal Organizations (San Francisco: Chandler Publishing Co., 1962), p. 3.

between people. Sentiments are concerned with the feelings of one person for another such as attraction, respect, and hostility. Activities are related to the purposes that are both distinct from and yet related to personal goals.

Social relationships are often defined in terms of group cohesiveness. Social cohesion deals with the strength or weakness of the interpersonal relationships that exist among the members of a group. To determine the strength of the bonds that unite the group members, all contacts and interactions must be considered, both those outside and within the primary group. Therefore, to understand and interpret what is happening within the group, the organizational, professional, and social associations which members have with one another aside from the formal group contact must be determined. The higher the degree of differentiation of the roles of the members, the more extended the network of social relationships must become for strong group cohesiveness. With social exchange and "pooled" resources being the basis of social power, it is, therefore, predicted that:

> HYPOTHESIS III: There is a significant relationship between interpersonal relationships and the perceived power of university committees.

Summary

This chapter is a development of the theoretical justification upon which the hypotheses for this study

are founded. As a basis for conceptualizing the university as a social system, the ideas of Pareto, Merton, Homans, Parsons, Getzels, and Hills were examined. The progressive contribution of each one has provided the dimensions for a theory of social systems. The resulting Parsonian model of organizations provides the conceptual prospective and justification for the examination of the assumptions concerning the variables to be investigated, i.e., power and social structure. These concepts are interpreted theoretically in terms of their relationship to social systems.

In administrative science, the understanding of these concepts is still limited. This chapter should provide the basis for a systematic ordering of existing knowledge within each concept considered and new insights into the relationships considered. The theoretical framework developed will enable the investigator to proceed to examine the stated hypotheses, analyze the results of the data gathered, and to speculate upon the significance of the findings for administrative theory and future studies.

CHAPTER III

RESEARCH DESIGN

Restatement of the Problem and Hypotheses

The problem for this investigation is: What is the relationship between structural effects of social structure and the perceived power of committees? This study identifies and conceptualizes the structural effects of social structure and examines these social structure characteristics as they relate to perceived power. The structural effects of the social structure are university committee values, orientations and interpersonal relationships. The perceived power is the result of the committee-university interaction in the decision-making process.

The proposition that a relationship exists between the combined and each independent structural effect of social structure and perceived power is tested through the following hypotheses:

> BASIC HYPOTHESIS: There is a significant relationship between the structural effects of social structure: social values, organizational orientations, and interpersonal relationships, and the perceived power of committees of a large university as measured by reputational paired comparisons.
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> HYPOTHESIS I: There is a significant relationship between social values and the perceived power of university committees.
>
> HYPOTHESIS II: There is a significant relation-

ship between organizational orientations and the perceived power of university committees.

HYPOTHESIS III: There is a significant relationship between interpersonal relationships and the perceived power of university committees.

Definition of the Variables

Power. The term refers to the relationship between two or more parties in which one party has the ability to influence the behavior or to activate the forces of the other parties in a predetermined direction. This influence by the acting party results in the modification of the other parties' response. The term perceived power is used in the study to indicate that the power indices are not based upon validated tests of power but upon the perceptual experiences of the respondents.

Social Structure - the role-clusters of individuals in a social system interacting with each other in an effort to attain designated goals.

Structural Effects - the characteristics and relations which influence the nature and functioning of a group or social structure. More specifically, and for the purposes of this study, structural effects refers to:

1. Social Values - the shared, internalized cultural standards of a group which influence the goals to which the group will commit itself and the differentiation between proper and improper behavior.

    a. Theoretical Values - interest or orientation toward the discovery of truth and the ordering and systematizing of knowledge.

b. Economic Values - interest and orientation toward what is useful or practical.

c. Aesthetic Values - interest and orientation toward the artistic episodes of life.

d. Social Values - interest and orientation toward interaction and the expression of love in human relationships.

e. Political Values - interest and orientation toward the accumulation and exercise of power.

f. Religious Values - interest and orientation toward the spiritual, mystical qualities that comprehend the world as a whole.

No one person or group possesses one or another of these types of values exclusively. It is the mixture of these values that provides the distinct characteristic of societal groups and defines social values.

2. Organizational Orientations - the shared organizational commitments which determine the behavior and action of a group with regard to their organization.

a. Self-Orientation - reflects the extent to which a group describes itself as expecting direct rewards to itself regardless of the job it is doing and of the effects of what it does upon others.

b. Interaction-Orientation - reflects the extent of concern or interest in group activities and harmonious relationships, often to the exclusion of progress by the group toward the completion of assigned tasks.

c. Task-Orientation - reflects the extent to which a group is concerned about completing a job, solving problems, working persistently and doing the best job possible.

3. Interpersonal Relationships - the inter-individual associations or bonds which occur through the interaction of the group while seeking to achieve stated ends or goals.

a. Organizational Associations - the frequency of interaction by the group to consider business or organizationally related matters outside the formal meetings of the group.

b. Professional Associations - the frequency of interaction by the group to consider professional interests and needs.

c. Social Association - the frequency of interaction by the group in an informal, personal basis.

Description of the Sample

The University of Oklahoma was chosen for the investigation. There are thirty-four policy councils and standing committees of the University. The sampling unit is composed of two groups: University councils and committees, and individual faculty members. The unit of analysis is the committee. Six policy councils and standing committees were selected on the basis of their apparent but varied relationship to academic affairs of the University. The committee sample represents the curricular, regulating, personnel, financial and physical resources, and oversight concerns of the faculty for University administration. The six councils and committees are the Committee on Academic Regulations, the Budget Council, the Council on Faculty Personnel, the Council on Instruction, the Council on Planning and Development, and the University Oversight and Evaluation Committee on Administrative Structure. Forty-two faculty members from these six selected councils and committees were asked for an interview.

Forty-one committee members granted the interview. This represents a better than ninety-seven percent participation on the part of the committee members.

The second sampling group is composed of faculty members of the University. One hundred-twenty faculty members were chosen by random selection and invited to participate in the study. This represents eighteen percent of the full time faculty teaching during the 1972-1973 academic year. The sample represents the proportional groupings of the faculty by academic ranks, and disciplinary areas (See Appendix E). A total of one hundred faculty members voluntarily responded to the questionnaire. This response represents a better than eighty-three percent participation on the part of the randomly selected faculty.

Description of the Instruments

Study of Values (SOV)

The Study of Values test was developed by Allport and Vernon and originally published in 1931. In 1951, the test was revised with Lindzey having joined the original authors. The revised form increased the diagnostic powers of the items, simplified wording, modernized terminology, provided new norms and increased the reliability of the test. The third edition which was used in this investigation was published in 1960. This edition made no changes in the test items from the previous edition.

The Study of Values instrument is designed to measure the relative prominence of six basic interests or motives in personality.[1] The six values conceptualized by Allport, Vernon, and Lindzey are based on Spranger's classification. Definitions of the six values tested are as follows:

1. The Theoretical. The dominant interest of the theoretical man is the discovery of truth. In the pursuit of this goal he characteristically takes a "cognitive" attitude, one that looks for identities and differences; one that divests itself of judgments regarding the beauty of utility of objects, and seeks only to observe and to reason. His chief aim in life is to order and systematize his knowledge.

2. The Economic. The economic man is characteristically interested in what is useful. Based originally upon the satisfaction of bodily needs (self-preservation) the interest in utilities develops to embrace the practical affairs of the business world - the production, marketing, and consumption of goods, the elaboration of credit, and the accumulation of tangible wealth. This type is thoroughly "practical" and conforms well to the prevailing stereotype of the average American businessman.

3. The Aesthetic. The aesthetic man sees his highest value in form and harmony. Each single experience is judged from the standpoint of grace, symmetry, or fitness. He regards life as a procession of events; each single impression is enjoyed for its own sake. He need not be a creative artist, nor need he be effete; he is aesthetic if he but finds his chief interest in the artistic episodes of life.

4. The Social. The highest value for this type

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[1] G. W. Allport, P. E. Vernon, and G. Lindzey, Study of Values, manual (Boston: Houghton Mifflin Co., 1970), p. 3.

is love of people. It is the altruistic or philanthropic aspect of love that is measured. The social man prizes other persons as ends, and is therefore himself kind, sympathetic, and unselfish. The social man regards love as itself the only suitable form of human relationship.

5. The Political. The political man is interested primarily in power. His activities are not necessarily within the narrow field of politics; but whatever his vocation, he betrays himself as a Machtmensch. Leaders in any field generally have high power value. Since competition and struggle play a large part in all life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for a direct expression of this motive is uppermost, who wish above all else for personal power, influence, and renown.

6. The Religious. The highest value of the religious man may be called unity. He is mystical, and seeks to comprehend the cosmos as a whole, to relate himself to its embracing totality. The religious man is one whose mental structure is permanently directed to the creation of the highest and absolutely satisfying value experience.[2]

The instrument is an one hundred-twenty item, self-administering booklet of familiar experiences to which two alternative answers in Part I and four alternative answers in Part II are provided. There are twenty items for each of the six values. The scores on the six values are interdependent and provide a profile of the individual's standing on all the values simultaneously.

Norms were established on the basis of 8,369 college men and women throughout the United States. Test-

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[2]Ibid., pp. 4-5.

retest measurements have indicated that the instrument is significantly reliable (.89). A number of validity studies have been done with groups whose characteristics are known. These studies have yielded results consistent with prior expectations, e.g., engineering students stand relatively high in theoretical and economic values.[3] (Permission was not granted for including a specimen questionnaire).

The Orientation Inventory (ORI)

Bass developed a theory of interpersonal behavior in organizations in which he identified three kinds of organizational satisfaction.[4] This three-fold classification of behavioral orientation in organizations has resulted in The Orientation Inventory which defines and identifies three mutually exclusive orientations:

1. self-orientation - reflects the extent to which a person describes himself as expecting direct rewards to himself regardless of the job he is doing or the effects of what he does upon others working with him. For him, a group is literally a theater in which certain generalized needs can be satisfied. The other members are both the remainder of the cast as well as an audience for which the self-oriented member can air his personal difficulties, gain esteem or status, aggress or dominate. A person with a high score in self-orientation is more likely to be rejected by others, to be introspective, to be dominating and to be unresponsive to the

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[3] Ibid., p. 13

needs of others around him. He is concerned mainly with himself, not co-workers' needs or the job to be done.

2. interaction-orientation - reflects the extent of concern with maintaining happy, harmonious relationships in a superficial sort of way, often making it difficult to contribute to the task at hand or to be of real help to others. Interest in group activities is high but not ordinarily conducive to the progress of the group in completing tasks.

3. task-orientation - reflects the extent to which a person is concerned about completing a job, solving problems, working persistently and doing the best job possible. In groups, despite his concern with the task, the task-oriented member tends to work hard within the group to make it as productive as possible. If he is interested in what the group is doing, he will fight hard for what he regards as right.[5]

The inventory is a twenty-seven item, self-administering test of attitudes and opinions to which the examinee responds by choosing both the most and least preferred of three alternatives. (See Appendix A for specimen questionnaire). The scores on the three scales are interdependent and provide a profile of the examinee's behavioral orientation.

