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**AN ANALYSIS OF FACULTY AND ADMINISTRATOR PERCEPTIONS OF
FACULTY INVOLVEMENT IN DECISION MAKING IN THE UNIVERSITY OF
KENTUCKY COMMUNITY COLLEGE SYSTEM**

East Tennessee State University

Ed.D. 1986

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AN ANALYSIS OF FACULTY AND ADMINISTRATOR
PERCEPTIONS OF FACULTY INVOLVEMENT IN DECISION MAKING
IN THE UNIVERSITY OF KENTUCKY COMMUNITY COLLEGE SYSTEM

A Dissertation
Presented to
the Faculty of the Department of Supervision and Administration
East Tennessee State University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
W. Bruce Ayers
December, 1986

APPROVAL

This is to certify that the Advanced Graduate Committee of

W. BRUCE AYERS

met on the

Seventh day of November, 1986

The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend that his study be submitted to the Graduate Council and the Associate Vice-President for Research and Dean of the Graduate School in partial fulfillment of the requirements for the degree Doctor of Education.

James A. Brown
Chairman, Advanced Graduate Committee

Richard A. Crofts

Ernest F. Bentley, Jr.

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Thomas G. Burton

Signed on behalf of
the Graduate Council

Richard A. Crofts
Associate Vice-President for Research
and Dean of the Graduate School

ABSTRACT

AN ANALYSIS OF FACULTY AND ADMINISTRATOR PERCEPTIONS OF FACULTY INVOLVEMENT IN DECISION MAKING IN THE UNIVERSITY OF KENTUCKY COMMUNITY COLLEGE SYSTEM

by

W. Bruce Ayers

The problem of this study was to determine if there is a significant difference between expressed perceptions of selected community college faculty and administrators concerning the extent to which faculty "actually are" involved in decision making and the extent to which they "ought to be" involved in decision making.

This was a descriptive study, which utilized a survey methodology. Faculty and administrator perceptions were studied in six decisional areas: appointment, promotion and tenure decisions, academic decisions, administration, student affairs and advisement, system/state control, and general (overall faculty involvement). The study was conducted in the University of Kentucky Community College System, made up of fourteen 2-year institutions.

The statistical analysis of data for hypotheses 1-12 warranted the following conclusions:

1. Faculty want to be involved more in all aspects of decision making; this desire is greatest among instructors and assistant professors.

2. Administrators want faculty to be involved more in decision making, although the desire is not as great among directors, associate directors, and assistant directors as it is with division chairs.

3. The variable of sex has little influence on perceptions of faculty and administrators concerning faculty involvement in decision making.

4. The decisional area where faculty exhibit the least decisional deprivation is Academic Decisions, indicating that they have greatest involvement with activities related to instruction.

5. Faculty and administrators are less satisfied with faculty involvement in System/State Control than in any other decisional area.

INSTITUTIONAL REVIEW BOARD APPROVAL

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Project An Analysis of Faculty and Administrator Perceptions of Faculty Involvement in Decision Making in the University of Kentucky Community College System

Principal Investigator W. Bruce Ayers

Department Supervision and Administration

Date Submitted August 29, 1986

Institutional Review Board, Chairman Dr. Ernest S. Slaughter

ACKNOWLEDGEMENT

I wish to acknowledge and express my appreciation to several individuals for helping me with this dissertation.

First my thanks go to Dr. Larry H. Brown, chairman, and the members of my doctoral committee: Dr. Ernest Bentley, Dr. Thomas G. Burton, Dr. Richard A. Manahan and Dr. Robert G. Shepard. Each not only offered me good advice but--in his own way--served as a source of guidance and direction.

Second my appreciation goes to my cohorts at Southeast Community College, particularly Cathy Day, Odell Wilson, Tony Newberry, Roger Noe, and Vickie Davidson, for their support and encouragement, and to Dr. Charles T. Wethington Jr., chancellor, and the directors of the University of Kentucky Community College System for allowing me to conduct my research study among my friends in Kentucky.

Third to Dr. Rosanne Hogan, who came to my rescue after the computer software program I was using to analyze my data suddenly developed problems, I offer a very special "thank you."

Fourth my heartfelt gratitude is expressed to my wife, Barbara, and my sons, Sean and Andy, whose love and understanding during the entire period of my graduate studies has been a deep reservoir of strength from which I have had to draw liberally.

Finally, I acknowledge and give thanks to God, realizing

that all things are possible through him who strengthens me (Ph. 4:13).

To these and the countless others who have expressed faith in me through the years, I dedicate this dissertation.

W.B.A.

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CHAPTER 1

Introduction

Aside from students there are two major constituencies on college campuses: faculty and administrators. While the two work toward the same goals and objectives, i.e., the offering of educational programs for a particular student body, they often differ appreciably in both attitude and approach. Faculty tend to see themselves as "defenders of the traditional academic articles of faith and words like 'quality,' 'standards' and 'excellence' figure prominently in their arguments regarding class size, teaching loads and similar issues" (Ryan, 1983). Administrators, on the other hand, usually show a more practical side, stemming, perhaps, from the fact that they must see that the institution's bills are paid, a not-so-easy task in an age of budget shortfalls and financial retrenchment. Their vocabulary is likely to be sprinkled with compound words like "bottom-line," "formula funding" and "fiscal reality" when they discuss such things as class size and teaching loads (Noe, 1986).

Given these basic differences in perspective, which have been exacerbated lately by escalating costs and declining enrollments (Boyer, 1983), it is not surprising to learn that faculty and administrators may not agree about the extent to which the former should be involved in decision making and institutional governance (Berdahl & Edelstein, 1983).

Indeed, while some degree of shared governance has always existed on college campuses (Carnegie Foundation for the Advancement of Teaching [CFAT], 1982), there would appear to be a significant difference of opinion, today, not only about how much decision making faculty should wield but in what areas as well.

The Problem

Statement of the Problem

The problem of this study was to determine if there is a significant difference between expressed perceptions of selected community college faculty and administrators concerning the extent to which faculty "actually are" involved in decision making and the extent to which they "ought to be" involved in decision making.

Sub-problems

The sub-problems of this study were:

1. To determine the relationship, if any, between contextual variables of sex and rank for faculty members.
2. To determine the relationship, if any, between contextual variables of sex and position for administrators.

Significance of the Problem

As recently as the late 1960's, higher education enjoyed a financial plentitude. Indeed, the two decades of the 1950's and 1960's have been referred to as its "golden age"

(McCorkle & Archibald, 1982), an apt description for an era when the largesse of funding sources (particularly those on the state and federal levels) often allowed for undisciplined spending. While it is true that many good things came out of the period, some bad habits also took root. Planning, for example, long the centerstone of resource management, became nothing more than an exercise in incremental budgeting at many institutions. In such an atmosphere, who made what decision was not very important. If someone wanted to reduce the size of classes or to add new programs, he/she was usually given free reign. And why not? Both administrators and faculty knew that new dollars would keep flowing into school coffers regardless of how feeble the justification. Henry (1975) argues that the challenges now faced by higher education have always existed, but that during the 1960's and 1970's they were masked by unprecedented growth and the inflow of new money.

However, the 1980's brought an end to higher education's plentitude. No longer could colleges and universities count on increased funding year after year from state and federal sources. They began to hear cries from these governmental bodies to replace incremental budgets with those that were based on zero growth; and concepts like accountability and formula funding became the new buzz words in higher education circles (Noe). And if this were not enough, the pool of students which had been growing for years began to dry up.

Thus, lost revenues could not be recaptured from those realized from increasing enrollments. Out of this scenario has grown a need to make every dollar count; no longer can planning be done just for show; it has to be done in earnest. Where decisions could once be made with impunity, considerable thought now has to accompany each and every one.

Boyer said that what is happening in this age of retrenchment is an attempt by administrators and faculty to zealously guard their areas of self interest and to work to ensure that they are protected no matter what.

There is a mentality of survival in which the unit that is not protective is defended. We have not been in the era of retrenchment for a very long time, and yet we seem not to be rationally dealing with problems of decline; rather we are acting in fragmented, self-protective ways. (p. 23)

It is no wonder, then, that a charged atmosphere exists in higher education, today, in regard to decision making (CFAT), one which could lead to sparks in the absence of a clearly defined mechanism to involve faculty in decision making processes.

Perhaps no where is the strain between faculty and administrators beginning to show more than at the community college level. Richardson (1979) noted that faculty at community colleges, more so than their counterparts at 4-year colleges and universities, have not traditionally been full participants in campus governance. A 10-year study by the Institute for Higher Education at Columbia University's

Teachers College found that community college faculty felt less involved than those at senior institutions in important decisions about running their schools (Magarrel, 1982). It has also been found that this lack of faculty involvement is one of several major reasons leading to the spread of unionism on college campuses (Tice, 1973). A 1984 study of Illinois community colleges found that in 19 of 20 areas, faculty at unionized colleges felt that they had greater impact in decision making than did faculty working at nonunionized colleges (Decker, Hines, & Brickell).

The first step in the development of a decision making model (or models; see Boyer, for example, who says what is needed is not one model, but different models for different issues) to serve higher education is to determine from faculty and administrators the decisions which they believe are actually made by faculty and those which they believe ought to be made by this group. This would help to establish the views of each group concerning appropriate faculty roles in several specific areas and could serve as a basis for a negotiated model(s).

Limitations

1. This study was limited to full time faculty and administrators (directors, associate directors, assistant directors for fiscal affairs, assistant directors for

student services, and division chairs) in the University of Kentucky's Community College System.

2. Responses were limited to a personal data sheet and faculty questionnaire, adapted from a similar instrument developed for use by the Faculty Advisory Committee to the Maryland State Board of Education in 1983.

3. The review of literature was limited to the Sherrod Library at East Tennessee State University, although articles and publications were secured through inter-library loan from other institutions.

Assumptions

The researcher has assumed:

1. that there were specific contextual variables which could be compared to the results of the faculty questionnaire for use in this study;

2. that the personal data sheet and questionnaire designed for use in this study were appropriate instruments; and,

3. that it was appropriate to rank faculty and administrators to high, middle and low groups.

Procedures

1. A review of related literature was conducted.

2. A personal data sheet and faculty questionnaire were designed and/or chosen for use in the study.

3. Dr. Robert O. Berdahl, Director, Institute for Research in Higher and Adult Education, College Park, Maryland, was contacted for permission to modify and use portions of the faculty questionnaire.

4. Dr. Charles T. Wethington, Jr., Chancellor, Community College System, University of Kentucky, Lexington, Kentucky, was contacted for permission to conduct the study in the 14 colleges which make up that system.

5. A cover letter, copies of the personal data sheet, faculty questionnaire, and a self-addressed, stamped envelope were sent to all full-time community college faculty and administrators chosen to participate in the study.

6. A 10% random sample was drawn from a list of individuals who had not returned their questionnaires after a 2-week period. Each was contacted and asked to respond to the questions on the data sheet and questionnaire. In addition, each was asked if there were additional comments he/she wished to make.

7. Statistical procedures were applied to the data received.

8. The results of the study were reported and summarized.

Hypotheses

The following hypotheses, stated in the research format, were tested at the .05 level of significance using the t

test and analysis of variance test.

1. There will be a significant difference between the expressed perceptions of faculty concerning the decisions they actually make and those which they ought to make.

2. There will be a significant difference between the expressed perceptions of administrators concerning the decisions which faculty actually make and those which they ought to make.

3. There will be a significant difference between the expressed views of faculty and administrators concerning the degree to which faculty actually make decisions.

4. There will be a significant difference between the expressed view of faculty and administrators concerning the degree to which faculty ought to make decisions.

5. There will be a significant difference between the expressed perceptions of male and female faculty concerning the decisions faculty actually make.

6. There will be a significant difference between the expressed perceptions of male and female faculty concerning the decisions faculty ought to make.

7. There will be a significant difference between the expressed perceptions of male and female administrators concerning the decisions faculty actually make.

8. There will be a significant difference between the expressed perceptions of male and female administrators concerning the decisions faculty ought to make.

9. There will be a significant difference between the expressed perceptions of high ranking, middle ranking, and low ranking faculty concerning the decisions faculty actually make.

10. There will be a significant difference between the expressed perceptions of high ranking, middle ranking, and low ranking faculty concerning the decisions faculty ought to make.

11. There will be a significant difference between the expressed perceptions of high ranking, middle ranking, and low ranking administrators concerning the decisions faculty actually make.

12. There will be a significant difference between the expressed perceptions of high ranking, middle ranking, and low ranking administrators concerning the decisions faculty ought to make.

Definition of Terms

Faculty and Administrator Rankings

High Ranking Faculty. Those faculty members holding the rank of full professor.

Middle Ranking Faculty. Those faculty members holding the rank of associate professor.

Low Ranking Faculty. Those faculty members holding the rank of assistant professor or instructor.

High Ranking Administrator. Those administrators holding the position of director or associate director.

Middle Ranking Administrator. Those administrators holding the position of assistant director for fiscal affairs or assistant director for student services.

Low Ranking Administrator. Those administrators holding the position of division chair.

Since the administrator titles in the University of Kentucky's Community College System differ from those at most other community colleges, the titles are defined below:

Assistant Director for Fiscal Affairs. The individual who has general administrative responsibility for the business operations of a particular college; he/she prepares financial reports, maintains a record of all accounts, and supervises the preparation of appropriate business documents. This title is the equivalent of vice-president for fiscal affairs at most other institutions.

Assistant Director for Student Services. The individual who has general supervision for matters pertaining to admissions, student records, counseling, recruiting, financial aid, and student activities. This title is the

equivalent of vice-president for student services at most other institutions.

Associate Director. The individual who is responsible for overseeing instructional and academic programs. This title is the equivalent of vice-president for instruction at most other institutions.

Director. The chief executive officer, administrative head, and professional leader of community colleges in the University of Kentucky Community College System. This title is the equivalent of president at most other institutions.

Division Chair. Those individuals who serve as administrative heads and professional leaders of academic divisions. This title is the equivalent of department chairs at most other institutions.

Perception

An immediate or intuitive cognition or judgment, often implying keen observation or subtle discrimination (Merriam-Webster, 1959, p. 624).

University of Kentucky Community College System

A system of 14 two-year colleges under the auspices of the Board of Trustees, University of Kentucky, Lexington. The system is headed administratively by a Chancellor for Community Colleges, who reports to the President of the

University of Kentucky. Each college in turn is headed by a Director, as chief administrator.

In the fall of 1986, 25,649 students were enrolled in the system, which was served by 502 full-time faculty members.

Degrees offered in the system include the associate of arts and associate of science for students in transfer programs and the associate of applied science for those enrolled in technical programs. The number and kind of technical programs vary from college to college and usually corresponds to the needs of a particular college's service area.

Organization of the Study

This study was organized into five chapters, the first of which has consisted of: an introduction, statement of the problem, the significance of the problem, limitations, assumptions, procedures, hypotheses, definition of terms, and this section;

Chapter 2 consists of a review of related literature;

Chapter 3 contains a detailed description of the methods and procedures used in developing the study and a description of the study setting;

Chapter 4 is an analysis of the findings of the study; and

Chapter 5 presents the summary, conclusions, implications, and recommendations of the study.

CHAPTER 2

Review of Related Literature

Introduction

Like many aspects of educational administration, there is no clear and distinct path which one can follow to gain an understanding of how faculty decision making in higher education has evolved. It has been a phenomenon deeply embedded in broad strata of parallel developments within (1) business and industry, (2) public and secondary schools, and (3) college and universities. One seeking such an understanding must be willing to proceed slowly, examining the facts each stratum offers up, seeking synthesis from the partial answers he receives. The Conceptual Background section of this chapter traces the evolution of faculty decision making in higher education.

The reader will notice movement from a pioneering study in business and industry (1940's) to the works of researchers (particularly those at the Midwest Administration Center at the University of Chicago), who sought information from public school settings (1950's and 1960's) to studies dealing primarily with decision making in higher education (1970's and 1980's).

While the primary reason for drawing from other areas in a study of decision making in higher education was a recognition of the integrated nature of the subject area, a

second and less philosophical reason was an absence of research about decision making on the college level.

The reader will also note that the majority of studies from higher education is from community colleges. Decker contended that the issue of faculty impact in decision making in the late 1960's became more visible because of the rapid growth of community colleges. He suggested that these 2-year institutions have been characterized by models of strong if not dominant administrative authority, which have made faculty participation difficult. Community colleges would, thus, have been fertile ground for such studies.

Although there was no paucity of articles and books concerning decision making at 4-year institutions, in the main what was found could be characterized as more opinion-oriented than research-based. Many of these works are referred to under Academic Governance, a section which was included so that the reader could gain a better understanding concerning the degree to which decision making opportunities for faculty are tied to the prevailing administrative hierarchy at a particular college or university. Three governance models are discussed: the bureaucratic, collegial, and political.

Conceptual Background

It is not surprising that discussion of the relative merits of faculty decision making first began to surface in

the late 1940's and early 1950's. This was the period when the influence of the human relations movement was at its height. Characterized by a belief that increasing productivity was tied to increasing the satisfaction level of employees, the human relations model was a refutation of the negative view of the worker engendered by the scientific management movement:

The proponents of scientific management look on man as an economic unit, a factor of production, an extension of a machine, motivated only by a desire for material gain. They did not recognize the truth of the biblical adage that man does not live by bread alone. The human relations theorists looked upon man as a complete human being with attitudes and needs which profoundly affected his work. (Griffith, 1979, p. 19)

Once the chains of scientific management were broken, theorists began suggesting a broadening of employee participation in all aspects of the organization. Follett had long contended that the biggest hurdle facing any business or educational institution was the developing of and the maintaining of creative, productive human relationships; furthermore, she suggested that the coordination of the human enterprise was the most important factor in creating desirable working climates (1933). In the 1940's practitioners began to follow her advice.

The psychological needs of employees, including the need for recognition and participation, began to be seen as equally as important as those in the physiological realm: air, food, shelter, and the like. As had often been the

case, the earliest studies which examined the benefits to be derived from adhering to various components of the human relations model (and, thus, to meet employee psychological needs) were done in the field of business and industry.

The pioneering study in the area of employee participation in decision making was carried out by Coch and French in 1948. Their experiments, which were conducted at Harwood Manufacturing Company in Marion, Virginia, sought to determine why employees in a very progressive company (health services were provided for employees; they ate in a company lunchroom; recreational programs were available; music was played in the work spaces; and, grievances were handled openly and fairly) were so resistant to changing from one work procedure to another. Changes that were made usually resulted in lower production, aggressive employee behavior, lower morale, and, on some occasions, employees leaving the firm.

With the approval of management, Coch and French designed a series of experiments to test ways of overcoming employee resistance to change and its resulting negative consequences. Three matched groups of employees were studied:

1. In group A, the employees were told of the need for a proposed change in a short, matter-of-fact meeting. They were given no opportunity to participate in the decision.

2. In group B, the employees were notified of the proposed change by fellow operators to whom the change had

been thoroughly explained and who had been able to participate to some degree in planning the change.

3. In group C, the need for the change was not only made dramatically clear but everyone was allowed to participate in planning the new job.

Approximately one month following the implementation of the research procedures, the results were clear. Group A, made up of the non-participation employees, did not improve. In fact, absenteeism, employee turnover, and the number of grievances increased. In groups B and C, where at least some participation was allowed, turnover, absenteeism, and grievances declined. Two-and-one-half months after the completion of the initial experiment, group A was transformed into a totally-representative group (Group C). Within a short time, despite their initial reluctance, the members relearned their new jobs, and production went up appreciably.

While Coch and French dealt with employee decision making as it relates to the acceptance of change, early researchers in education at the University of Chicago's Midwest Administration Center (Chase, 1953; Moyer, 1955; Sharma, 1955) dealt with how practices in decision making related to an individual's satisfaction in teaching. Sharma (as reported by Savage, 1955) found in a study of 568 public school teachers from all parts of the United States that satisfaction was related directly to the extent to which current practices in their schools conformed to the practices

which they felt should be followed. Furthermore, their satisfaction was also related directly to the extent to which they participated in decision making as individuals and groups. In closing the article in which these findings were reported Savage pointed out the consistency of the findings with other research studies of that era: "These findings are, of course, in accord with those reported in previous issues of Administrator's Notebook and elsewhere" (p. 4).

Dissatisfaction with the human relations movement began to surface in the late 1950's and early 1960's. One of the biggest problems, Griffith hypothesized, was that administrators had become overly concerned with pleasing teachers: "Principals became so concerned with the importance of maintaining good relations with their faculty that they sometimes shied away from taking decisive actions which might imperil their popularity" (p. 26). Thus, the pendulum began to swing away from the human relations movement just as it had earlier from scientific management. Advocates of a more balanced view, one based on theory and empirically testable, began to see their influence increase. Particularly important were the works of Barnard (Functions of the Executive, 1938) and Simon (Administrative Behavior, 1947).

Simon was especially interested in the area of decision making. Indeed, he viewed administration as a process of rational decision making that influenced the behavior of

members of the organization (Hoy & Miskel, 1982):

What is a scientifically relevant description of an organization? It is a description that, so far as possible, designates for each person in the organization what decision that person makes, and the influence to which he is subject in making each of these decisions. (p. 36)

The emphasis on a theoretical basis for decision making led to an examination by researchers of current and desired rates of participation by teachers. Alutto and Belasco (1972) examined the correlational relationships between certain personal characteristics and the following decisional conditions:

1. decisional deprivation: A condition in which teachers participate in fewer decisions than desired;
2. decisional equilibrium: A condition in which teachers participate in as many decisions as desired; and
3. decisional saturation: A condition in which teachers participate in a greater number of decisions than desired.