The edition of the ORI used in this study is the fourth revision based on internal consistency analyses and relevant evaluations. The preliminary norms were established on the basis of 908 college men and women from various parts of the United States. The test-retest

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[5]B. M. Bass, The Orientation Inventory, manual (Palo Alto: Consulting Psychologists Press, Inc., 1962), p. 3.

reliability coefficient is sufficiently reliable (.74), allowing the results to be used for screening, selection, and classification purposes. A variety of validity studies have been conducted in various organizational settings which have yielded results consistent with both theory and related research, e.g., high organizational leadership is associated with high task-orientation.[6]

The Interpersonal Relationships Scale (IRS)

The Interpersonal Relationships Scale utilizes sociometric concepts to measure the strength of inter-individual associations of group members in settings other than committee associated meetings. For purposes of this research, interpersonal relationships have been grouped into the following three types:

1. Organizational Associations - interactions among the various members of a particular group which are the result of a need to discuss or consider organizationally related matters. These interactions may be related to specific aspects of group work which occur outside its formal meetings or can be concerned with matters related to the larger organization.

2. Professional Associations - interactions among the various members of a particular group which are the result of interests or needs to discuss or share professional knowledge and matters.

3. Social Associations - interactions among the various members of a particular group which occur on an informal, personal basis as a result of social attraction, unrelated to organizational or professional interests.

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[5] Ibid., pp. 7-8.

The scale is composed of six questions, two for each of the three basic types of interpersonal relationships being examined. The examinee rates the frequency of association with other group members on a scale from one to five, representing a frequency continuum from never to very often. A specimen questionnaire is contained in the interview schedule in Appendix B.

The Survey of Committee Influence Instrument (SCI)

The Survey of Committee Influence Instrument is designed to measure the perceived power of the six policy councils and standing committees being investigated in this study. The instrument was developed by placing each of the six groups in a paired relationship to each other. The respondent underlines the most influential or powerful committee or council in each pair listed. The procedure is known as a paired comparison technique. (See Appendix C for a specimen of instrument).

Procedure for Collecting the Data

Permission to conduct the study was requested from the President (See Appendix D for specimen of letter) and the Faculty Senate (See Appendix D for specimen of letter) of the University of Oklahoma. After review of the purpose, design, and methodology of the investigation, approval and endorsement were granted by the President and the Executive Committee of the Faculty Senate.

The collection of data was done in two phases. The first phase involved conducting field study interviews with the faculty members of the six selected policy councils and standing committees. A letter of introduction (See Appendix D for specimen of letter) co-signed by the investigator, the University President, and the Faculty Senate Chairman was sent to all committee members prior to being contacted by the investigator for an interview date. The interviews were conducted by the investigator during November and December, 1972. During the interview, each interviewee responded to general information questions and The Interpersonal Relationships Scale (IRS). Upon completion of the interview schedule, the SOV and ORI questionnaires were administered by the investigator. All instruments were completed by the close of the interview period. The questionnaires were hand scored by the investigator. The anonymity of the committee members was preserved.

The second phase of the data collection process involved sending a letter explaining the purpose of the study and the questionnaire, which included The Survey of Committee Influence Instrument to the randomly selected sampling of the faculty of the University of Oklahoma in November of 1972. (See Appendix D for specimen of letter and Appendix C for specimen of questionnaire). Two follow-up letters and instruments were sent during December, 1972, to faculty members

who had not responded to the earlier request. (See Appendix D for specimens of follow-up letters). A frequency matrix of the responses to the paired comparisons was prepared by hand by the investigator.

Statistical Methods

The primary interest of the study is the relationship between the perceived power of the selected committees and councils, and the structural effects, specifically, social values, organizational orientations, and interpersonal relationships, of the same committees. As the committee is the basic unit of analysis, a three-stage analysis of the data was necessitated. The first two stages were concerned with converting the data from individual to group scores and the group scores into statistically compatible measures for use in an analysis of relationships in the third stage.

The first stage of data analysis was concerned with aggregating the individual scores of committee members into a composite committee profile on all the variables. After a survey of the measures of profile similarity, the Cronbach and Gleser distance measure (D) was selected. This is a meaningful method of analysis of profile differences because it takes into consideration profile level, dispersion, and shape. The distance D between the profiles of two persons equals the square root of the sum of squared differences on the

profile variables.[7] To obtain the distance between any number of variables for persons a and b, the following formula is used:

$$D_{ab}^2 = (X_{a1}-X_{b1})^2 + (X_{a2}-X_{b2})^2 + - - - + (X_{a6}-X_{b6})^2$$

The square root of the above expression is the distance between a and b. The smaller the D between two profiles, the greater the similarity of the two profiles. Conversely, the larger the D, the greater the divergency between two profiles.[8]

On the SOV and the ORI instruments, the scores for each individual on each variable for a given committee were summed and averaged. The result was a composite committee profile on both the SOV and ORI questionnaires. Having determined the committee profile, D square (D^2) had to be calculated between each individual profile and the committee profile. A distance measure for each committee on both the SOV and the ORI scales was developed by summing and averaging the D squares for all of the committee members.

The second stage of data analysis involved translating the random sampling responses to the paired comparisons of the committees and councils to a quantitative measure. Thurstone's Scaling Technique was

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[7] J. C. Nunnally, Psychometric Theory (New York: McGraw-Hill Book Co., 1967), p. 377.

[8] F. N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1964), p. 574.

selected to provide a scale of measurement for the perceived power of committees. Thurstone's scaling provides an empirical frequency corresponding to the number of times that a is judged to be more powerful than b. This is represented by the formula:[9]

$$f_{ab} = a > b$$

This frequency is then expressed as a proportion by dividing by the total number of judgments obtained. Therefore, the proportion is the times that a is judged greater than b.[10]

$$P_{ab} = f_{ab}/N$$

The last step is to express the proportions as units of normal deviates known as z values. These values are empirically determined values of the proportions and are expressed in a table of normal deviates. The summation and average of the z values for each committee provided the scale value of each committee's perceived power.[11]

The final stage of analysis involved studying the relationships among committee characteristics and perceived power. The concern of this investigator was

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[9]A. L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, Inc., 1957), p. 24.

[10]Ibid., p. 24.

[11]Ibid., p. 35.

the relative and joint contribution of each variable to the prediction of the perceived power of committees. Methodologically, this implies a study of the relationship between the three variables of structural effects of social structure and the perceived power variable. Multiple regression analysis was selected since it allows for the comparison of multiple independent variables with only one dependent variable. Also this method provided the means whereby all the hypotheses of the study could be tested. Multiple regression is used as a heuristic devise in that the sample size may preclude generalizations of results. The following formula is used.[12]

$$Y_i = b_0 + b_1X_{1i} + b_2X_{2i} + b_3X_{3i}$$

Y_i = Criterion or dependent variable

$X_{1, 2, 3, i}$ = Predictor or independent variables.

b_0 = The regression constant

$b_{1, 2, 3}$ = The regression weights

This technique produced a correlation matrix which allowed for interpretation of the relationship between each predictor variable with the criterion variable as well as between the combined predictor variables and the criterion variable.

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[12]W. W. Cooley and P. R. Lohnes, Multivariate Data Analysis (New York: John Wiley & Sons, Inc., 1971), p. 50.

T-tests were used to determine the significance of the relationship between each individual predictor variable and the criterion variable. The significance of the relationship between the combined predictor variables and the criterion variable was discovered through the use of the following F ratio. The formula is:[13]

$$F = \frac{(R^2-r^2)/(k-2)}{(1-R^2)/(N-k)}$$

R = Multiple correlation

r = Largest single zero-order correlation for predictors and criterion

k = Number of variables

N = Number of cases

Summary

The purpose of this chapter has been to present the manner in which the problem and stated hypotheses were studied. The elements of the problem were identified as the perceived power of committees and the structural effects of social structure which are social values, organizational orientations, and interpersonal relationships.

Data concerning these variables and their relationships was collected from two sources. Field study interviews were conducted with the members of six

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selected committees and councils of the University of Oklahoma to determine the characteristics of the separate committees. During the interviews the SOV and the ORI were taken and the IRS was included in the interview schedule. The perceived power of these six committees was determined through questionnaires sent to a random sample of one hundred-twenty faculty members of the University of Oklahoma.

Multiple regression analysis was the primary technique used to conduct a comparative analysis of the data. This method of data analysis determined the relationships that exist between perceived power and structural effects of social structure. This analytical procedure provided data for testing the significance of all of the hypotheses of the study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The statistical findings and analyses presented in this chapter are based upon the administration of (1) the SOV questionnaire, (2) the ORI questionnaire, (3) the IRS, and (4) the SCI. Each of these instruments describes one of the variables being investigated. The subtest variables scores are reported for the SOV, the ORI, and the IRS (See Appendix F). The frequency, proportion, and z value matrices for the SCI are reported (See Appendix G). It is the primary purpose of this investigation to present the variables as they relate to one another.

Power Perceptions

The administration of the SCI identified the perceived power ratings for each of the six committees and councils included in this investigation. The SCI instrument was administered to both the random sampling of the faculty (See Appendix G) and to the forty-one committee members interviewed (See Appendix G). An examination of the results from these two different samples, apart from the uses to which they were put in testing the hypotheses, reveals some noteworthy information concerning power and its perception.

A total of one hundred of the randomly selected

faculty members responded to the SCI instrument. Of this number only sixty-three were able to complete the paired comparisons section of the instrument where they indicated the most influential or powerful committees. This means that thirty-seven respondents or thirty-seven percent were unable to respond. An analysis of these thirty-seven faculty members (See Appendix H) reveals that they are distributed proportionally among professorial ranks, age groupings, years of service at the University of Oklahoma groupings, professorial orientations, and estimated familiarity groupings. The preponderance of comments for not responding indicated that there was a lack of familiarity or knowledge of committee structure and work which they considered necessary to be able to respond intelligently.

Of the forty-one committee members interviewed, six or better than fourteen percent of the committee members were unable to indicate the most powerful committees. The non-respondents were distributed among all six committees and councils.

There is a high degree of concurrence in the rank order of the perceived power of the six committees and councils as indicated by the random sample and by the committee members (See Tables I and II). This similarity of rank orderings and of relational strength of the perceived power suggests that the power of committees and councils is viewed in a corresponding manner by

TABLE I

PERCEIVED POWER CLASSIFICATION
OF SIX COMMITTEES AND COUNCILS
BY FACULTY RANDOM SAMPLE

Committee	Scaled Perceived Power
Budget Council	1.479
Council on Planning and Development	.594
Council on Instruction	.566
Committee on Academic Regulations	.206
Council on Faculty Personnel	.179
University Oversight and Evaluation Committee on Administrative Structure	.000

TABLE II

PERCEIVED POWER CLASSIFICATION
OF SIX COMMITTEES AND COUNCILS
BY INTERVIEWED COMMITTEE MEMBERS

Committee	Scaled Perceived Power
Budget Council	1.731
Council on Planning and Development	1.012
Council on Instruction	1.054
Committee on Academic Regulations	.068
Council on Faculty Personnel	.251
University Oversight and Evaluation Committee on Administrative Structure	.000

committee members and by the general faculty. The results from the two samples would imply that the reputational paired comparisons technique provides a valid means for determining power perceptions in a social system.