Contrary to what other studies had found (Anderson, 1966; Belasco & Alutto, 1969; Findley, 1968), this study found teachers to be far from homogenous in their desire to participate in decision making:

It is apparent that these three decisional states were differentially distributed throughout the school populations studied. For instance, teachers who were employed in a given school district for longer periods of time tended to be decisionally saturated. Consistent with the data concerning seniority, decisionally deprived teachers tended to be young males and those decisionally saturated primarily

older females. The data also suggest that teachers characterized as having achieved equilibrium between decisional desires and actions tended to be middle-age females. (pp. 33, 34)

Hessingflow (1974) also found a lack of homogeneity among faculty concerning their desire to be involved in decision making; however, his findings from a study conducted in the North Carolina Community College System differed from those of Alutto and Belasco in that the amount of perceived and desired participation was tied not to personal characteristics but to the individual's position in the organizational hierarchy: the lower the faculty member was in the hierarchy, the less likely his/her direct engagement in decision making. These findings were supported by the work of Emery and O'Brien (1984). Investigating the perceptions of and desire for participation in three schools in a South Australian Technical and Further Education (TAFE) college, they found the variable having most association with a desire to participate in decision making to be classification, with teachers of a higher classification being more involved in decision making and less deprived than those of lower classification.

An analysis of decision making patterns at multi-campus higher education institutions in Arizona (Keys, 1976) found hierarchial positions to be important only at community colleges. While the relative amount of campus decision making authority did not differ among structural levels in

4-year institutions, decision making authority level decreased with increasing organizational distance in 2-year institutions.

Perhaps the importance of position in the organizational hierarchy to decision making among faculty members is related to the degree to which the latter are familiar with the decisional processes at a particular institution. In a 1975 study of faculty involvement in decision making at the University of Oregon, Ruby reported that "participation and knowledge [were] highly related, i.e. participation was greatest where knowledge was the greatest" (p. 5877-a). An implication which can be drawn from this work is that longevity is an important variable--at least on the higher education level--in the decision making schema, suggesting that younger faculty members, whose knowledge base is restricted primarily to instructional roles, desire less participation in decision making than do more senior members, whose involvement covers a much wider range.

Decker, Hines, and Brickell found a relationship to exist between seniority and decision making in a study involving 645 teaching faculty at community colleges in Illinois:

As seniority increases respondents tend to believe that they have greater impact in institutional decision making. Conversely, those with less seniority according to years teaching at the college tend to express views about not having as much impact on decision making. (p. 12)

What these studies clearly show is that faculty do not want to be involved in all kinds of decision making processes, suggesting that participative models can be developed which will effectively inform faculty concerning when and under what conditions they will be involved in decision making. Several models have been developed, some of which have been around for many years. One of the earliest and best-known models was developed by Bridges in 1967.

Saying that subordinates have "zones of indifference," he suggested that administrators should endeavor to involve them in decision making which clearly lay outside their zone. Indeed, he suggested that for the administrator to seek involvement within the zone was to court resentment, ill will, and opposition. Administrators should apply two tests, Bridges said, to determine whether decisions fall within the zone of indifference:

1. Test of relevance: Determine if the teacher's personal stake in the decision is high; if so, his/her interest will also be high. Decisions of this type are those that deal primarily with classroom affairs, e.g., methods of teaching, materials to be used, content to be taught, techniques for evaluation of progress of pupils, decoration and furnishings of the classroom, and handling pupil disturbances.

2. Test of expertise: Determine if the individual has the capability of contributing to the decision affecting the outcome and also has a personal stake in the decision; if the answer is yes to both, he/she should be asked to participate. In this respect, teachers would desire to be involved in prescribing the functions of a foreign language laboratory but would be willing to leave decisions about the technical

specifications of the laboratory to an electronics engineer. (p. 52)

Thus, according to Bridges' model, if it can be determined by the administrator that subordinates have a personal stake (high relevance) in the decision and have the knowledge to make a meaningful contribution (high expertise), then the decision falls outside the zone of indifference, and they should be involved in the decision making process. Should it be found, however, that the issue about which a decision is to be made means little to the subordinate and that it lies outside his/her sphere of competency, then the decision falls inside the zone of indifference, and he/she should not be involved in the decision making process.

The tests proposed for the identification of issues with respect to the zone of indifference do not cover two other situations, however, in which the answers are less clear (Hoy & Miskel). What does an administrator do, for example, if a subordinate has a personal stake in a particular decision but is lacking expertise? Or what is done when the situation is reversed? In the second instance, a subordinate may have the knowledge and expertise to make him/her competent to engage in the decision making process but have no interest in doing so. While Bridges offers only general guidelines for handling these situations, Hoy and Miskel have a more definitive answer.

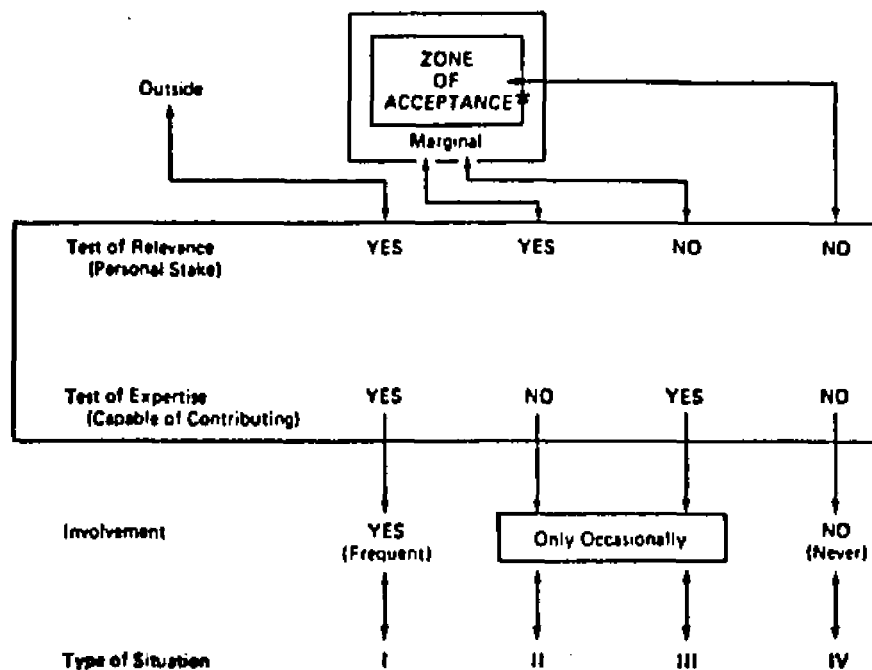


Figure 2.1. Situations and involvement in decision making. (Hoy & Miskel, p. 282)

* Hoy and Miskel use "zone of acceptance" rather than "zone of indifference," saying that they wanted to avoid the negative connotations that might be associated with the word "indifference" (p. 289).

As is suggested by Figure 2.1, there are actually four types of decisional situations with which the administrator will be faced. Type I is an instance where the issue is clearly outside the subordinate's zone of indifference, and he/she should be involved in helping to make the decision. Type IV is just the reverse. The subordinate has nothing at stake in this instance and is lacking in expertise. This is a situation where he/she should not be involved. Hoy and Miskel tie the explanation of Types II and III to a four-step

decision making process: (1) define the problem, (2) list alternatives, (3) predict consequences or alternatives, and (4) make the choice. With this process in mind, Types II and III are explained as follows:

A Type II situation is marginal; it is neither clearly outside nor inside the zone of acceptance. On those relatively infrequent occasions when subordinates are involved, the involvement should be limited. Involvement at step four in the process may be appropriate here because the main purpose of involvement is to communicate the rationale for and lower resistance to the decision. Further, it should be made clear that administrators, not subordinates, will make the final decision.

Type III situations also are marginal. Again only occasionally should teachers be involved in decision making. The purpose of involving teachers here is primarily to improve the decision. Hence, if possible, it is wise to involve teachers at step two or three (sometimes step one). Groups often are more likely to generate a wide variety of alternatives and more accurately predict consequences than an individual. It is important for the administrator to indicate clearly to subordinates the boundaries within which they operate. (p. 283)

As promising as decision making models may be for the involvement of faculty in participative governance, their use will be determined by and large by administrators. And, inasmuch as the administrator-faculty relationship tends to be adversarial (Ryan), there is no guarantee that these two groups will perceive the faculty need for involvement in the same way. Indeed, one would expect to find administrators often believing faculty involvement to be sufficient with or without a participative model.

This was not the case, however, in a 1972 study of administrator perceptions of faculty decision making in the

public community colleges of Alabama. When asked for their views about faculty involvement in six decisional areas (budgeting, building and plant, curriculum and instruction, general instructional policies, professional personnel policies, and student personnel policies), administrators actually expressed a desire for a higher level of participation than was then perceived to exist. A t test was used to determine if the difference between actual and preferred decisional states was significant at the .05 level. It was found to be in each case (Clements).

A 1982 study conducted by the Carnegie Foundation for the Advancement of Teaching found that administrators desired to vest effective authority for decision making in themselves far more frequently than in academic departments or faculty senates. In 14 academic decisional areas, for example, a majority of chief executives at flagship universities indicated a desire for effective authority vis-à-vis faculty nine times; CEOs at 4-year institutions also recorded a desire to hold effective authority nine times; and those at 2-year institutions said they should have effective authority ten times. Under personnel decisions, the desire for authority expressed by CEOs was much greater. For all ten decision areas, a majority of CEOs in each group indicated a desire to hold effective authority. Unanimity was also recorded under administrative decision, with a majority of

CEOs voting for themselves to hold effective authority vis-à-vis faculty in 15 of 15 cases.

A rare view of faculty perceptions juxtaposed with those of administrators came out of a 1983 Maryland study and showed the gap between the two to be quite large (Berdahl & Edelstein). Using a questionnaire developed by the Institute for Research in Higher and Adult Education at the University of Maryland to measure significant differences between and among presidents, faculty leaders, and general faculty regarding the existing and desired faculty role in governance, a survey was conducted in 39 Maryland colleges and universities. Although the difference between faculty and administrator perceptions was not significant in all decisional areas (there was congruence in the areas of academic policy and student affairs, for example), the overall results showed a divergence of opinion:

In responding to the question of how much overall influence faculty members had in decision-making, presidents saw a much stronger role for faculty than either faculty leaders or general faculty reported. While 51% of the presidents reported "great" faculty influence and 47% "some" faculty influence, respondents from the general groups reported having much less influence. About 17% of these two groups reported "great" influence; 51% and 54% respectively reported "some" influence, and 33% and 21% respectively saw "little or no" faculty influence on decision making. (pp. 24-25)

Noting that "what one sees" is often dependent on "where one sits," Berdahl and Edelstein suggested that the differences

in perception were so widespread that serious attention should be given to improving internal communication.

Academic Governance

In The Social Psychology of Organizations (1966), Katz and Kahn point out that the labeling of social organizations with popular names is both a help and hindrance:

These popular labels represent the socially accepted stereotypes about organizations and do not specify their role structure, their psychological nature or their boundaries. On the other hand, these names help in locating the area of behavior in which we are interested. Moreover, the fact that people both within and without an organization accept stereotypes about its nature and functioning is one determinant of its character. (p. 15)

It is important to understand that while the labeling of various forms of academic governance patterns does not result in the creation of a totally compelling hierarchy, one capable of determining and prescribing the conduct and behavior of its members, labels are important. Indeed, as Katz and Kahn have suggested, once a label is applied an organization takes on a stereotypic form which can both define and give direction to the way in which it will ultimately function. Beyond this essentially symbolic response, moreover, is a more practical one, dictated by the openness of the organizational structure. Certain governance models have hierarchial structures which are segmented (with sharply defined, rigid boundaries),

while others have integrated structures (with boundaries which are easily penetrated) (Kanter, 1983). Organizational function cannot help but be affected by the relative openness of its hierarchical structure.