In both samples, the Budget Council was perceived to have the greatest amount of power which was not closely approximated by the other committees and councils. The Councils on Planning and Development, and on Instruction were in second and third place with both groups. While their rank orders were reversed in the two samples, their scaled perceived power values were such that there was very little difference in their perceived power and the change in rank order from one sample to the other is apparently inconsequential. There was common agreement, that the University Oversight and Evaluation Committee on Administrative Structure had the least power of all the committees and councils scaled in this study. The major area of disagreement between the random sampling of the faculty and the sample of committee members was in the rank order and amount of power attributed to the Committee on Academic Regulations and the Council on Faculty Personnel.

Structural Effects of Social Structure Characteristics

As the committee is the basic unit of analysis, individual scores on the SOV, the ORI, and the IRS were

summed and averaged to develop a committee profile for each of the three variables. The individual scores on each of the variables are reported in Appendix B.

A study of these three variables apart from their usage in testing the hypotheses of this investigation have revealed some significant insights regarding the characteristics of the membership of the committees under study:

1. The social value (SOV) of the committees and councils in this investigation were characterized by (See Table III) high theoretical and aesthetic interests. Social interest or love of people fell in the average to slightly below average range. The remaining three values, economics, political, and religious were all below the general norms of the test.

   The D statistic provides a measure of the congruence of individual values to the average committee profile. The smaller D the greater the similarity of profiles within a committee. The Budget Council and the Council on Planning and Development had the highest D values for the social values profile of all committees and councils evaluated. The University Oversight and Evaluation Committee on Administrative Structure had the highest consistency of values among its members. The Council on Instruction,

TABLE III

COMMITTEE SOCIAL VALUES PROFILES
AND DISTANCE MEASURES (D)

Committee	THEOR	ECO	AES	SOC	POL	REL	D
Budget Council	46.78	33.00	41.33	40.11	39.55	39.22	22.08
Council on Planning and Development	51.50	33.75	45.25	36.75	37.75	35.00	20.16
Council on Instruction	45.86	32.86	44.57	37.71	35.93	43.07	15.45
Committee on Academic Regulations	47.87	37.37	42.62	40.25	38.37	33.50	16.34
Council on Faculty Personnel	48.43	37.29	40.14	41.14	38.29	34.71	16.99
University Oversight and Evaluation Committee on Administrative Structure	43.25	37.17	49.42	30.58	39.92	39.66	12.33
General Norms	39.80	39.45	40.29	39.34	40.61	40.51	-

the Council on Faculty Personnel, and the Committee on Academic Regulations were grouped together in the mid-range between the highest and lowest D scores.

2. The organizational orientations (ORI) of the committees and councils in the study were characterized by (See Table IV) a high degree of task-orientation, i.e., concern with completing the job, solving the problems to effective functioning, working persistently, and doing one's best job. They were far less oriented to self or personal rewards. Interaction-orientation or interest in group activities was of a low priority with the committee and council members. Only the Budget Council had a higher score for interaction-orientation than for self-orientation, and this score was considerably below the general norms. The other five committees and councils all rate self-orientation above interaction-orientation.

The distance measure (D) indicates that the highest degree of congruency in organizational orientations was among the members of the University Oversight and Evaluation Committee on Administrative Structure. The most divergent group in relation to its organizational orientations profile was the Council on

TABLE IV

COMMITTEE ORGANIZATIONAL ORIENTATIONS
PROFILES AND DISTANCE MEASURES (D)

Committee	Self	Interaction	Task	D
Budget Council	20.44	23.55	38.11	11.47
Council on Planning and Development	22.50	20.75	37.75	12.69
Council on Instruction	22.43	21.71	36.86	11.46
Committee on Academic Regulations	24.75	20.62	36.62	10.83
Council on Faculty Personnel	23.86	20.00	37.14	10.49
University Oversight and Evaluation Committee on Administrative Structure	26.17	18.00	36.83	6.75
General Norms	24.39	23.50	31.25	-

Planning and Development. The Council on Instruction and the Budget Council, with almost identical D scores, the Committee on Academic Regulations and the Council on Faculty Personnel all registered a great amount of divergency among their members. The lowest D score among these four committees and councils was, however, considerably higher than the D registered by the University Oversight and Evaluation Committee on Administrative Structure.

3. The interpersonal relationships (IRS) of the committees and councils in the study were characterized by (See Table V) a greater amount of organizational associations than professional or social associations. Social associations were the most infrequent and insignificant type of association which committee members had with one another. In only two instances were social associations found to be greater than professional and organizational associations. Greater social association was discovered among the members of the Budget Council and the Council on Faculty Personnel. The interpersonal relationships index indicates that the Budget Council had the highest social interaction among its members

TABLE V

COMMITTEE INTERPERSONAL RELATIONSHIP PROFILES AND INDEX

Committee	Org.	Prof.	Social	Index
Budget Council	5.33	4.67	4.56	14.56
Council on Planning and Development	2.00	2.00	2.25	6.25
Council on Instruction	5.42	4.86	3.86	14.14
Committee on Academic Regulations	5.50	4.62	3.25	13.37
Council on Faculty Personnel	3.43	2.86	4.14	10.43
University Oversight and Evaluation Committee on Administrative Structure	3.34	2.83	2.83	9.00

while the Council on Planning and Development had the least amount of interpersonal association.

In summary, the membership of the committees and councils in the study was characterized as being highly task-oriented with a great deal of interest in theoretical and aesthetic values whose primary source of social interaction with fellow committee members was organizational-related rather than being professional or social in nature.

The Relationship of Perceived Power and Structural Effects of Social Structure

It is the relationship of the perceived power and the structural effects of social structure of university committees and councils that is the primary concern of this study. Correlational analyses were used to investigate the relationships among social structure characteristics and perceived power. The correlation matrix provided intercorrelations between the independent and the independent-dependent variables. This statistical method provided the means whereby all of the hypotheses of the study were tested.

In testing the hypotheses, the correlational techniques were used on both the primary data for perceived power, the random sample of the faculty, and the data from committee members. In each application, the committee characteristics data were identical and the

only change was in the dependent or criterion variable (the scaled perceived power values). The analysis of the secondary data agreed with the conclusions reached as a result of the analysis of the primary sample (See Tables VI and VII).

> BASIC HYPOTHESIS: There is a significant relationship between the structural effects of social structure: social values, organizational orientations, and interpersonal relationships, and the perceived power of committees of a large university as measured by reputational paired comparisons.

The testing of this hypothesis involved gathering and interpreting by means of correlational analysis the data on social values (SOV), organizational orientations (ORI), and interpersonal relationships (IRS) as they relate to perceived power (SCI). The unit of analysis was the committee (N=6). The correlation matrix (See Table VI) presents the intercorrelations between the three structural effects variables and the correlation between each of these independent variables and the dependent variable, perceived power, for the random sample of the faculty. The multiple correlation coefficient for this matrix is 0.9215. This is the correlation between the perceived power variable and the weighted sum of the three structural effects variables. Testing to determine if the combined variables were a significantly greater predictor of perceived power than the single best predictor produced an F ratio of 1.0019

TABLE VI

CORRELATIONS BETWEEN PERCEIVED POWER AND STRUCTURAL EFFECTS OF SOCIAL STRUCTURE

(RANDOM SAMPLE OF FACULTY)

	Social Values	Organizational Orientations	Inter-Personal Relationships	Perceived Power
Social Values	1.000	0.7785	0.0977	0.8354
Organizational Orientations	0.7785	1.0000	0.1234	0.5539
Interpersonal Relationships	0.0977	0.1234	1.0000	0.4247
Perceived Power	0.8354	0.5539	0.4247	1.0000

All r's $>$ .7290 are significant at the $p<.05$.

Multiple regression correlation coefficient = 0.9215

F ratio = 1.0019

F value $>$ 19.00 are significant at the $p<.05$ (d.f.-2/2).

which is less than the table value of 19.00 at the .05 level of confidence with 2/2 degrees of freedom. The multiple correlation coefficient for the secondary data source (See Table VII), interviewed committee members, revealed an even lower correlation between these variables. The multiple correlation coefficient is 0.8185 with an F ratio of 0.1618.

The basic hypothesis is rejected. The results indicated that the optimally combined variables are no greater predictor of perceived power than the single best predictor. Therefore, multiple regression gives no increased prediction of perceived power over and above the prediction from the best single predictor, social values.

Tables VI and VII present one significant positive intervariable correlation among the three independent or predictor variables: social values - organizational orientations. No negative correlations exist. The low intervariable correlation further demonstrates the non-significance of the relationship between the two domains.

> HYPOTHESIS I: There is a significant relationship between social values and the perceived power of university committees.

Correlations were computed between the social values (SOV) distance measure and the scaled perceived power values (SCI) for each of the six committees and councils. The correlation coefficient must exceed 0.729 to be at the .05 level of significance for a

TABLE VII

CORRELATIONS BETWEEN PERCEIVED POWER
AND STRUCTURAL EFFECTS OF SOCIAL STRUCTURE

(INTERVIEWED COMMITTEE MEMBERS)

	Social Values	Organizational Orientations	Inter-Personal Relationships	Perceived Power
Social Values	1.0000	0.7785	0.0977	0.7852
Organizational Orientations	0.7785	1.0000	0.1234	0.6343
Interpersonal Relationships	0.0977	0.1234	1.0000	0.3060
Perceived Power	0.7852	0.6343	0.3060	1.0000

All r's > .7290 are significant at the p < .05.

Multiple regression correlation coefficient = 0.8185

F ratio = 0.1618

F value > 19.00 are significant at the p < .05 (d.f.-2/2).

one-tailed test with four degrees of freedom. Tables VI and VII display a significant positive correlation between social values and perceived power. The calculated r for the random sample of the faculty (Table VI) is 0.8612 and for the interviewed committee members (Table VII) is 0.8033. The results indicate that there is a significant relationship between social values and the perceived power of university committees. The original hypothesis is supported.

Although the theory and definitions of the variables led this investigator to expect a significant relationship, the positive direction of the correlation is a surprise. When using D in a correlational analysis, the direction of the correlation determines the interpretation. A positive correlation suggests that discrepancy is at work while a negative correlation indicates that congruency is affecting the outcome. The results suggest that the greater the social value discrepancy of a committee, the greater its perceived power.

> HYPOTHESIS II: There is a significant relationship between organizational orientations and the perceived power of university committees.

The testing of this hypothesis involved the regression technique to determine the correlation between organizational orientations (ORI) and perceived power (SCI). The correlation between these two variables is 0.5539 for the random sample of the faculty (See Table VI)

and 0.6343 with the committee members sample (See Table VII). While both reveal a positive correlation, the calculated r's are not significant since they do not exceed the table value of 0.729 for significance at the .05 level of a one-tail test for correlation coefficients with four degrees of freedom.

The hypothesis is rejected because of the demonstrated non-significance of the relationship. However, both r's are approaching significance. It is, therefore, conceivable that increasing the power of the test by increasing the number of committees could result in the detection of a significant relationship. The positive nature of the correlation would indicate that whatever influence organizational orientations is having on perceived power, it is discrepancy of orientation rather than congruency among group members that is at work.

HYPOTHESIS III: There is a significant relationship between interpersonal relationships and the perceived power of university committees.

As with hypotheses one and two the testing of this hypothesis was accomplished by means of the regression technique which provided an analysis of the relationship between interpersonal relationships (IRS) and perceived power (SCI). The results are summarized in the correlation matrices (See Tables VI and VII) for both the random sample of the faculty and the interviewed committee members. The correlation coefficients are

0.4247 for the random sampling and 0.3060 for committee members.

The hypothesis is not supported since neither of the calculated r's approach the 0.729 correlation necessary for significance at the .05 level for a one-tailed test with four degrees of freedom. Therefore, interpersonal relationships must be rejected as a predictor of power.

Summary

This chapter presents the findings and analyses of the statistical data collected through the administration of the instruments described in Chapter III. The chapter is divided into three sections. The first two sections deal with the conversion of individual scores into group scores. The third section analyzes the relationship between these aggregated variables. The regression analyses of this data tested the four hypotheses of this study which were developed to determine the significant relations between the several variables of the problem statement as stated in Chapter III.

In only one case was the original conjectural statement supported. Significant correlation (those not attributed to chance) was identified for the following hypothesis:

HYPOTHESIS I: Significant correlation was identified between social values and perceived power for university committees and the correlation was positive.

It is assumed that social values were having or have had an effect upon the perceived power of university committees.

No significant correlations were found for the following hypotheses:

BASIC HYPOTHESIS: No significant correlation was identified between structural effects of social structure, i.e., social values, organizational orientations, and interpersonal relationships, and the perceived power of committees of a large university. There was only one significant intervariable correlation and it was positive.

HYPOTHESIS II: No significant correlation was found between organizational orientations and perceived power.

HYPOTHESIS III: No significant correlation was identified between interpersonal relationships and perceived power.

It was assumed that the variables of these three hypotheses had no effect on the perceived power of university committees. Consequently, most of the variance in power is unaccounted for.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

The impetus which gave rise to this study was the apparent lack of understanding of structures of power and decision-making in universities and colleges in the face of growing emphasis and pressure for greater faculty participation in governance. After reviewing the literature, it was the belief of the investigator that there are researchable relationships between the structural effects or characteristics of the various groups of a social system and their perceived power in the system.

The literature promulgating greater faculty participation in university decision-making bases its conclusions upon personal opinions rather than upon empirical data. The general impression presented is that it is impossible to do empirical studies in a university. Therefore, it was with considerable trepidation as to whether or not it would be possible to gather data to arrive at any conclusions that the investigation was launched. As the data presented in Chapter IV indicates, there was a positive response to the investigation. The implication is that empirical studies can be conducted in institutions of

higher education if adequate preparation is made and the faculty is made aware of the value of the study for them and their institution.

Conclusions

The conclusions derived from this investigation are multifaceted and provide many implications for continued research of the basic variables, structural effects of social structures and perceived power. Previous to the recapitulation of the hypotheses and summarization of the conclusions, a few general comments are in order regarding the measurement of the domains of perceived power and structural effects of social structure.

Six policy councils and standing committees of the University of Oklahoma constitute the sample in this investigation. The basic approach to determining the power of each committee and council was the measurement of the amount of power each had in relationship to the other. The concern of the investigation was not the rated power for each group as compared to all social structures within the University but the relative power of the committees studied. Using the reputational approach each respondent was asked to indicate his perception of the more powerful committee or council in each of fifteen paired comparisons.

The close similarity of the two responding groups, the random sample of the faculty and the interviewed

committee members, would indicate that this approach which utilizes the Thurstone Scaling Technique to indicate the relative strength of the selections of the respondents is an effective and useful way for rating power in formal organizations. It is interesting to note that in the power ratings by the sample of committee members, they did not tend to rate their own committee higher because of their involvement (See Appendix G). Instead the committee members rated the committees and councils on the basis of their perception of the influence or power that each group had on the decision-making process of the university.

The paired comparisons technique for rating power apparently provides significant results and could be used effectively to provide information on the structures of power and decision-making in a university. However, it needs to be noted that it disregards one important factor - role description. It became obvious in the process of the administration of The Survey of Committee Influence Instrument (SCI) that because of the diversity of interests and organizational structures all faculty members did not have a thorough knowledge of the committee-council system of the University. This observation is confirmed by the fact that thirty-seven out of one hundred faculty members could not respond to the SCI because of their lack of familiarity with the committees and councils. Comments by the interviewed

committee members to the investigator during the administration of the SCI led to the impression that many times the selection of a specific committee or council was done on the basis of its defined role rather than its actual impact upon the decision-making process of the University. Therefore, it must be concluded that the scaled perceived power value is in reality a measurement of both the perceived influence or power, and the perceived assigned role and the assumed importance of that function to the faculty and the University. Any further use of this approach to determining perceived power must take into account the fact of role description and its effect upon the ratings.

The six committees and councils in this study are characterized by the results of the Study of Values (SOV), The Orientation Inventory (ORI), and The Interpersonal Relationships Scale (IRS) as having (1) an orientation toward the discovery of truth, (2) an interest in the artistic episodes of life, (3) a strong orientation to tasks, and (4) a moderate amount of organizational-related social interaction. It is an assumption of this investigation that these values, orientations, and social interactions not only describe the characteristics of the committees and councils but direct their actions (See model on page 20). It is also an assumption that these structural effects have

an influence upon the power and influence of the group in the decision-making process of the University. The predicting of power on the basis of these expressed structural effects variables are at best tentative as the results of this investigation indicate.

In keeping with the design of this report the conclusions are presented in the order of the hypotheses tested.

> BASIC HYPOTHESIS: There is a significant relationship between the structural effects of social structure: social values, organizational orientations, and interpersonal relationships, and the perceived power of committees of a large university as measured by reputational paired comparisons.

The basic hypothesis is a combination of hypotheses I, II, and III into a single testable statement to determine if the sum of the three structural effects variables has a greater significant relationship to perceived power than the best single predictor. The correlation matrix of all of these variables is strikingly void of significant bivariate correlations. The exception significantly relates a committee's organizational orientations to its social values. This correlation would indicate that one can predict organizational orientations for a group from its social values. Likewise social values for a group can be predicted from organizational orientations.

Generally, structural effects of social structure as defined (see pages 42 - 44) do not significantly

relate to perceived power. In this sense a committee's combined values, orientations, and social interactions do not seem to have much to do with its power or influence on decision-making. While the theoretical framework and conceptualization presented would lead one to expect a significant correlation, the findings do not support such conclusions. The hypothesis is not supported.

> HYPOTHESIS I: There is a significant relationship between social values and the perceived power of university committees.

The committee social values profiles are significantly correlated with the scaled perceived power. The direction of the correlation determines the interpretation when using a D statistic. A positive correlation means that discrepancy is at work while a negative correlation indicates that congruency is affecting the results. The unique feature of this correlation is its positive nature. On the basis of theory and the defined relationship of values to social structure, one would expect to find a negative correlation. Consequently, the positive direction of the correlation suggests that instead of congruency of values being the source of power that greater divergency and differences in values among committee members is the basis of a significant relationship with perceived power. The hypothesis is supported.

HYPOTHESIS II: There is a significant relationship between organizational orientations and the perceived power of university committees.

The correlation matrix is void of any significant relationship between the organizational orientations variables and perceived power. Organizational orientations must be rejected as a predictor variable of the indicated power for this sample. The hypothesis is not supported.

While the correlation value is nonsignificant, the direction and the trend of the correlation value provides the basis for some speculations. Since a D statistic is being used, the positive nature of the correlation value would indicate that to whatever degree organizational orientations are influencing power, it is discrepancy rather than congruency among group members that is functioning. This implication is in disagreement with the theoretical foundation for this investigation. The trend of the correlation value, since it is approaching significance, suggests that an increase in the number of committees and councils could result in a significant relationship.

HYPOTHESIS III: There is a significant relationship between interpersonal relationship and the perceived power of university committees.

The test of the hypothesis does not indicate any significance of relationship between interpersonal relationships and perceived power. This is quite surprising in view of the fact that social interaction or inter-

personal relationship is a basic tenet of social theory. The indices for interpersonal relationships are a barometer of group cohesiveness for the six committees and councils. While all of these indices fell below the mid-point, there was a wide variance in the index for each committee and council. The correlation matrix revealed that these indices are not correlated with perceived power. The hypothesis is not supported.

The theoretical framework and conceptualization for this investigation has been carefully deduced from social theory and its application in social systems in order to place the study on a solid foundation. The definition of the concepts under study and the methodological approach for examining these concepts have been thoughtfully chosen. Yet, the tests of three of the four hypotheses were not supported. Hypothesis one was the only hypothesis supported, and its correlation which is positive is opposite to that which was anticipated from the theoretical construct. This lack of support for the hypotheses is most surprising in view of the theoretical, conceptual, and methodological considerations which have undergirded the research. The lack of empirical support is theoretically inconsistent. It must, therefore, be concluded that there are unaccounted for contingencies in the research design and/or inconsistencies in the theoretical framework. A major concern in the consideration of implications

and further research will be accounting for inconsistencies between the theoretical constructs and the quantitative results.

Implications and Further Research

Left unanswered is the question of what makes for differences between powerful and powerless groups in an organization. The general lack of support for the hypotheses built upon the theoretical constructs presented raises several concerns. The questions and implications stimulated by this condition are many:

-Do the SOV, ORI, and IRS measure the committee values, orientations, and social interactions?

-Does the SCI measure the power of the group being tested?

The SOV and ORI are well designed and widely used commercial instruments. They are designed to be administered and interpreted individually. They seem to measure two of the structural effects of social structure that were conceptually deduced from the theoretical framework, values and orientations. The basis of their use was to determine the degree of congruence and cohesiveness or divergency of each group in their values and orientations. It does not appear that there is any distortion of these scales due to the combining of the individual scores into group averages and distance measures.

The IRS is an instrument developed by the investigator to measure the strength of interpersonal relationships based upon three basic type associations. The scale utilizes sociometric concepts to measure the strength of inter-individual associations of group members and consequently, the degree of group cohesiveness. The instrument seemingly is measuring what it is designed to measure. The IRS was designed for individual administration and interpretation. A committee index of its interpersonal relationships is provided by combining the individual indices into a group average.

The SCI was also developed by the investigator to measure the perceived power of the six committees and councils. The paired comparison approach added a new dimension to the usual application of the reputational technique, allowing for greater interpretation of the relative strength of perceived power. The administration to two samples and the apparent similarity of results between the two groups would indicate that the SCI does in fact measure the power of the units being tested.

While each of these instruments seemingly is measuring what it is designed to measure, the fact remains, the results do not support the hypotheses. Social theory and its application to social systems provided the means for identifying the domains in this study. The question arising from this discrepancy is:

-If the methodological approach is measuring these domains, why the variation from anticipated results?

The implications of this question for future research are numerous. The responses can range from the need of adjustment in methodology to an examination of the theoretical constructs. The most plausible explanation because of the firm grounding in theoretical constructs is that there is extraneous variance that needs to be considered and controlled in the methodological application.