Although the relative merits of labeling organizations may be debated, there is no denying that popular names have long been applied to a myriad of higher education governance models. Cohen and Brawer (1982) noted that "so many administrative patterns have been advocated that it is impossible to describe the ideal form" (p. 113). On careful examination, certain of these patterns or models reveal common characteristics, which allow for them to be joined together into categories. Baldrige (1971), Richardson (1975), and Decker have described three such models: the bureaucratic, the collegial, and the political.

The Bureaucratic Model

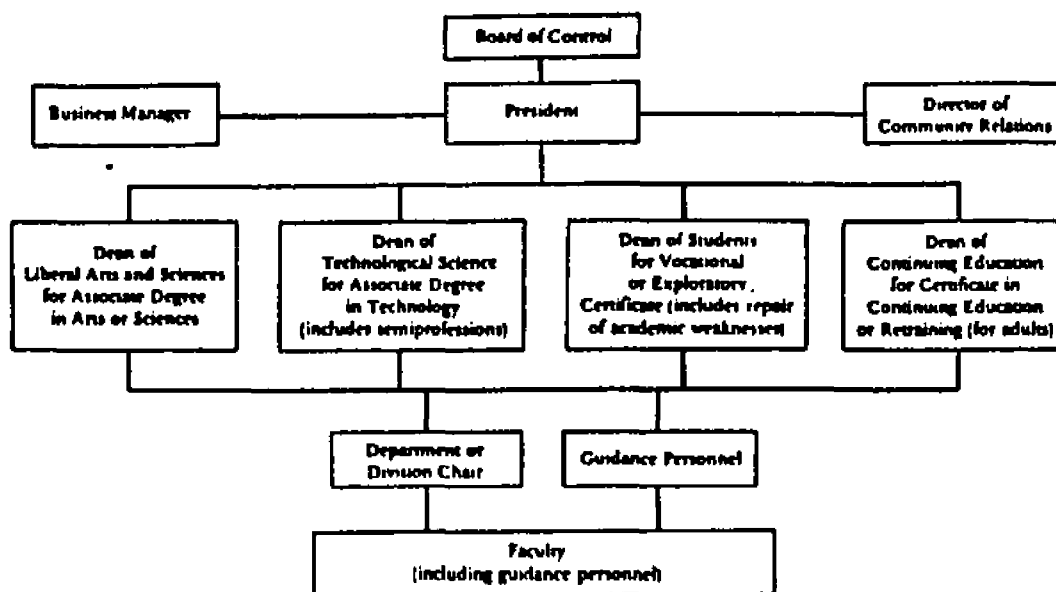
Based on the monumental work of Max Weber, the bureaucratic model has much in common with the scientific management approach of Frederick Taylor and the public administration approach of Luther Gulick. Katz and Kahn point out that all three place an emphasis on process specialization of tasks, standardization of role performance, centralization of decision making, uniformity of practice, and the avoidance of duplication of function (p. 109). The

hierarchy is held together by formal chains of command and systems of communication.

Decker notes that the structure and function characteristics of the bureaucratic governance model allow for the development of a network of well defined tasks and create positions to achieve the goals of the organization. This segmented hierarchy places limits on what can be accomplished within a particular position and allows for little if any integration of tasks among positions.

Higher Education Application

The bureaucratic governance model on the college campus is a formal structure with defined patterns of activities that are related to functions spelled out in law and policy decisions. Generally, positions are arranged in the shape of a pyramid, and each series of positions has specified responsibilities, competencies and privileges. The college governed by this model is held together by authority delegated from the top down, with individuals at the top receiving greater benefits than those at the bottom (Cohen & Brawer). Typical of the bureaucratic governance model is the line-staff organizational plan shown in Figure 2.2. It should be noted that in this configuration, administrators are at the top of the hierarchy and faculty at the bottom.



Source: Blocker, Plummer, & Richardson (1965, p. 178).

Figure 2.2. Line-staff organization plan.

The Impact on Decision Making

The bureaucratic governance model evolves around centralized decision making, flowing from the top downward. Such a posture is based on the belief that decision making is routine and will flow naturally from the legal rationality embodied in well-ordered rules and regulations (Decker) or from the rational powers of those individuals who hold positions of authority. Position, thus, infers on the holder the privilege of the decision without regard to knowledge or expertise. While certain positional leaders may share decision making authority among faculty,

participation often is limited to such formal structures as senates, departments or committees. In this model power and authority are vested primarily in administrators, and there exist few opportunities for the individual faculty to rise about the constraints imposed by its hierarchy.

The Collegial Model

Out of the campus unrest of the 1960's there emerged a call for a participative governance model for higher education, the primary justification being "that faculty alone have the kinds and degree of qualifications essential to the task of the college or university" (Keeton, 1971). Three themes are incorporated into the collegial model, as this form of governance was later to be called: (1) decision making by consensus, (2) professional authority of faculty members, and (3) a call for a more humane education (Decker). John Millet (1962), one of the earliest proponents of this model, argued that the concept of hierarchy embodied in bureaucratic governance models was not a realistic representation of the interpersonal relationships which exist within a college or university, and that a structure of hierarchy was not a desirable organizational pattern for higher education. Millet believed:

that there is another concept of organization just as valuable as a tool of analysis and even more useful as a generalization observation of a group and interpersonal behavior. This is the concept of the academic community. (p. 63; emphasis added)

Higher Education Application

As Millet indicated, the collegial model is based on the concept of community, which, while recognizing that functions are differentiated, holds that specialization must be brought together "not through a structure of superordination and subordination of persons or groups but through a dynamic of consensus" (Millet, p. 63). This shared authority, according to Richardson (1975), is intended to reduce status symbols and increase communications. Instead of being at the bottom of the pyramid, as was the case in the bureaucratic model, faculty become part of a community of equals in this model. Emphasis is on a free flow of ideas, unhampered by a rigid and segmented hierarchy, with faculty being viewed as possessing a special competence to participate in decision making, since they constitute the largest element of continuity and experience with the tasks and problems of the campus (Keeton). Thus, decentralization, engendered by an acceptance of functional authority, is the cornerstone of the collegial governance model.

The Impact on Decision Making

Consensus is the key to decision making in the collegial governance model. Decker notes that the collegial leader is above all the first among equals in an organization run by experts, saying that his/her role was "not so much to lead as to gather expert judgments; not so much to manage as to

facilitate; and not so much to order but to persuade" (p. 32). Kowalski and Bryson (1982) in arguing the benefits of participative management approaches in higher education, say that the "process of decision making can have as much influence over the relationship between an individual and organizations as the content of the decision itself" (p. 23). This is precisely the point that advocates of the collegial model make in attacking the segmental nature of bureaucratic models.

The Political Model

Based on case studies carried out at New York University in the late 1960's by Baldrige, the political model stresses function over form. It asserts that decision making (and ultimately the formation of policy) stems from recognizing and responding to conflict which grows out of differing social values and conditions. Baldrige saw power as belonging to small groups of elites and held that power bases constantly change as various interest groups exerted pressure. Thus, no one group was in control at all times (Decker).

In the political model, functional authority is engendered by conflict, which is viewed as normal and healthy, and becomes the basis for controlling the organization. While structure is present, the changing nature of power bases renders positional authority

ineffective. The leader is only as successful as are his negotiating and bargaining skills. After all, power rests not with him in this model but with the system itself.

Higher Education Application

Decker says that the basic construct behind the functional nature of the political model is the inevitability of conflict between differing social values and present policy. He contends that out of these values, interest groups are formed which try to bring pressure upon campus policy makers. While it is possible that some groups may be already organized (and, indeed, may have a very formal structure): senates, departmental faculty and the like, it is just as likely that a group will form somewhat spontaneously in response to a particular policy or regulation, brought together by a common belief that change is necessary. Groups may be formed in response to a single issue, or several issues may be involved. For example, Richmond and Farmer (1974) listed the goal "protect the faculty" as the highest among the 31 goals they studied in American colleges (p. 119). Behind that goal may well have lain the belief that faculty rights and privileges had eroded in a number of areas. And it is when dissatisfaction becomes widespread, e.g., concern is expressed over several issues, that faculty move to exert maximum control. This can sometimes lead to collective bargaining and unionism.

In atmospheres fostered by faculty moves to gain control, administrative roles shift markedly and all vestiges of paternalism (with the president as authority figure by virtue of position, for example) often disappear. However, it is important to note that the political model can accommodate various degrees of faculty involvement, most of which will fall short of their attempts to take control over governance.

The Impact on Decision Making

The political model is based to a large extent on Baldrige's belief in the importance of:

1. Fluid participation: a process where decisions are made by those who persist. A small group of political elites govern most major decisions;

2. Interest groups: individuals who for one reason or another get involved with exerting influence on policy decisions. Once a decision has been made, these groups usually go in different directions until another unifying force brings them together again; and,

3. Natural conflict: society will be healthy and progress if conflict can flourish and cause the political confines to develop interaction within the social confines of society. Baldrige also knew that in certain organizations, inactivity would be the prevailing characteristic. When this was so, he believed that decisions would be left to the

administration. He also recognized that in certain instances decisions had to be negotiated and compromised between competing groups; and that on these occasions, formal or positional authority had a role to play.

The Relative Impact of Governance Models

Governance models tend to be rather like philosophies: while one admits to their existence, it is hard to tell precisely where their influence begins and where it ends. Kemer and Baldrige have commented that academic governance is a "tangled web of decision making" (1975, p. 13). Despite the ambiguities, however, one can usually discern the dominant governance model on most college campuses. This is not to contend that the models are mutually exclusive. McGrath and Grove argue that there is a linkage between the bureaucratic, collegial and political models on most college campuses, and that the three actually function together (1980):

The bureaucracy handled the formal procedures and maintained the stability that every organization needed. Because organizations do not remain constant, the political process was initiated when conflict arose or change was about to take place. As administrators and the leaders began to recognize the political model, the opportunity for a more dynamic system emerged. The collegial models began when leaders relied on the expertise of their faculties and staffs. As these groups participated in the decision-making process, they would garner greater harmony and support for acceptance of the ultimate decision. (p. 7)

Which of these models emerges as dominant depends on the individuals who comprise their ranks and may well be tied to the attitudes, values, and predispositions which they carry with them each and every day. In comparing the three governance models, Baldrige (see Figure 2.3) speaks to these underlying structures.

Summary

The involvement of faculty in decision making processes began on a large scale with the advent of the human relations model of administration in the late 1940's and early 1950's. Research which addressed the success of these faculty participative practices began soon thereafter in the public schools, following Coch and French's pioneering study in industry. Studies addressing faculty participation in decision making in higher education generally came much later, and many of these were conducted in community colleges.