In seeking an explanation for some of the discrepancy between the results and the hypotheses, one factor to be considered is the size of the sample. The analytical technique used was administered to only six cases which would generally preclude any generalizations concerning the results. However, correlation analyses take into account the size of the sample. Furthermore, the positive direction and the relative strength of all the correlations of the study do not indicate that the addition of more committees and councils to the sample would significantly alter the result. This implies that the sample size is not the cause for discrepancy and that other facets of the methodological application need to be considered.

The results of the study do suggest several adjustments that should be considered prior to conducting

further research. One area of concern to the investigator is control for role definition. As has been reported, indications were that the power ratings were affected by the role perception of the respondent for each committee and council in the sample. Therefore, the scaled perceived power values are in reality a combination of defined or role imposed influence and group-effected (personal) influence or power. Consideration of the role and function of the committees and councils must be taken into account and the effect of this role definition upon actions and influence separated from the measurement of power which affects policy, decision-making processes of a university.

A second concern relative to the measurement of power is perspective. While the SCI measured the power of the six committees and councils in relation to each other, it raises a question as to their power in relation to the entire University and all of its power structures. The power index of the six committees and councils does not indicate the degree of power which they have in the University. The study did not seek to determine or define the power structure of the University. It is the impression of this investigator that this failure to determine the relationship of the six committees and councils to the University's power structure may be a part of the explanation as to why the hypotheses were not supported. The Budget Council

may well have been the most powerful of the six committees and councils in the sample and still be relatively powerless in the total power structure of the University. It is conceivable under these circumstances that the lack of congruence and cohesiveness indicated by the results among the Budget Council members is the expected response in relationship to the entire structure of power.

A concern in future research would be whether or not the expected congruence of values and orientations, and cohesiveness of social interaction may be found in groups manifesting greater power in the institution than those examined in this study. A further implication would be that the study of power in a formal organization must involve a systems approach and the utilization of systems analysis. The study of power apparently cannot be examined in a fragmentary manner with much success. Further research is required to examine the relationship between the structure of power in an institution and the relative strength of any given unit. This would then provide perspective to the structural effects values obtained. The implications are innumerable: where is the locus of decision-making in a university? What is the relation between formal power or authority and committee action? What relation exists between informal committees and

informal activities and influences, and the formal power structure?

Further support for this consideration is to be found in the fact that a university in particular is made up of a large number of interest or professional groups. Research by Booth and Bisztray indicates that while professional organizations such as a university are held together by shared values and interests, there can be individual members or groups whose value orientations are at variance with the general supported values of the association or institution.[1] This individual variance could account for why divergency rather than congruency was the significant correlation in the study. An attempt is made to represent all facets and professional groups of the University in the membership of its general committees and councils. Therefore, the members are representing the value orientations of their own professional groups and are conforming to a broader value and orientation base which encompasses those values and orientations accepted by the institution.

Baldridge indicates that the committee system of universities "gives the professional ready access, legitimacy, and points of pressure to penetrate the

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[1]A. Booth and G. Bisztray, "Value Orientations, Member Integration and Participation in Voluntary Association Activities." Administrative Science Quarterly, Vol. 15, No. 1 (March, 1970), pp. 39-45.

bureaucratic system."[2] It also provides the same opportunities to the various interest groups within the professional milieu of a university. However, professional expertise and influence is not limited to being applied to the organization only through the committee system.

The fact that the University is composed of a large number of professional interest groups and has a broad base of values and orientations provides insight into the apparent lack of social exchange and of effective coalitions manifested in the results. These factors undoubtedly have a great deal to do with the level of involvement of various faculty members in the university decision-making process. These considerations provide an explanation for the inability of thirty-seven faculty members to respond to the SCI. The level of involvement and attachment of a faculty member to his partisan-interest group may preclude concern or knowledge of the broader operations of the University.

One further consideration is in order regarding the implications of the study. The university does not function completely as a classical bureaucracy in the Weberian sense though it is quite bureaucratic, or a professional association though it is composed of a large number of professional groups. Its constituencies

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2

and its size preclude the possibility of categorizing it as being completely one or the other. It is a mixture of both and its size gives to it many of the characteristics of a community. The problems of the university are basically social in nature which must be resolved through political action.[3] While power is developed primarily through social processes, in order to determine who decides what and how, it may well be that a political interpretation will have to be used in place of the formalized bureaucratic analysis. A political decision model would add a new dimension to the areas already mentioned. It would bring into examination the political pressures exerted on the authorities of the university by partisan-interest group pressures and their continuing political process after a policy has been established.[4]

The thrust of this study has been to develop a theoretical framework for the examination of power and to conduct empirical research of power. This has necessitated that the study be primarily heuristic in its scope and development. The implications for

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[3]G. W. Baughman, "Evaluating the Performance and Effectiveness of University Management Information Systems" in J. Minter and B. Lawrence, ed., Management Information Systems: Their Development and Use in the Administration of Higher Education (Boulder, Colorado: Western Interstate Commission for Higher Education, 1969), p. 2.

[4]J. V. Baldridge, op. cit., pp. 192-193.

further research are multitudinous and each implication mentioned has suggested further implications for new and/or extended research.

The study has left unanswered the question as to what differentiates between powerful and powerless groups. Indications are that the design used did measure perceived power and the structural effects of specific social structures, i.e., policy councils and standing committees of the University. A further conclusion is that power in complex organizations can not be fruitfully studied in a fragmentary or sub-system manner. Instead such studies must take a systems approach. Additional research is needed to determine the dimensions of power and structural effects of social structure in a social system. It is hoped that this investigation will generate additional research that will contribute to our understanding of these domains.

APPENDIX A

THE ORIENTATION INVENTORY

THE ORIENTATION INVENTORY

by

Bernard M. Bass, Ph.D.

published by

Consulting Psychologists Press, Inc.

Palo Alto, California

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Mark M for most preferred and L for least preferred in each triod:

1. One of the greatest satisfactions in life is:

   Recognition for your efforts.
   The feeling of a job well done.
   The fun of being with friends.

2. If I played football I would like to be:

   The coach whose planning pays off in victory.
   The star quarterback.
   Elected captain of the team.

3. The best instructors are those who:

   Give you individual help and seem interested in you.
   Make a field of study interesting, so you will want to know more about it.
   Make the class a friendly group where you feel free to express an opinion.

4. Students downgrade instructors who:

   Are sarcastic and seem to take a dislike to certain people.
   Make everyone compete with each other.
   Simply can't get an idea across and don't seem interested in their subject.

5. I like my friends to:

   Want to help others whenever possible.
   Be loyal at all times.
   Be intelligent and interested in a number of things.

6. My best friends:

   Are easy to get along with.
   Know more than I do.
   Are loyal to me.

7. I would like to be known as:

   A successful person.
   An efficient person.
   A friendly person.

8. If I had my choice, I would like to be:

A research scientist.
A good salesman.
A test pilot.

9. As a youngster I enjoyed:

Just being with the gang.
The feeling of accomplishment I had after I did something well.
Being praised for some achievement.

10. Schools could do a better job if they:

Taught children to follow through on a job.
Encouraged independence and ability in children.
Put less emphasis on competition and more on getting along with others.

11. The trouble with organizations like the Army or Navy is:

The rank system is undemocratic.
The individual gets lost in the organization.
You can never get anything done with all the red tape.

12. If I had more time, I would like to:

Make more friends.
Work at my hobby or learning something new and interesting.
Just take it easy, without any pressure.

13. I think I do my best when:

I work with a group of people who are congenial.
I have a job that is in my line.
My efforts are rewarded.

14. I like:

Being appreciated by others.
Being satisfied personally with my performance.
Being with friends with whom I can have a good time.

15. I would like to see a story about myself in the newspaper:

Describing a project I had completed.
Citing the value of my actions.
Announcing my election to a fraternal organization.

16. I learn best when my instructor:

Provides me with individual attention.
Stimulates me into working harder by arousing my curiosity.
Makes it easy to discuss matters with him and with others.

17. Nothing is worse than:

Having your self-esteem damaged.
Failure on an important task.
Losing your friends.

18. I like:

Personal praise.
Cooperative effort.
Wisdom.

19. I am considerably disturbed by:

Hostile arguments.
Rigidity and refusal to see the value of new ways.
Persons who degrade themselves.

20. I would like to:

Be accepted as a friend by others.
Help others complete a mutual task.
Be admired by others.

21. I like a leader who:

Gets the job done.
Makes himself respected by his followers.
Makes himself easy to talk to.

22. I would like to:

Have a committee meeting to decide what the problem is.
Work out by myself the correct solution to the problem.
Be valued by my boss.

23. Which type of book would you like to read?

A book on getting along with people.
An historical romance.
A how-to-do-it book.

24. Which would you prefer?

Teach pupils how to play the violin.
Play violin solos in concerts.
Write violin concertos.

25. Which leisure time activity is satisfying to you?

Watching westerns on TV.
Chatting with acquaintances.
Keeping busy with interesting hobbies.

26. Which would you prefer, assuming the same amount of money was involved?

Plan a successful contest.
Win a contest.
Advertise the contest and get others to participate.

27. Which is important to you?

To know what you want to do.
To know how to do what you want.
To know how to help others to do what they want.

APPENDIX B

SURVEY OF COMMITTEE CHARACTERISTICS

INTERVIEW SCHEDULE

SURVEY OF COMMITTEE CHARACTERISTICS
INTERVIEW SCHEDULE

The dominant theme in higher education recently has been more faculty participation in governance. Yet we do not understand nor have much information about governance in higher education. One of the common and characteristic elements in university and college administration is the committee. We do not have any studies that deal with university committees and their influence or power. Our knowledge of university committee structure and functioning is very limited.

This study is designed to alleviate in part some of this lack of information. The study is concerned with estimating the effectiveness of committee work as measured in terms of power or influence. It is also concerned with identifying and examining common elements that may be correlates of powerful or influential committees. You have been asked to participate in this study as a member of the _____ committee. Your cooperation is essential to the success of the study. All information shared through this interview will be held in confidence. No individual or committee will be identified.

I. Background Information

First, I would like to ask some background questions about yourself, and your teaching experience that will assist in analyzing the results.

1. What is your academic rank?
   a. _____ Assistant Professor
   b. _____ Associate Professor
   c. _____ Professor
   d. _____ Other (Specify) _____

2. Your department is _____

3. Your age is:
   a. _____ Under 30
   b. _____ 31 - 40
   c. _____ 41 - 50
   d. _____ 51 - 60
   e. _____ Over 60

4. During your academic career, in how many colleges or universities have you taught? _____

5. How many years have you been a member of the University of Oklahoma faculty?
   a. _____ Less than 2 years
   b. _____ 2 to 5 years
   c. _____ 6 to 10 years
   d. _____ 11 to 15 years
   e. _____ 16 to 20 years
   f. _____ More than 20 years

6. Do you get more of your intellectual stimulation from:
   a. _____ Professional associates elsewhere
   b. _____ Colleagues at the University of Oklahoma
   c. _____ Your graduate students
   d. _____ Periodicals, books, and other publications

7. As a faculty member are you more oriented toward:
   a. _____ Instruction
   b. _____ Research
   c. _____ Service

8. How would you estimate your familiarity with the University of Oklahoma in general - its programs, history, reputation, resources, governance, etc.?
   a. _____ Very familiar
   b. _____ Familiar
   c. _____ Slightly familiar
   d. _____ Unfamiliar

9. On the basis of your experience, how would you estimate your familiarity with the committee and council structure of the University?
   a. _____ Very familiar
   b. _____ Familiar
   c. _____ Slightly familiar
   d. _____ Unfamiliar

10. Would you like to have more opportunity for participation in University decision-making?
   a. _____ Yes
   b. _____ No

II. Interpersonal Relationships

One area of interest in the study of University committees is interpersonal relationships. Interpersonal relationships in a university for purposes of research have been grouped into three basic types: business, professional, and social. I am interested in knowing what relationships do exist among committee members. Consequently, the next questions are designed to provide information about the interactions which exist within the _____ committee.

The members of this committee, in order to refresh your memory, are:

_____	_____
_____	_____
_____	_____

1. How well do you know the other members of the committee?
   a. _____ Very well
   b. _____ Well
   c. _____ Slightly
   d. _____ Passing acquaintance

2. How often do you have organizational or business contacts with the members of the committee?
   a. _____ Very often
   b. _____ Frequently
   c. _____ Occasionally
   d. _____ Seldom
   e. _____ Never

3. How often do you have professional contacts with members of the committee?
   a. _____ Very often
   b. _____ Frequently
   c. _____ Occasionally
   d. _____ Seldom
   e. _____ Never

4. How often do you have social, personal contacts with members of the committee?
   a. _____ Very often
   b. _____ Frequently
   c. _____ Occasionally
   d. _____ Seldom
   e. _____ Never

5. How often do you discuss your views on University policy and practices with the members of the committee?
   a. _____ Very often
   b. _____ Frequently
   c. _____ Occasionally
   d. _____ Seldom
   e. _____ Never

6. How often do you discuss professional interests and problems with members of the committee?
   a. _____ Very often
   b. _____ Frequently
   c. _____ Occasionally
   d. _____ Seldom
   e. _____ Never

7. How often do you discuss personal interests and problems with members of the committee?
   a. _____ Very often
   b. _____ Frequently
   c. _____ Occasionally
   d. _____ Seldom
   e. _____ Never

8. Do you find serving on this committee and the association you have with the other members a gratifying experience?
   a. _____ Yes
   b. _____ No

III. University Committees and Councils In Governance

In a university the size of the University of Oklahoma, much faculty participation in decision-making must be accomplished through committees and councils. As a member of one of the Standing Committees and Councils of the University, I would be interested in your opinions about their role in governance. You will have an opportunity to indicate some of your observations about committee work at the University of Oklahoma as you respond to the following questions and statements.

1. On the average, how interested do you believe other faculty members are in matters concerning University policy?
   a. _____ Very interested
   b. _____ Moderately interested
   c. _____ Uninterested

2. To what extent do you feel that faculty opinion influences University-wide decisions concerning broad educational policy and practice? Faculty opinion is:
   a. _____ Ignored
   b. _____ Accorded minor importance
   c. _____ Given moderate consideration
   d. _____ Given substantial weight
   e. _____ Decisive

3. What do you think of the Standing Committees and Councils of the University as an effective medium for expressing the faculty viewpoint?
   a. _____ Very effective
   b. _____ Fairly effective
   c. _____ Ineffective

4. As for the importance of most committee work to the real educational achievement of the University, I think it is:
   a. _____ Very important
   b. _____ Fairly important
   c. _____ Unimportant

5. To what degree do you feel that you are personally involved in the governance of the University as a result of having University committees and councils composed of faculty representatives?
   a. _____ Considerable
   b. _____ Some
   c. _____ Little
   d. _____ None

6. Committees and councils of the University generally:
   a. _____ Are quite representative of the faculty, including all ranks.
   b. _____ Tend to draw their membership from a relatively small group of faculty members.
   c. _____ Are composed of the senior members more than the junior members of the faculty.
   d. _____ I am not aware of committee composition.

7. Which of the following options most nearly describes the primary function of the University committees and councils?
   a. _____ Set policy
   b. _____ Make specific decisions
   c. _____ Make recommendations to the administration
   d. _____ Coordinate college and department decisions
   e. _____ Serve as advisors to administrative officers
   f. _____ None of these

8. University committees and councils:
   a. _____ Have considerable influence in decision-making
   b. _____ Have some influence
   c. _____ Have little influence
   d. _____ Have no influence

9. According to your best estimate, which one of the following groups really makes the basic policies and decisions of the University?
   a. _____ The Oklahoma State Regents for Higher Education
   b. _____ The University of Oklahoma Board of Regents
   c. _____ The Faculty Senate
   d. _____ The President and Administrative Officers
   e. _____ The University Committees and Councils
   f. _____ The Colleges and Departments

IV. University Committee and Council Influence

Six University committees and councils, as they have been functioning prior to the new committee structure currently being instituted, have been selected for study in this survey. In addition to your committee, the other committees are:

1. Committee on Academic Regulations
2. Budget Council
3. Council on Faculty Personnel
4. Council on Instruction
5. Council on Planning and Development
6. University Oversight and Evaluation Committee on Administrative Structure

Please take this sheet and estimate the influence and power of these committees and councils of the University of Oklahoma by <u>underlining</u> what you believe to be the most influential or powerful committee or council in each pair listed.

Upon underlining the most powerful committee or council in each pair, ask the interviewee:

1. Which one of these six committees and councils is the most productive? _____

2. On which one of these six committees or councils would you prefer to serve? _____

To complete our interview, I would appreciate your assistance in completing two short questionnaires. These are standardized questionnaires which are essential to the study and will provide additional pertinent information. The first deals with values and the second is concerned with basic orientation.

PAIRED COMPARISONS OF SELECTED UNIVERSITY COMMITTEES AND COUNCILS

Six University committees and councils, as they have been functioning prior to the new committee structure currently being instituted, are being compared in this study. The six are:

1. Committee on Academic Regulations
2. Budget Council
3. Council on Faculty Personnel
4. Council on Instruction
5. Council on Planning and Development
6. University Oversight and Evaluation Committee on Administrative Structure

It is necessary in estimating the influence and power of these committees and councils of the University of Oklahoma for you to underline what you believe to be the most influential or powerful committee or council in each pair listed below.

1. Committee on Academic Regulations vs. Council on Faculty Personnel

2. Council on Instruction vs. University Oversight and Evaluation Committee

3. University Oversight and Evaluation Committee vs. Committee on Academic Regulations

4. Budget Council vs. Committee on Academic Regulations

5. Council on Planning and Development vs. University Oversight and Evaluation Committee

6. Budget Council vs. University Oversight and Evaluation Committee

7. Council on Instruction vs. Budget Council

8. Council on Planning and Development vs. Council on Faculty Personnel

9. Council on Instruction vs. Council on Planning and Development

10. Council on Faculty Personnel vs. Council on Instruction

11. Budget Council vs. Council on Planning and Development

12. University Oversight and Evaluation Committee vs. Council on Faculty Personnel

13. Committee on Academic Regulations vs. Council on Instruction

14. Council on Faculty Personnel vs. Budget Council

15. Council on Planning and Development vs. Committee on Academic Regulations

APPENDIX C

SURVEY OF COMMITTEE INFLUENCE

INSTRUMENT

SURVEY OF COMMITTEE INFLUENCE INSTRUMENT

DIRECTIONS: Please give one response for each of the statements or questions.

I. Background Information

The following statements are designed to yield information that will assist in analyzing the questionnaire results. Let me remind you that all replies will be kept anonymous.

1. My academic rank is:
   a. _____ Assistant Professor
   b. _____ Associate Professor
   c. _____ Professor
   d. _____ Other (Specify) _____

2. My department, professional school, or other University budget unit is: _____

3. My age is:
   a. _____ Under 30
   b. _____ 31 - 40
   c. _____ 41 - 50
   d. _____ 51 - 60
   e. _____ Over 60

4. During my academic career I have taught in _____ colleges or universities.

5. I have been on the University of Oklahoma faculty:
   a. _____ Less than 2 years
   b. _____ 2 to 5 years
   c. _____ 6 to 10 years
   d. _____ 11 to 15 years
   e. _____ 16 to 20 years
   f. _____ More than 20 years

6. More of my intellectual stimulation comes from:
   a. _____ Professional associates elsewhere
   b. _____ My colleagues at the University of Oklahoma
   c. _____ My graduate students
   d. _____ Periodicals, books, and other publications

7. I am more oriented toward:
   a. _____ Instruction
   b. _____ Research
   c. _____ Service

8. I would estimate my familiarity with the University of Oklahoma in general (for example, with its programs, resources, history, reputation, and governance) as:
   a. _____ Very familiar
   b. _____ Familiar
   c. _____ Slightly familiar
   d. _____ Unfamiliar

9. I am presently a member of one or more University committees or councils.
   a. _____ Yes
   b. _____ No

10. I have at some time been a member of a University committee or council.
   a. _____ Yes
   b. _____ No

11. On the basis of my experience, I would estimate my familiarity with the committee and council structure of the University as:
   a. _____ Very familiar
   b. _____ Familiar
   c. _____ Slightly familiar
   d. _____ Unfamiliar

12. I would like to have more opportunity for participation in University decision-making.
   a. _____ Yes
   b. _____ No

II. University Committees and Councils In Governance

In a university the size of the University of Oklahoma, much faculty participation in decision-making must be accomplished through committees and councils. Please give some indication of your observations about such committees by responding to the following questions and statements.

1. On the average, how interested do you believe other faculty members are in matters concerning University policy?
   a. _____ Very interested
   b. _____ Moderately interested
   c. _____ Uninterested

2. To what extent do you feel that faculty opinion influences University-wide decisions concerning broad educational policy and practice? Faculty opinion is:
   a. _____ Ignored
   b. _____ Accorded minor importance
   c. _____ Given moderate consideration
   d. _____ Given substantial weight
   e. _____ Decisive

3. What do you think of the Standing Committees and Councils of the University as an effective medium for expressing the faculty viewpoint?
   a. _____ Very effective
   b. _____ Fairly effective
   c. _____ Ineffective

4. As for the importance of most committee work to the real educational achievement of the University, I think it is:
   a. _____ Very important
   b. _____ Fairly important
   c. _____ Unimportant

5. To what degree do you feel that you are personally involved in the governance of the University as a result of having University committees and councils composed of faculty representatives?
   a. _____ Considerable
   b. _____ Some
   c. _____ Little
   d. _____ None

6. Committees and councils of the University generally:
   a. _____ Are quite representative of the faculty, including all ranks
   b. _____ Tend to draw their membership from a relatively small group of faculty members
   c. _____ Are composed of the senior members more than the junior members of the faculty
   d. _____ I am not aware of committee composition

7. Which of the following options most nearly describes the primary function of the University committees and councils?
   a. _____ Set policy
   b. _____ Make specific decisions
   c. _____ Make recommendations to the administration
   d. _____ Coordinate college and department decisions
   e. _____ Serve as advisors to administrative officers
   f. _____ None of these

8. University committees and councils:
   a. _____ Have considerable influence in decision-making
   b. _____ Have some influence
   c. _____ Have little influence
   d. _____ Have no influence

9. According to your best estimate, which one of the following groups really makes the basic policies and decisions of the University?
   a. _____ The Oklahoma State Regents for Higher Education
   b. _____ The University of Oklahoma Board of Regents
   c. _____ The Faculty Senate
   d. _____ The President and Administrative Officers
   e. _____ The University Committees and Councils
   f. _____ The Colleges and Departments

III. University Committee and Council Influence

Six University committees and councils, as they have been functioning prior to the new committee structure currently being instituted, have been selected for study in this survey. These six are:

1. Committee on Academic Regulations
2. Budget Council
3. Council on Faculty Personnel
4. Council on Instruction
5. Council on Planning and Development
6. University Oversight and Evaluation Committee on Administrative Structure

It is necessary in estimating the influence and power of these committees and councils of the University of Oklahoma for you to underline what you believe to be the most influential or powerful committee or council in each pair listed below.