For the most part, the results of these research efforts were inconclusive. That some studies found a homogeneity among faculty concerning their desire to participate in decision making and others did not suggests that the decisional states of deprivation, equilibrium, and saturation were tied to personal characteristics and differentially distributed throughout the school population. Higher education studies also found a lack of homogeneity among faculty with their involvement being related more to

	Political	Bureaucratic	Collegial
Basic Image	Political system	Hierarchical bureaucracy	Professional community
Change Processes	Primary concern	Minor concern	Minor concern
Conflict	View as normal: key to analysis of policy influence	View as abnormal: to be controlled by bureaucratic sanctions	Viewed as abnormal: eliminated in a "true community of scholars"
View of social structure	Pluralistic: fractured by subcultures and divergent interest groups	Unitary: integrated by the formal bureaucracy	Unitary: united by the "community of scholars"
Basic theoretical	Conflict theory Interest group theory Open systems theory Community power theory	Weberian bureaucratic model Classical formal systems model	Human relations approach to organizations Literature on professionalism
View of decision making	Negotiation, bargaining and political influence processes	Nationalistic, formal bureaucratic procedures	Shared, collegial decisions
Goal setting and policy: formulation or execution	Emphasis on formulation	Emphasis on execution	Unclear: probably more emphasis on formulation

Source: J. Victor Baldrige, Power and Conflict in the University (1971, p. 25).

Figure 2.3. Comparison of governance patterns.

position with the organizational hierarchy than to personal characteristics.

Since it has been demonstrated that faculty do not want to be involved in all kinds of decision making, models have been developed to inform them concerning when and under what conditions their involvement will be called for. One of the earliest and best known models was developed by Bridges and is based on administrators' responding to subordinates' "zones of indifference."

Whether decision making models are employed or not will be determined largely by administrators. Few studies have been conducted to determine the perceptions of administrators vis-à-vis those of faculty concerning the latter's participation in decision making. Those which have reflect a wide divergence of opinion, with administrators reporting faculty to be more involved in decision making than do faculty themselves.

Faculty governance models, although by no means totally compelling, do influence the conduct and behavior of organizational members. Three representative models are: the bureaucratic, the collegial, and the political. The bureaucratic model is a formal structure with defined patterns of activities that are related to functions spelled out in law and policy decisions. The collegial model, on the other hand, is based on shared authority and a dynamic of consensus. And finally the political model asserts that

decision making (and ultimately the formation of policy) stems from recognizing and responding to conflict which grows out of differing social values.

While these models usually peacefully coexist on most college campuses, one generally emerges as the dominant pattern. Baldrige has compared these models according to (1) basic image, (2) change processes, (3) conflict, (4) view of social structure, (5) basic theoretical foundations, (6) view of decision making, and (7) goal setting and policy: formation and execution.

It is, thus, from this conceptual setting that the researcher has approached this study, realizing that the works mentioned in this chapter--as well as innumerable others which were not uncovered--have made his work possible.

CHAPTER 3

Research Methods and Procedures

Introduction

The research methods and procedures outlined in the study are described in this chapter. Discussed are the choice of a research methodology, the selection of a sample, the description of an instrument, the procedures followed in gathering the data, and the plan for analyzing the data.

Research Methodology

This was a descriptive study which utilized a survey methodology. Borg and Gall (1983) commented on this research methodology as follows:

Survey research is a distinctive research methodology that owes much of its recent development to the field of sociology. Considered as a method of systematic data collection, though, surveys have a long historical tradition. The contribution of twentieth-century sociologists such as Lazarfeld, Hyman and Staffer was to link instruments of data collection (e.g., questionnaires and interviews) to a logic and to statistical procedures for analyzing these kind of data. (p. 404)

While descriptive studies can be used to explore causal relationships, they cannot confirm them. At best they can be used to clarify relationships between variables. The problem of this study was to determine if there was a significant difference between the expressed perceptions of selected community college faculty and administrators concerning the extent to which faculty "actually are"

involved in decision making and the extent to which they "ought to be" involved in decision making. The fact that a faculty member or administrator holds a particular perception, for example, does not confirm that it is held because of his/her professorial rank or administrative position. However, it does provide the researcher with information which will allow for statistical relationships to be described.

Selection of the Sample

Lists of all full-time faculty and administrators in the positions of directors, associate directors, assistant directors for student services and division chairs were provided by each of the 14 colleges in the University of Kentucky Community College System. Five hundred and two faculty and 106 administrators were identified. In order to facilitate the collection of data, the process of random sampling was used for selecting both faculty and administrators. Each faculty member and administrator was assigned a number beginning with 001 and running consecutively until all names were assigned numbers. Two hundred fifty-one faculty and 53 administrators were then selected using a table of random numbers (Borg & Gall). These groups were identified as the samples from the target population. The data acquired, analyzed and interpreted in the study came from these randomly selected groups.

Instrument

Faculty Questionnaire

The faculty questionnaire used in the study was based on a similar instrument developed by three prominent researchers: Robert O. Berdahl, Director, and Stewart Edelstein, Member, Institute for Research and Higher and Adult Education, University of Maryland, and John Robinson, Director, University of Maryland survey research. The instrument was developed for the Faculty Affairs Committee of the Maryland State Board for Higher Education for the purpose of surveying faculty and administrators in a 1982 study of the faculty role in campus governance.

Berdahl, in attesting to the value of the questionnaire in the survey process, said he knew of "no other better survey instrument." Given the expertise of Berdahl, Edelstein and Robinson, it was felt that both the reliability and validity of the instrument have been adequately demonstrated. However, as a further test, the questionnaire was submitted to an advanced research class at East Tennessee State University for analysis. This group concluded that the questionnaire was both valid and reliable for use in this study.

The questionnaire asked respondents to rate on a 5-point scale (0-4; with 0 representing "no involvement in decision making" and 4 representing "a very great deal of

involvement") the involvement they think faculty actually have and ought to have in the following areas:

- a. Faculty Matters (5 decisional statements)
- b. Academic Decisions and Policy (6 decisional statements)
- c. Administration (7 decisional statements)
- d. Student Services (4 decisional statements)
- e. System/State Control (5 decisional statements)

There was also a general category, which contained one decisional statement: overall faculty involvement.

Personal Data Sheet

The personal data sheet was developed by the researcher. It contained seven questions, which asked for demographic information from the respondents. The personal data sheet was analyzed by an advanced research class at East Tennessee State University and by a group of part-time faculty members at Southeast Community College in Cumberland, Kentucky for analysis. Both groups concluded that the personal data sheet was both valid and reliable for use in this study.

Procedures

The first step completed was to conduct a review of current literature so as to establish a conceptual background for the study. The review was primarily from the holdings of Sherrod Library, East Tennessee State University; however, other materials were secured through inter-library

loan, one of which was obtained from Australia by the Kentucky Department of Libraries.

Permission was then sought from Berdahl to modify and use the faculty questionnaire that he, Robinson and Edelstein had developed for use in the Maryland study of faculty governance (Appendix A). Concurrently, permission was sought from Charles T. Wethington, Jr., Chancellor, University of Kentucky Community College System, to conduct the study in that system (Appendix C). Permission was subsequently granted by both Berdahl and Wethington (Appendix B, Appendix D).

After the sample to be used in this study had been selected, the researcher distributed to each selected faculty member and administrator the following items:

1. a cover letter, explaining the purpose of the study and encouraging participation (Appendix E);
2. a copy (combined) of the personal data sheet and faculty questionnaire (Appendix F); and
3. a self-addressed, stamped envelope for the return of the instruments.

A 10% random sample was drawn from a list of individuals who had not returned their questionnaires after a 2-week period. Each was contacted and asked to respond to the questions on the data sheet and questionnaire. In addition, each was asked if there were additional comments he/she wished to make.

The returned instruments were scored by the researcher, and proper statistical procedures were then applied to the data.

Hypotheses

1H₀ There will be no significant difference between the expressed perceptions of faculty concerning the decisions they actually made and those which they ought to make.

2H₀ There will be no significant difference between the expressed perceptions of administrators concerning the decisions which faculty actually make and those which they ought to make.

3H₀ There will be no significant difference between the expressed views of faculty and administrators concerning the degree to which faculty actually make decisions.

4H₀ There will be no significant difference between the expressed views of faculty and administrators concerning the degree to which faculty ought to make decisions.

5H₀ There will be no significant difference between the expressed perceptions of male and female faculty concerning the decisions faculty actually make.

6H₀ There will be no significant difference between the expressed perceptions of male and female faculty concerning the decisions faculty ought to make.

7H₀ There will be no significant difference between the expressed perceptions of male and female administrators concerning the decisions faculty actually make.

8H₀ There will be no significant difference between the expressed perceptions of male and female administrators concerning the decisions faculty ought to make.

9H₀ There will be no significant difference between the expressed perceptions of high ranking, middle ranking, and low ranking faculty concerning the decisions faculty actually make.

10H₀ There will be no significant difference between the expressed perceptions of high ranking, middle ranking, and low ranking faculty concerning the decisions faculty ought to make.

11H₀ There will be no significant difference between the expressed perceptions of high ranking, middle ranking, and low ranking administrators concerning the decisions faculty actually make.

12H₀ There will be no significant difference between the expressed perceptions of high ranking, middle ranking, and low ranking administrators concerning the decision faculty ought to make.

Statistical Analysis

The hypotheses of this study were stated in both the declarative and null form. For purposes of statistical

treatment, the null form of each hypothesis was tested. The use of the null hypothesis allows for the testing of data against chance expectation in that the form asserts that there is no significant difference between means.

The t test was used to determine if a significant difference existed in faculty and administrator perceptions in hypotheses 1 to 8, while an analysis of variance design was used in hypotheses 9-12.

The Setting for the Study

The data contained in Chapter 4 was compiled from a 50% random sample drawn from full time faculty and administrators (directors, associate directors, assistant directors for student services, assistant directors for fiscal affairs, and division chairs) in the colleges listed in Table 1.

In 1962 the General Assembly of Kentucky enacted legislation mandating the formation of a system of community colleges and entrusted the board of trustees of the University of Kentucky with the operation of the system (Hauselman & Tudor, 1985).

One of the reasons given for establishing the system under the University of Kentucky's control was that the institution was already operating four extension centers at Covington, Cumberland, Fort Knox and Henderson and had assumed administrative responsibility for the municipally-run

Ashland Junior Colleges. Each of these schools was redesignated as a community college following the General Assembly's authorizing legislation in 1964.

Table 1

Institutions Making Up the University of Kentucky Community College System

Name	Location	Entry into system
Ashland Community College	Ashland	1964*
Elizabethtown Community College	Elizabethtown	1964
Hazard Community College	Hazard	1968
Henderson Community College	Henderson	1964
Hopkinsville Community College	Hopkinsville	1965*
Jefferson Community College	Louisville	1968
Lexington Community College	Lexington	1965
Maysville Community College	Maysville	1968
Madisonville Community College	Madisonville	1968
Owensboro Community College	Owensboro	1986
Paducah Community College	Paducah	1968
Prestonsburg Community College	Prestonsburg	1964
Somerset Community College	Somerset	1965
Southeast Community College	Cumberland	1964*

* Initial members of the system.

Thus in creating a system of community colleges, the General Assembly abandoned the extension center philosophy of the program operated by the University of Kentucky and committed the state to a comprehensive 2-year college program. A three-fold function of career-oriented technical

programs, pre-baccalaureate education, and adult and continuing education was called for in the enabling legislation.