1. Committee on Academic Regulations vs. Council on Faculty Personnel

2. Council on Instruction vs. University Oversight and Evaluation Committee

3. University Oversight and Evaluation Committee vs. Committee on Academic Regulations

4. Budget Council vs. Committee on Academic Regulations

5. Council on Planning and Development vs. University Oversight and Evaluation Committee

6. Budget Council vs. University Oversight and Evaluation Committee

7. Council on Instruction vs. Budget Council

8. Council on Planning and Development vs. Council on Faculty Personnel

9. Council on Instruction vs. Council on Planning and Development

10. Council on Faculty Personnel vs. Council on Instruction

11. Budget Council vs. Council on Planning and Development

12. University Oversight and Evaluation Committee vs. Council on Faculty Personnel

13. Committee on Academic Regulations vs. Council on Instruction

14. Council on Faculty Personnel vs. Budget Council

15. Council on Planning and Development vs. Committee on Academic Regulations

16. Which one of these six committees or councils is the most productive? _____

17. On which one of these six committees or councils would you prefer to serve? _____

APPENDIX D

SPECIMEN LETTERS

October 18, 1972

Dr. Paul F. Sharp, President
University of Oklahoma
660 Parrington Oval
Norman, Oklahoma 73069

Dear Dr. Sharp:

Last April after one of our seminar sessions, we discussed briefly my ideas for a dissertation. At the time I was interested in a study that would analyze some aspect of power in higher education. With your encouragement along with others, I have pursued this topic until I was able to develop a study that would examine one aspect of power in higher education. My topic will be Power and Social Structure in Higher Education. Enclosed is a copy of my dissertation prospectus outlining the study.

In order to conduct the study, it will be necessary for me to have two groups of respondants in the same university. One group will be a random sampling of the faculty who will provide a measure of perceived power for specified university committees. The second group of respondants will be the faculty members of the specified committees. I will be seeking to determine if there is any correlation between the social values, organizational orientation, and social relations of the members of a committee and their power and influence as perceived by the faculty. The basic unit of analysis is the committee. Complete individual and committee anonymity will be maintained in the study.

I would like to conduct this study at the University of Oklahoma, and I am writing for permission to do so. With permission for such a study, I would then like to request two letters of introduction from your office. One would be a letter to a sample of the Faculty who would complete a brief questionaire on their perceptions and opinions of committee work at the University. The second letter would be to the selected committee members to be interviewed.

Thank you for your consideration of these requests, I shall look forward to hearing from you.

Sincerely Yours,

Victor N. Varner
105 Flanders Drive
Chickasha, Oklahoma 73018

Thomas W. Wiggins
Committee Chairman

October 18, 1972

Dr. Geoffrey Marshall
Director of Honors Programs
University of Oklahoma
401 W. Brooks
Norman, Oklahoma 73069

Dear Dr. Marshall:

I am a graduate student in the College of Education. My field of study is administration in higher education. I am interested in analyzing one aspect of power in higher education for my dissertation. My topic is Power and Social Structure in Higher Education. Enclosed is a copy of my dissertation prospectus outlining the study.

In order to conduct the study, it will be necessary for me to have two groups of respondants in the same university. One group will be a random sampling of the faculty who will provide a measure of perceived power for specified university committees. The second group of respondants will be the faculty members of the specified committees. I will be seeking to determine if there is any correlation between the social values, organizational orientation, and social relations of the members of a committee and their power and influence as perceived by the faculty. The basic unit of analysis is the committee. Complete individual and committee anonymity will be maintained in the study.

I would like to conduct this study at the University of Oklahoma. I feel that such a study can provide insights into committee work and its effectiveness in higher education as a means for faculty participation in governance that will be helpful to the University and the University Senate.

Therefore, I would like to request two letters of introduction from you as Chairman of the University Senate. One would be a letter to a sample of the Faculty who would complete a brief questionaire on their perceptions and opinions of committee work at the University. The second letter would be to the selected committee members to be interviewed.

Thank you for your consideration of this request. I shall look forward to hearing from you.

Sincerely Yours,

Victor N. Varner
105 Flanders Drive
Chickasha, Oklahoma 73018

Thomas W. Wiggins
Committee Chairman

The University of Oklahoma 601 Elm, Room 520 Norman, Oklahoma 73069

Center for
Studies in Higher Education
College of Education

November 15, 1972

Colleges and universities all have one thing in common - committees. A review of the literature indicates that little is known about committees in colleges and universities, their influence and power.

I am conducting a study of selected University committees and councils at the University of Oklahoma both as a dissertation and as a part of the continuing activities of the Center for Studies in Higher Education. Dr. Paul F. Sharp, President, and Dr. Geoffrey Marshall, Chairman, Faculty Senate, have given their endorsement to the study.

Since you have been a member during the past year of one of the selected committees and councils, I will be contacting you within a few days to set a date for an interview. The interview will take approximately one hour. Your cooperation and your opinions are essential and vital to the success of the study. The unit of analysis is the committee. Consequently, it is necessary to interview all of the members of the selected committees and councils to get an accurate measurement of the group.

Realizing the many demands on your time, let me express in advance my appreciation for the cooperation which I know I shall receive.

Sincerely Yours,

Victor N. Varner

I have reviewed the prospectus for this study and give endorsement for the research to be conducted at the University of Oklahoma.

Paul F. Sharp

Paul F. Sharp, President
University of Oklahoma

G. Marshall

Geoffrey Marshall, Chairman
Faculty Senate

The University of Oklahoma 601 Elm, Room 520 Norman, Oklahoma 73069

Center for
Studies in Higher Education
College of Education

November 27, 1972

Colleges and universities all have one thing in common - committees. With emphasis being given to more participation in the governance of higher education, information about committee structure and functioning is needed. A review of the literature indicates that little is known about committees, their influence and power. This is particularly true of committees in colleges and universities. You can help alleviate this situation by sharing your opinions about committees and councils at the University of Oklahoma and their relative influence and power.

I am conducting the study of University committees and councils both as a dissertation and as a part of the continuing activities of the Center for Studies in Higher Education. Dr. Paul F. Sharp, President, and Dr. Geoffrey Marshall, Chairman, Faculty Senate, have given their endorsement to the study.

Your opinions are vital to the success of the study. Therefore, I would like to request your assistance with the attached questionnaire. The questionnaire will require only a few minutes. You may respond to the questions or statements by simply filling in a blank, checking or underlining a response. All information shared in this questionnaire will be held in confidence. No individual or department will be identified.

Realizing the many demands on your time, let me express my appreciation for your willingness to take a few minutes to complete the questionnaire, and thus contribute to a more precise description of committees and their influence and power in higher education.

An addressed envelope is enclosed for your convenience in

returning the questionnaire. Thank you for your immediate response.

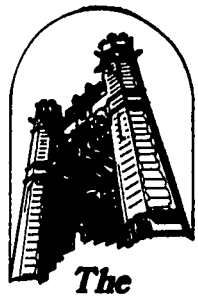
Sincerely Yours,

Victor N. Varner

I have reviewed the prospectus for this study and give endorsement for the research to be conducted at the University of Oklahoma.

Paul F. Sharp, President
University of Oklahoma

Geoffrey Marshall, Chairman
Faculty Senate



The University of Oklahoma 601 Elm, Room 520 Norman, Oklahoma 73069

Center for
Studies in Higher Education
College of Education

December 6, 1972

A few days ago you received a letter requesting your assistance with a study of committees and councils at the University of Oklahoma. If you have already shared in the study by returning the questionnaire, accept again my grateful thanks.

If you have <u>not</u> returned your questionnaire, I would appreciate it if you would please take a few minutes to complete and return it. So that you will not have to search for the other questionnaire, I have enclosed another copy and an addressed envelope for returning it.

You may respond to the questions or statements by simply filling in a blank, checking or underlining a response. All information shared will be held in strict confidence.

Let me take this opportunity to express my gratitude for taking a few minutes to contribute to a more precise description of committees and their influence and power in higher education.

Sincerely,

Victor N. Varner

The University of Oklahoma 601 Elm, Room 520 Norman, Oklahoma 73069

Center for
Studies in Higher Education
College of Education

December 13, 1972

The comic strip "Peanuts" a few days ago showed Snoopy relaxing after filling out a questionnaire and had the following caption --- "I like filling out questionnaires." It would be nice if all of us who have to send out questionnaires could get this type of response.

There are three choices you can make to this final request for your assistance with a study of committees and councils at the University of Oklahoma. They are:

1. Throw this questionnaire in the trash and forget about the study. This will contribute little to the study and the accurate perception of the strengths and weaknesses of committee work in higher education.

2. Lay the questionnaire aside with the resolution that "I'll fill it out later." This choice will probably result in the questionnaire getting buried in the pile of correspondence to be done as soon as you have some spare time. This response will mean that you will probably fail to have a part in the study.

3. Or --- take a few minutes today and fill in the information requested. Such a response will mean that you will have it done and out of the way before final exams begin and school is out for the Christmas holidays. Information shared will be held in strict confidence.

I appreciate your taking a few minutes to share your thoughts and opinions. Because of your cooperation and that of your fellow faculty members, we are learning more about university committees and their influence and power.

Season Greetings to You,

Victor N. Varner

APPENDIX E

RANDOM SAMPLE OF FACULTY

RANDOM SAMPLE OF FACULTY

Disciplines	Professors			Associate Professors			Assostant Professors		
	Selected	Respon-dents	Paired Compari-sons	Selected	Respon-dents	Paired Compari-sons	Selected	Respon-dents	Paired Compari-sons
Accounting	1	1	1						
AMNE	3	2	1	2	2	2	1	1	
Architecture	3	3	2						
Art	1			1	1	1			
Bus. Comm.	1	1	1				1	1	
Bus. Educ.	1	1	1						
Bus. Law							1		
Botany				1	1	1	1	1	
Chemistry	4	4	4	1					
Chem. Eng.	1	1					1		
Civil Engr.	1	1	1				2	2	
Classics	1	1	1	1	1		1	1	
Dance	1	1	1						
Drama	1	1	1				1		
Earth Sci. In.	1	1	1						
Economics	1	1	1						
Education	2	1	1	6	6	5			
Elec. Engr.				2	1		1	1	1
English				1	1		1	1	1
Geography	1	1		1	1		1	1	1
Geology	1			1	1		1	1	1
History	1	1	1	1	1		1	1	
Hist. of Sci.							1	1	1
Home Econ.							1		
Human Rels.							1	1	1

Disciplines	Professors			Associate Professors			Assistant Professors		
	Selected	Respon-dents	Paired Compari-sons	Selected	Respon-dents	Paired Compari-sons	Selected	Respon-dents	Paired Compari-sons
Ind. Engr.	1	1	1	1	1	1	1		
Journalism				1			2	2	2
Law	1	1		1	1				
Liberal Stu.				1	1	1			
Lib. Sci.	1			1	1	1			
Management	4	3	2						
Math	2	1	1				1	1	
Met. Engr.							1	1	1
Microbiology	1	1	1				1		
Mkt. & Trans.	1	1							
Mod. Lang.	1	1	1	3	2	1	2	2	
Music	1	1	1						
Pet. & Geol.	1	1							
Pharmacology							1	1	1
Pharmacy	1						2	2	2
Philosophy	1	1	1				1	1	
Physics	2	2		1			1	1	
Pol. Sci.	3	3	2	1	1				
Psychology	1	1	1	1	1	1	2	2	2
Res. Institute	1	1	1						
Sociology	1	1					1	1	1
Spch. Comm.	1	1	1	1	1		1	1	1
Univ. Col.				1	1				
Univ. Scholars				1					
Zoology	1	1	1	1	1	1	1	1	1
TOTALS	52	44	32	33	27	15	35	29	16

APPENDIX F

SOV SUBTEST SCORES

ORI SUBTEST SCORES

IRS SUBTEST SCORES

STRUCTURAL EFFECTS VARIABLES

FOR FORTY-ONE COMMITTEE MEMBERS

Committee Members	SOV*						ORI			IRS**		
	T	E	A	S	P	R	self	inter-action	task	O	P	S
Committee on Academic Regulations												
A	50	38	46	44	33	29	33	24	24	3	5	2
B	56	29	45	40	41	29	28	21	32	6	8	2
C	40	33	47	43	45	32	19	15	47	4	2	2
D	49	41	54	34	29	33	27	13	41	6	7	4
E	45	41	41	40	36	37	24	27	30	7	4	5
F	48	36	31	39	47	39	18	31	32	5	2	6
G	43	41	27	42	33	54	19	20	42	7	7	3
H	52	40	50	40	43	15	22	14	45	6	2	2
Budget Council												
A	49	25	45	38	35	48	22	30	29	3	6	3
B	54	25	42	53	47	19	26	10	45	5	5	3
C	47	29	43	57	22	42	23	18	40	2	2	3
D	48	46	37	29	41	39	13	26	42	6	5	7
E	51	40	36	34	50	29	26	11	44	5	4	6
F	37	42	40	38	41	42	24	29	28	8	6	4
G	55	29	52	28	46	30	25	18	38	8	7	7
H	49	36	25	52	36	42	9	30	42	6	4	2
I	31	25	52	32	38	62	16	30	35	5	3	6

STRUCTURAL EFFECTS VARIABLES

FOR FORTY-ONE COMMITTEE MEMBERS - CONTINUED

Committee Members	SOV*						ORI			IRS**		
	T	E	A	S	P	R	self	inter-action	task	O	P	S
Council on Faculty Personnel												
A	52	24	31	52	41	40	36	17	28	2	2	2
B	54	39	36	42	38	31	14	28	39	5	2	5
C	34	39	47	39	30	51	20	21	40	6	5	4
D	57	33	39	38	38	35	23	23	35	5	5	7
E	52	36	40	42	39	31	29	16	36	2	2	3
F	49	46	37	36	52	20	29	9	43	2	2	2
G	41	44	51	39	30	35	16	26	39	2	2	6
Council on Instruction												
A	46	41	45	30	41	37	25	21	35	6	4	3
B	35	22	45	59	34	45	22	36	23	6	8	5
C	56	39	42	39	31	33	13	19	49	3	6	4
D	40	36	35	34	43	52	33	18	30	7	6	5
E	50	35	43	35	36.5	40.5	19	19	43	5	6	2
F	46	40	53	25	32	44	22	22	37	4	2	2
G	48	17	49	42	34	50	23	17	41	7	2	6
Council on Planning and Development												
A	50	46	41	29	34	40	20	25	36	2	2	2
C	49	27	47	53	36	28	18	20	43	2	2	2
D	51	36	29	42	41	41	25	31	25	2	2	3

STRUCTURAL EFFECTS VARIABLES

FOR FORTY-ONE COMMITTEE MEMBERS - CONTINUED

Committee Members	SOV*						ORI			IRS**		
	T	E	A	S	P	R	self	inter-action	task	O	P	S
University Oversight and Evaluation Committee on Administrative Structure												
A	50	25	56	32	40	37	30	12	39	3	2	3
B	43.5	35.5	48.5	37	37	38.5	27	21	33	4	2	2
C	39	41.5	45	23.5	49.5	41.5	33	11	37	4	6	6
D	34	40	48	33	39	46	24	22	35	3	3	2
E	47	41	46	33	42	31	21	20	40	2	2	2
F	46	40	53	25	32	44	22	22	37	4	2	2

*T = Theoretical
E = Economic
A = Aesthetic
S = Social
P = Political
R = Religious

**O = Organizational
P = Professional
S = Social

APPENDIX G

SCI FREQUENCY MATRICES

SCI PROPORTION MATRICES

SCI Z VALUES MATRICES

FOR

RANDOM SAMPLE OF FACULTY
AND
COMMITTEE MEMBERS

RANDOM FACULTY PERCEIVED POWER RATINGS
FREQUENCY MATRIX

Committee	1	2	3	4	5	6
1	-	56	28	38	43	22
2	7	-	4	13	10	6
3	31	59	-	37	38	25
4	23	49	25	-	26	21
5	16	52	23	35	-	13
6	35	57	34	42	48	-

Number Respondents - 63

Column > Row

Number 1 - Committee on Academic Regulations

Number 2 - Budget Council

Number 3 - Council on Faculty Personnel

Number 4 - Council on Instruction

Number 5 - Council on Planning and Development

Number 6 - University Oversight and Evaluation Committee on Administrative Structure

RANDOM FACULTY PERCEIVED POWER RATINGS
PROPORTION MATRIX

Committee	1	2	3	4	5	6
1	.500	.889	.475	.623	.729	.386
2	.111	.500	.064	.210	.161	.095
3	.525	.936	.500	.597	.623	.424
4	.377	.790	.403	.500	.426	.333
5	.271	.839	.377	.574	.500	.213
6	.614	.905	.576	.667	.787	.500

Number 1 - Committee on Academic Regulations

Number 2 - Budget Council

Number 3 - Council on Faculty Personnel

Number 4 - Council on Instruction

Number 5 - Council on Planning and Development

Number 6 - University Oversight and Evaluation Committee On Administrative Structure

RANDOM FACULTY PERCEIVED POWER RATINGS

Z VALUE MATRIX

Committee	1	2	3	4	5	6
1	.000	1.221	- .063	.313	.610	- .290
2	-1.221	.000	-1.522	- .806	- .990	-1.311
3	.063	1.522	.000	.246	.313	- .192
4	- .313	.806	- .246	.000	- .187	- .432
5	- .610	.990	- .313	.187	.000	- .796
6	.290	1.311	.192	.432	.796	.000
Sums	-1.791	5.850	-1.952	.372	.542	-3.021
Means	- .298	.975	- .325	.062	.090	- .504
Means + .504	.206	1.479	.179	.566	.594	.000

Number 1 - Committee on Academic Regulations

Number 2 - Budget Council

Number 3 - Council on Faculty Personnel

Number 4 - Council on Instruction

Number 5 - Council on Planning and Development

Number 6 - University Oversight and Evaluation Committee on Administrative Structure

COMMITTEE MEMBERS PERCEIVED POWER RATINGS

FREQUENCY MATRIX

Committee	1	2	3	4	5	6
1	-	32	19	29	31	13
2	2	-	3	9	7	1
3	14	32	-	27	28	15
4	5	25	8	-	14	7
5	4	27	7	20	-	6
6	21	33	19	27	29	-

Number Respondents - 35

Column > Row

Number 1 - Committee on Academic Regulations

Number 2 - Budget Council

Number 3 - Council on Faculty Personnel

Number 4 - Council on Instruction

Number 5 - Council on Planning and Development

Number 6 - University Oversight and Evaluation Committee on Administrative Structure

COMMITTEE MEMBERS PERCEIVED POWER RATINGS

PROPORTION MATRIX

Committee	1	2	3	4	5	6
1	.500	.941	.567	.853	.886	.382
2	.059	.500	.086	.265	.206	.029
3	.424	.914	.500	.771	.800	.441
4	.147	.735	.229	.500	.412	.206
5	.114	.794	.200	.588	.500	.171
6	.618	.971	.559	.794	.829	.500

Number 1 - Committee on Academic Regulations

Number 2 - Budget Council

Number 3 - Council on Faculty Personnel

Number 4 - Council on Instruction

Number 5 - Council on Planning and Development

Number 6 - University Oversight and Evaluation Committee on Administrative Structure

COMMITTEE MEMBERS PERCEIVED POWER RATINGS

Z VALUE MATRIX

Committee	1	2	3	4	5	6
1	.000	1.563	.192	1.049	1.206	- .300
2	-1.563	.000	-1.366	- .628	- .820	-1.896
3	- .192	1.366	.000	.742	.842	- .148
4	-1.049	.628	- .742	.000	- .222	- .820
5	-1.206	.820	- .842	.222	.000	- .950
6	.300	1.896	.148	.820	.950	.000
Sums	-3.710	6.273	-2.610	2.205	1.956	-4.114
Means	- .618	1.045	- .435	.368	.326	- .686
Means + .686	.068	1.731	.251	1.054	1.012	.000

Number 1 - Committee on Academic Regulations

Number 2 - Budget Council

Number 3 - Council on Faculty Personnel

Number 4 - Council on Instruction

Number 5 - Council on Planning and Development

Number 6 - University Oversight and Evaluation Committee on Administrative Structure

APPENDIX H

SCI RESPONDENTS

NOT COMPLETING PAIRED COMPARISONS

RESPONDENTS NOT COMPLETING
COMMITTEE INFLUENCE INSTRUMENT

Professorial Rank

Professor	11
Associate Professor	13
Assistant Professor	13

Age Range

30 years or under	1
31 - 40 years	21
41 - 50 years	5
51 - 60 years	8
Over 60 years	2

Years as Faculty Member at University of Oklahoma

Less than 2 years	0
2 to 5 years	16
6 to 10 years	10
11 to 15 years	5
16 to 20 years	3
Over 20 years	3

Professorial Orientation

Instruction	28
Research	5
Service	4

Familiarity with University of Oklahoma

Very Familiar	6
Familiar	16
Slightly Familiar	15
Unfamiliar	0

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