Since the creation of the community college system in 1964, two of its original members, Northern in Covington and Fort Knox, have changed status. The facilities of Northern Community College were transferred to the administrative control of the newly-formed Northern Kentucky State College (now University) on July 1, 1970, while Fort Knox Community College was changed to a 4-year residence instruction center under the control of the University of Kentucky's Dean of Instruction.

While two members have been lost, 11 have been added: Elizabethtown and Prestonsburg in 1964; Hopkinsville, Somerset and Lexington Technical Institute (now Community College), 1965; Jefferson in Louisville, Maysville, Hazard and Madisonville, 1968; Paducah, 1968; and Owensboro, 1986.

Enrollment in the community college system has increased markedly over the years, from 2,876 in 1964 to 25,649 in 1986. An analysis of enrollment by degree programs in the fall of 1985 revealed that 6,911 (29%) of the students were in transfer programs leading to baccalaureate degree, while 11,583 (48%) were enrolled in programs leading to an Associate of Applied Science degree. The remaining 5,273 (23%) were mostly part time students who had no degree objectives. Of the students enrolled in transfer programs,

4,441 (64%) were full-time, while in the technical programs, 5,119 (44%) of the enrollment was full-time (Hauselman & Tudor).

Kentucky's community colleges operate as an autonomous system with the determination and administration of its academic programs separate from those of the University of Kentucky. The chief administrative officer of the system is a chancellor who is directly responsible to the president of the University, although this has changed over the years. The community college head was initially designated as a dean and later as a vice-president.

Each of the 14 community colleges in Kentucky, accredited separately by the Southern Association of Colleges and Schools, is headed by a director as chief administrative officer and associate and assistant directors. Faculty, who may hold the rank of instructor, assistant professor, associate professor, and professor, are granted tenure within the system rather than at individual colleges.

While nationally community colleges have five major sources of income: local tax support, state support, federal support, student fees, and gifts, Kentucky's system of community colleges is almost completely supported by appropriations of the state legislature and student fees. In 1978-86, \$38,761,400 was expended on a system-wide basis for administration, maintenance and operation of physical

facilities, instruction, community services/education,
library and student activities (Hauselman & Tudor).

CHAPTER 4

Results of the Study

Introduction

The problem of this study was to determine if a significant difference existed between the expressed perceptions of selected community college faculty and administrators concerning the extent to which faculty "actually are" involved in decision making and the extent to which they "ought to be" involved in decision making.

The study was conducted among faculty and administrators in Kentucky's community colleges, a 14-member system under the auspices of the state's flagship institution, the University of Kentucky.

This chapter, which provides a detailed description of the setting for the study and an analysis of its findings, is divided into two parts:

1. a presentation of demographic data, taken from questions 1-7 on the personal data sheet; and
2. a report of the statistical findings from the testing of hypotheses, taken from questions 8 and 9 on the questionnaire.

Demographic Data

A total of 227 respondents returned the personal data sheet and questionnaire within a 2-week period. This represented a rate of return of 74.67%. Of this number,

185 (73.7%) were faculty, and 42 (79.3%) were administrators. Additionally, eight individuals who did not return the personal data sheet and questionnaire were contacted by phone, bringing the grand total to 235 (77.3%).

As Table 2 shows, the number of males and females participating in the study was almost identical. However, when one considers faculty and administrators separately, it is found that the differences are more pronounced. Female faculty respondents outnumbered males 96 (53%) to 85 (47%). The situation was reversed for administrators, with males outnumbering females 24 (60%) to 16 (40%).

Table 2

Sex of Respondents

Category	Number	Relative Frequency (Percentage)	Cumulative Frequency (Percentage)
Male	109	48.0	48.0
Female	112	49.4	97.4
Missing Data	6	2.6	100.0
Total	227	100.0	

The figures reported in Table 3 reveal that a larger number of low ranking faculty (instructors and assistant professors) participated in the study than did middle ranking (associate professors) or high ranking (professors) faculty. This was to be expected since Hauselman and Tudor

had reported this to be the largest faculty category in the community college system in 1984-85.

Table 3

Ranking of Faculty Respondents

Category	Number	Relative Frequency (Percentage)	Cumulative Frequency (Percentage)
Low ranking faculty	79	42.7	42.7
Middle ranking faculty	75	40.5	83.2
High ranking faculty	31	16.8	100.0
Total	185	100.0	

Legend: Low ranking = instructor and assistant professor.
 Middle ranking = associate professor.
 High ranking = professor.

As one might have expected, considering that their number in the community college system exceeds that for associate directors and directors combined, the percentage of division chairs (low ranking administrators) participating in the study was quite high (Table 4). It should be noted that division chairs hold faculty rank; however, for this study, they were considered as administrators.

Table 4

Ranking of Administrator Respondents

Category	Number	Relative Frequency (Percentage)	Cumulative Frequency (Percentage)
Low ranking administrators	23	54.8	54.8
Middle ranking administrators	10	23.8	78.6
High ranking administrators	9	21.4	100.0
Total	42	100.0	

Legend: Low ranking = division chairs.
Middle ranking = assistant director.
High ranking = associate directors and directors.

Although sex, rank (for faculty) and title/position (for administrators) were the only contextual variables with which questionnaires were compared, the researcher did gather additional personal information about the respondents. It is presented in summary form below:

1. Degrees Held by Respondents: Of the 227 participants, 164 (72.2%) held master's degrees; 35 (15.4%) held doctoral degrees; 17 (7.5%) held bachelor's degrees, and 11 (4.8%) held educational specialist degrees.

2. Age of Respondents: The age category containing the largest number of participants (89; 39.2%) was 30-39. This was followed by 73 (32.2%) in the 40-49 category, 44

(19.4%) in the 50-59 category, 15 in the 20-29 category (6.6%), and 6 (2.6%) in the 60-69 category.

3. Length of Time Respondents Have Spent in

Administrative Positions: Twenty-five (59.5%) of the participants (all of whom were administrators) reported having held their present position or a similar position less than 5 years; 5 (11.9%) reported spending 6-10 years as administrators; 4 (9.5%) reported spending 11-15 years as administrators; and 8 (19.0%) reported spending 16-20 years in administrative capacities.

4. Was Respondent's Highest Degree Earned in

Educational Administration: Of the 41 individuals responding to this question, 29 (70.7%) answered no and 12 (29.3%) answered yes.

Statistical Data

Hypothesis 1: There will be no significant difference between the expressed perceptions of faculty concerning the decisions they actually make and those which they ought to make.

As Table 5 reveals, a significant difference exists at the .05 level for each of the six decisional areas tested. Accordingly, the null hypothesis was rejected. The decisional area with the greatest difference in mean scores (1.5279) was System/State Control. The mean indicating actual involvement in decision making for this area ($\bar{X} = 0.8492$)

Table 5

Differences Between Actual and Preferred Faculty Involvement in Decision Making as Reported by Faculty for Six Decisional Areas

Decisional Area	N, Mean Scores, Differences in Means, Degrees of Freedom, for Faculty Perceptions of Actual and Preferred Decision Making Involvement (N = 185)				
	Actual	Preferred	Difference	DF	P
A. Appointment, Promotion and Tenure	1.6609	2.7996	-1.1387	184	0.000*
B. Academic Decisions	2.4443	3.2263	-0.7820	184	0.000*
C. Administration	1.7614	2.9570	-1.1956	184	0.000*
D. Student Affairs and Advisement	1.8635	2.8637	-1.0002	184	0.000*
E. System/State Control	0.8492	2.3771	-1.5279	184	0.000*
F. General	2.1027	3.0432	-0.9405	184	0.000*

Legend: Means derived from the following scale:

- 0 = no involvement
- 1 = a little involvement
- 2 = some involvement
- 3 = a great deal of involvement
- 4 = a very great deal of involvement

Actual = extent to which faculty are actually involved in decision making

Preferred = extent to which faculty ought to be involved in decision making

* $p \leq .05$ (t test for dependent samples, two-tailed)

reveals that faculty do not think they have even "a little involvement" in this area. They prefer "a great deal of involvement" ($\bar{X} = 3.0432$) in such things as formulation of state, university and community college system policies and regulations.

While the greatest discrepancy between means was recorded for System/State Control, the decisional area showing the greatest degree of congruency was Academic Decisions, where the difference was 0.7820. It should be noted that this area included such items as curriculum and degree requirements, grades given to students, new course offerings, and types of degree offerings. It is not surprising, then, that the greatest actual involvement ($\bar{X} = 2.4443$) was recorded for this area, since traditionally faculty have exercised more control over curriculum, grades and degree offerings than they have over other areas.

The General decisional area, which asked for perceptions of overall faculty involvement, revealed that respondents desired to move from an actual state of "some involvement" ($\bar{X} = 2.1027$) to the preferred state of "a great deal of involvement" ($\bar{X} = 3.0432$).

Hypothesis 2: There will be no significant difference between the expressed perceptions of administrators concerning the decisions which faculty actually make and those which they ought to make.

The null hypothesis was rejected since, as is revealed by Table 6, a significant difference existed between each of the six decisional areas tested. As was reported by faculty, the decisional area showing the greatest discrepancy between actual and preferred faculty involvement was System/State Control. The actual mean for this area was 1.1964 (indicating slightly more than "a little involvement") while the preferred mean was 2.3333 (indicating slightly more than "some involvement").

Although the differences between the actual and preferred means reported for administrators is not as great as that reported for faculty in any decisional area other than System/State Control, it is still worth noting that these differences are significant at the .01 level and that in effect administrators are saying faculty need to be involved in more decision making. Perhaps this congruency between the perceptions of faculty and administrators can be explained partly by the fact that division chairs (low ranking administrators) retain faculty rank and often teach while serving in this administrative role.

Hypothesis 3: There will be no significant difference between the expressed perceptions of faculty and administrators concerning the degree to which faculty actually make decisions.

Table 6

Differences Between Actual and Preferred Faculty Involvement in Decision Making as Reported by Administrators for Six Decisional Areas

Decisional Area	N, Mean Scores, Differences in Means, Degrees of Freedom for Administrator Perceptions of Actual and Preferred Faculty Decision Making Involvement (N = 42)				
	Actual	Preferred	Difference	DF	P
A. Appointment, Promotion and Tenure	2.2952	2.8190	-0.5238	41	0.000*
B. Academic Decisions	2.8090	3.2583	-0.4493	41	0.000*
C. Administration	2.4645	3.0900	-0.6255	41	0.000*
D. Student Affairs and Advisement	2.1088	2.7424	-0.6336	41	0.000*
E. System/State Control	1.1964	2.3333	-1.1369	41	0.000*
F. General	2.4762	2.8810	-0.4048	41	0.001*

Legend: Means derived from the following scale:

0 = no involvement

1 = a little involvement

2 = some involvement

3 = a great deal of involvement

4 = a very great deal of involvement

Actual = extent to which faculty are actually involved in decision making

Preferred = extent to which faculty ought to be involved in decision making

* $p \leq .05$ (t test for dependent samples, two-tailed)

Table 7

Differences Between the Perceptions of Faculty and Administrators Concerning the Extent to Which Faculty Are Actually Involved for Six Decisional Areas

Decisional Areas	N, Mean Scores, Differences in Means, Degrees of Freedom for Faculty and Administrator Perceptions of Actual Faculty Involvement in Decision Making				
	Faculty (N = 185)	Administrators (N = 42)	Difference	DF	P
A. Appointment, Promotion and Tenure	1.6609	2.2952	-0.6343	65.76	0.000*
B. Academic Decisions	2.4443	2.8090	-0.3647	62.59	0.004*
C. Administration	1.7614	2.4695	-0.7081	65.30	0.000*
D. Student Affairs and Advisement	1.8635	2.1088	-0.2453	59.48	0.090
E. System/State Control	0.8492	1.1964	-0.3472	59.05	0.011*
F. General	2.1027	2.4762	-0.3735	63.58	0.009*

Legend: Means derived from the following scale:

- 0 = no involvement
- 1 = a little involvement
- 2 = some involvement
- 3 = a great deal of involvement
- 4 = a very great deal of involvement

* $p \leq .05$ (t test for independent samples, two-tailed)

Since there was a significant difference at the .05 level in 5 of 6 decisional areas tested, the null hypothesis was rejected. The decisional area where there was no significant difference found between the perceptions of faculty and administrators was Student Affairs and Advisement. Thus, it can be assumed that these two groups are in agreement concerning the extent to which faculty are actually involved in decision making for such items as academic discipline, student activities and organizations, the assignment of advisees, and the number of advisees assigned.

However, in no other decisional area did agreement exist. The gap was most pronounced in the Administration decisional area, where a difference in means of 0.7081 was found. The difference is almost as great in the Appointment, Promotion, and Tenure decisional area (0.6343). These differences in perception are recorded for areas which include faculty salary matters, evaluation of faculty, selection of top administrators, involvement in budgeting, and campus planning. It seems clear that administrators think faculty have far more involvement with such matters than do faculty themselves.

Hypothesis 4: There will be no significant difference between the expressed perceptions of faculty and administrators concerning the extent to which faculty ought to be involved in decision making.

Table 8

Differences Between the Perceptions of Faculty and Administrator Concerning the Extent to Which Faculty Ought to Be Involved for Six Decisional Areas

Decisional Areas	N, Mean Scores, Differences in Means, Degrees of Freedom of Faculty and Administrator Perceptions of the Extent to Which Faculty Ought to Be Involved in Decision Making				
	Faculty (N = 185)	Administrators (N = 42)	Difference	DF	P
A. Appointment, Promotion and Tenure	2.7996	2.8190	-0.0194	59.91	0.860
B. Academic Decisions	3.2263	3.2583	-0.0320	60.66	0.721
C. Administration	2.9570	3.0900	-0.1330	56.32	0.259
D. Student Affairs and Advisement	2.8637	2.7424	0.1213	54.96	0.345
E. System/State Control	2.3771	2.3333	0.0438	61.52	0.768
F. General	3.0432	2.8810	0.1622	68.74	0.099

Legend: Means derived from the following scale:

- 0 = no involvement
- 1 = a little involvement
- 2 = some involvement
- 3 = a great deal of involvement
- 4 = a very great deal of involvement

* $p \leq .05$ (t test for independent samples, two-tailed)

There was no significant difference found at the .05 level for either of the six decisional areas tested; therefore, the researcher failed to reject the null hypothesis. Interestingly, while mean scores for faculty and administrators are closely grouped for this hypothesis, the differences which do exist go in two directions. For example, administrators have higher means than faculty in the following decisional areas: Appointment, Promotion and Tenure, Academic Decisions, and Administration; whereas, faculty have higher means in these areas: Student Affairs and Advisement, System/State Control, and General. What is important to note, however, is that faculty and administrators are in relative agreement concerning the extent to which faculty ought to be involved in decision making.

Hypothesis 5: There will be no significant difference between the expressed perceptions of male and female faculty concerning the decisions faculty actually make.

As is revealed by Table 9, there was a significant difference at the .05 level in one of the six decisional areas tested. This requires that the null hypothesis be rejected. Significant difference was recorded in the General decisional area, which contained one statement: overall faculty involvement. In all other decisional areas, the mean scores for male and female faculty showed congruency, indicating (despite the fact that the researcher failed to

Table 9

Differences Between the Perceptions of Male and Female Faculty Concerning the Extent to Which Faculty Are Actually Involved for Six Decisional Areas

Decisional Area	N, Mean Scores, Differences in Means, Degrees of Freedom of Male and Female Faculty Perceptions of Actual Decision Making Involvement by Faculty				
	Male (N = 85)	Female (N = 96)	Difference	DF	P
A. Appointment, Promotion and Tenure	1.6878	1.6417	0.0461	169.95	0.670
B. Academic Decisions	2.4280	2.4372	-0.0092	165.00	0.932
C. Administration	1.7255	1.7847	-0.0592	172.15	0.602
D. Student Affairs and Advisement	1.9053	1.8417	0.0536	170.84	0.602
E. System/State Control	0.7906	0.8948	-0.1042	169.40	0.356
F. General	1.9529	2.2083	-0.2554	173.17	0.045*

Legend: Means derived from the following scale:

- 0 = no involvement
- 1 = a little involvement
- 2 = some involvement
- 3 = a great deal of involvement
- 4 = a very great deal of involvement

* $p \leq .05$ (t test for independent samples, two-tailed,

reject the null hypothesis) that there was considerable agreement between these two groups concerning the extent to which faculty are actually involved in decision making.

Hypothesis 6: There will be no significant difference between the expressed perceptions of male and female faculty concerning the decisions faculty ought to make.

There was no significant difference found at the .05 level for either of the six decisional areas tested. Accordingly, the researcher failed to reject the null hypothesis. Although no significant differences were recorded, Table 10 shows that in 5 of the 6 decisional areas, the mean for females was greater than that recorded for males. In no case was the difference between mean scores greater than 0.1430, indicating strong agreement between male and female faculty concerning the extent to which faculty ought to be involved in decision making.

Hypothesis 7: There will be no significant difference between the expressed perceptions of male and female administrators concerning the decisions faculty actually make.

The researcher failed to reject the null hypothesis since no significant difference was found for any of the decisional areas tested. In no case was the difference between the mean scores for male and female administrators greater than 0.3417. As was true for male and female

Table 10

Differences Between the Perceptions of Male and Female Faculty Concerning the Extent to Which Faculty Ought to Be Involved for Six Decisional Areas

Decisional Area	N, Mean Scores, Differences in Means, Degrees of Freedom of Male and Female Faculty Perceptions of Decisions in Which Faculty Ought to Be Involved				
	Male (N = 85)	Female (N = 96)	Difference	DF	P
A. Appointment, Promotion and Tenure	2.8376	2.7680	0.0690	177.64	0.443
B. Academic Decisions	3.1720	3.2837	-0.1117	160.26	0.143
C. Administration	2.8992	3.0137	-0.1145	169.24	0.208
D. Student Affairs and Advisement	2.8000	2.9430	-0.1430	174.50	0.132
E. System/State Control	2.3512	2.4096	-0.0584	174.49	0.653
F. General	3.0000	3.0729	-0.0729	178.22	0.441

Legend: Means derived from the following scale:

- 0 = no involvement
- 1 = a little involvement
- 2 = some involvement
- 3 = a great deal of involvement
- 4 = a very great deal of involvement

* $p \leq .05$ (t test for independent samples, two-tailed)

Table 11

Differences Between the Perceptions of Male and Female Administrators Concerning the Extent to Which Faculty Are Actually Involved for Six Decisional Areas

Decisional Area	N, Mean Scores, Differences in Means, Degrees of Freedom of Male and Female Administrator Perceptions of Actual Decision Making Involvement by Faculty				
	Male (N = 24)	Female (N = 16)	Difference	DF	P
A. Appointment, Promotion and Tenure	2.3250	2.2750	0.0500	35.85	0.809
B. Academic Decisions	2.8179	2.7300	0.0879	36.05	0.693
C. Administration	2.3308	2.6475	-0.3167	35.33	0.155
D. Student Affairs and Advisement	2.1175	2.1406	-0.0231	33.71	0.934
E. System/State Control	1.1354	1.3500	-0.2146	28.81	0.423
F. General	2.3333	2.6750	-0.3417	37.98	0.237

Legend: Means derived from the following scale:

- 0 = no involvement
- 1 = a little involvement
- 2 = some involvement
- 3 = a great deal of involvement
- 4 = a very great deal of involvement

* $p \leq .05$ (t test for independent samples, two-tailed)

faculty who responded to this question, administrators recorded the highest actual faculty involvement in decision making to be in the Academic decisional area and the lowest to be in the System/State Control decisional area.

Hypothesis 8: There will be no significant difference between the expressed perceptions of male and female administrators concerning the decisions faculty ought to make.

As is revealed by Table 12, there was a significant difference at the .05 level in two of the six decisional areas tested, and the null hypothesis was, thus, rejected. The two decisional areas where a significant difference was found (Administration and General) indicate that female administrators think faculty should be involved in decision making to a greater extent than do males. Interestingly, female administrators had a higher mean for preferred faculty involvement in Administration than for any other decisional area. This marked the first instance where either the actual or preferred mean for the Academic decisional area has been exceeded by the mean from another area.

Hypothesis 9: There will be no significant difference between the expressed perceptions of high-ranking, middle-ranking, and low-ranking faculty concerning the decisions faculty actually make.

Table 12

Differences Between the Perceptions of Male and Female Administrators Concerning the Extent to Which Faculty Ought to Be Involved for Six Decisional Areas

Decisional Area	N, Mean Scores, Differences in Means, Degrees of Freedom of Male and Female Administrators Perceptions of Decisions in Which Faculty Ought to Be Involved				
	Male (N = 24)	Female (N = 16)	Difference	DF	P
A. Appointment, Promotion and Tenure	2.7833	2.8675	-0.0842	28.02	0.727
B. Academic Decisions	3.2221	3.2825	-0.0604	37.03	0.716
C. Administration	2.8367	3.4462	-0.6095	37.91	0.003*
D. Student Affairs and Advisement	2.6012	2.8906	-0.2894	38.00	0.215
E. System/State Control	2.0583	2.6175	-0.5592	28.31	0.051
F. General	2.7083	3.1250	-0.4167	36.89	0.010*

Legend: Means derived from the following scale:

- 0 = no involvement
- 1 = a little involvement
- 2 = some involvement
- 3 = a great deal of involvement
- 4 = a very great deal of involvement

* $p \leq .05$ (t test for independent samples, two-tailed)

Table 13

Differences Among the Perceptions of High, Middle, and Low Ranking Faculty Concerning the Extent to Which Faculty Are Actually Involved for Six Decisional Areas

Decisional Area	N, Mean Scores, F Ratio, and Level of Significance of High, Middle, and Low Ranking Faculty Perceptions of Actual Decision Making Involvement by Faculty				
	High Faculty (N = 31)	Middle Faculty (N = 74)	Low Faculty (N = 79)	F	P
A. Appointment, Promotion and Tenure	1.8194	1.6711	1.5949	1.108	0.3324
B. Academic Decisions	2.5655	2.5023	2.3521	1.307	0.2733
C. Administration	1.8452	1.8090	1.6952	0.638	0.5294
D. Student Affairs and Advisement	1.7823	1.9054	1.8639	0.253	0.7771
E. System/State Control	0.8968	0.7919	0.8924	1.286	0.6639
F. General	2.1290	2.1757	2.0380	0.511	0.6008

Legend: Means derived from the following scale: (analysis of variance, one-way)

- 0 = no involvement
- 1 = a little involvement
- 2 = some involvement
- 3 = a great deal of involvement
- 4 = a very great deal of involvement

High faculty = professors

Middle faculty = associate professors

Low faculty = instructors and assistant professors

Since there were no significant differences recorded for either of the six decisional areas tested, the null hypothesis was rejected. Even though no significant differences were found, low ranking faculty (instructors and assistant professors) had lower mean scores than did either middle ranking faculty (associate professors) or high ranking faculty (professors) in each of the decisional areas tested. At the other end of the extreme, high ranking faculty had the highest mean scores for the three groups tested in four of six areas. All three groups had their highest mean scores in the Academic decisional area and their lowest score in the System/State Control decisional area.

Hypothesis 10: There will be no significant difference between the expressed perceptions of high ranking, middle ranking, and low ranking faculty concerning the decisions faculty ought to make.

As was the case with Hypothesis 9, there was no significant difference found at the .05 level for either of the six decisional areas tested, resulting in the rejection of the null hypothesis. Once again, the Academic decisional area had the highest mean for each group tested, while the System/State Control area again had the lowest mean.

Table 14

Differences Among the Perceptions of High, Middle, and Low Ranking Faculty
Concerning the Extent to Which Faculty Ought to Be Involved for Six Decisional Areas

Decisional Area	N, Mean Scores, F Ratio, and Level of Significance of High, Middle, and Low Ranking Faculty Perceptions of Decisions in Which Faculty Ought to Be Involved				
	High Faculty (N = 31)	Middle Faculty (N = 74)	Low Faculty (N = 79)	F	P
A. Appointment, Promotion and Tenure	2.9290	2.8315	2.7266	1.286	0.2790
B. Academic Decisions	3.1832	3.2795	3.2027	0.574	0.5643
C. Administration	3.1235	2.9663	2.8913	1.615	0.2017
D. Student Affairs and Advisement	2.8481	2.8391	2.8943	0.149	0.8615
E. System/State Control	2.3194	2.4196	2.3749	0.150	0.8612
F. General	3.0645	3.0946	3.0000	0.428	0.6525

Legend: Means derived from the following scale:

0 = no involvement

1 = a little involvement

2 = some involvement

3 = a great deal of involvement

4 = a very great deal of involvement

High faculty = professors

Middle faculty = associate professors

Low faculty = instructors and assistant professors

* $p \leq .05$

(analysis of variance, one-way)

Table 15

Differences Among the Perceptions of High, Middle, and Low Ranking Administrators
Concerning the Extent to Which Faculty Are Actually Involved for Six Decisional Areas

Decisional Area	N, Mean Scores, F Ratio, and Level of Significance of High, Middle, and Low Ranking Administrators' Perceptions of Actual Decision Making Involvement by Faculty				
	High Admin. (N = 9)	Middle Admin. (N = 10)	Low Admin. (N = 22)	F	P
A. Appointment, Promotion and Tenure	2.7111	2.5800	1.9818	6.915	0.0027*
B. Academic Decisions	3.2222	2.9630	2.5614	3.496	0.0404*
C. Administration	2.9578	2.7120	2.1486	6.603	0.0035*
D. Student Affairs and Advisement	2.6389	2.4320	1.7500	5.431	0.0084*
E. System/State Control	1.3556	1.4450	1.0545	1.045	0.3614
F. General	2.8889	2.6000	2.2273	2.407	0.0958

Legend: Means derived from the following scale:

0 = no involvement

1 = a little involvement

2 = some involvement

3 = a great deal of involvement

4 = a very great deal of involvement

High administrators = directors and associate directors

Middle administrators = assistant directors

Low administrators = division chairs

* $p \leq .05$

(analysis of variance, one-way)

Hypothesis 12: There will be no significant difference between the expressed perceptions of high ranking, middle ranking, and low ranking administrators concerning the decisions faculty ought to make.

As Table 61 revealed, there was no significant difference found at the .05 level for either of the six decisional areas tested; therefore, the researcher failed to reject the null hypothesis. No distinct pattern was discernable for the mean scores of the three groups as had been the case when administrators responded to actual faculty involvement in decision making. Thus, position/title appeared not to affect perceptions concerning the extent to which faculty ought to be involved in decisional making nearly so much as it affected perceptions concerning the extent to which faculty are actually involved in decision making.

Telephone Respondents

Eight individuals were contacted by telephone, representing a 10% random sample of those who did not return the personal data sheet/questionnaire within a 2-week period. An analysis of variance test was used to determine if significant differences existed at the .05 level between the mean scores for these respondents and those individuals who returned the questionnaire (N = 227). No significant difference was found for any of the decisional areas reported on in this study.

Table 16

Differences Among the Perceptions of High, Middle, and Low Ranking Administrators
Concerning the Extent to Which Faculty Ought to Be Involved for Six Decisional Areas

Decisional Area	N, Mean Scores, F Ratio, and Level of Significance of High, Middle, and Low Ranking Administrators' Perceptions of Decisions in Which Faculty Ought to Be Involved				
	High Admin. (N = 9)	Middle Admin. (N = 10)	Low Admin. (N = 22)	F	P
A. Appointment, Promotion and Tenure	2.8444	3.0800	2.6818	1.309	0.2820
B. Academic Decisions	3.4344	3.2600	3.1823	0.715	0.4955
C. Administration	3.1267	3.1810	3.0055	0.240	0.7881
D. Student Affairs and Advisement	2.7222	2.9180	2.6591	0.373	0.6908
E. System/State Control	2.3556	2.3200	2.2909	0.018	0.9826
F. General	3.0000	3.0000	2.7727	0.844	0.4381

Legend: Means derived from the following scale:

- 0 = no involvement
- 1 = a little involvement
- 2 = some involvement
- 3 = a great deal of involvement
- 4 = a very great deal of involvement

High administrators = directors and associate directors

Middle administrators = assistant directors

Low administrators = division chairs

* $p \leq .05$

(analysis of variance, one-way)

Table 17

Differences Between Responses of Initial and Telephone Respondents Concerning the Extent to Which Faculty Actually Are and Ought to Be Involved in Decision Making

Actual	Initial Resp.	Phone Resp.	DF	P
A. Appointment, Promotion and Tenure Decisions	1.7692	2.0250	1	0.3392
B. Academic Decisions	2.4963	2.9362	1	0.0958
C. Administration	1.8910	1.9300	1	0.8914
D. Student Affairs and Advisement	1.9145	1.7562	1	0.5916
E. System/State Control	0.9231	0.6500	1	0.3203
F. General	2.1644	2.3750	1	0.4938
Preferred				
A. Appointment, Promotion and Tenure Decisions	2.8006	2.8750	1	0.7438
B. Academic Decisions	3.2330	3.2125	1	0.9129
C. Administration	2.9888	2.7850	1	0.3701
D. Student Affairs and Advisement	2.8571	2.4063	1	0.0612
E. System/State Control	2.3850	1.9875	1	0.2076
F. General	3.0183	2.8750	1	0.5270

(analysis of variance, one-way)

Four of the individuals contacted by telephone said yes when asked, after responding to all of the questions on the survey instrument, if they wished to make additional comments. Their comments are as follows:

1. A male faculty member between the age of 30-39.

Involvement in decision making changes from administration to administration. With our last director, the faculty had little involvement; now we have more. People are happier and the college is doing better. With the previous director, our input was asked for but never used. Now it is asked for and used, but we have to live with the consequences.

2. A female faculty member between the ages of 30-39.

I want to be consulted about my area of expertise, which is nursing. I do not care to be involved in decisions involving other programs. I do not want the administration to infringe on my instructional autonomy or to get in the way of my teaching.

3. A male faculty member between the ages of 50-59.

Faculty are not involved enough in the hiring of new personnel, although community college regulations say they should be. More involvement is also needed in academic decisions. Division chairs sometimes make decisions and inform faculty; this is not involvement. I do not wish to be involved in all decisions, but I would like to be consulted on matters affecting my teaching and on the establishment of a quality educational program.

4. A male faculty member between the ages of 40-49.

I am particularly interested in academic decisions, those which affect my performance in the classroom. I also think

faculty should be consulted more about salary matters. It is unclear to me who makes salary decisions now.

CHAPTER 5

Summary, Conclusions, Implications and Recommendations

Summary

The problem of this study was to determine if a significant difference existed between the expressed perceptions of selected community college faculty and administrators concerning the extent to which faculty "actually are" involved in decision making and the extent to which they "ought to be" involved in decision making. Two sub-problems, dealing with the contextual variables of (1) sex and rank for faculty and (2) sex and title/position for administrators were also addressed.

A personal data sheet and questionnaire, the former developed by the researcher and the latter adapted from a survey instrument developed at the University of Maryland's Institute for Research in Higher and Adult Education, were used to gather data from a 50% random sampling of faculty and administrators (directors, associate directors, assistant directors, and division chairs) in the University of Kentucky Community College System.

The questionnaire measured perceptions of actual and preferred faculty involvement on a five-point scale in six decisional areas: Appointment, Promotion and Tenure Decisions, Academic Decisions, Administration, Student

Affairs and Advisement, System/State Control, and General.

The data were collected in 14 two-year institutions. Two hundred fifty-one faculty and 53 administrators were randomly selected to participate in the study. A total of 227 individuals returned the personal data sheet and questionnaire, 185 of whom were faculty and 42 of whom were administrators. Eight individuals who did not respond within a 2-week period were contacted by telephone, bringing the total number of participants to 235.

A breakdown by contextual variables showed that 112 females and 109 males participated in the study. Similarly, faculty and administrators were classified according to rank and position/title. For faculty the classification revealed that 79 were instructors or assistant professors (low ranking), 75 were associate professors (middle ranking), and 31 were professors (high ranking), while for administrators it showed that 23 were division chairs (low ranking), 10 were assistant directors (middle ranking), and 9 were associate directors and directors (high ranking).

Findings

The findings for each of the study's hypotheses are summarized below:

Hypothesis 1: A significant difference was found between the perceptions of faculty concerning actual and preferred faculty decision making. In each of the six

decisional areas tested, faculty felt they ought to be involved to a greater extent in decision making.

Hypothesis 2: A significant difference was found between the perceptions of administrators concerning actual and preferred faculty decision making. In each of the six decisional areas tested, administrators felt that faculty ought to be involved to a greater extent in decision making.

Hypothesis 3: A significant difference was found between the perceptions of faculty and administrators concerning the extent to which faculty were actually involved in decision making in five of six decisional areas. The area where no significant difference was found was Student Affairs and Advisement.

Hypothesis 4: No significant difference was found between the expressed perceptions of faculty and administrators concerning the extent to which faculty ought to be involved in decision making.

Hypothesis 5: No significant difference was found between the expressed perceptions of male and female faculty concerning the decisions faculty actually make in five of six decisional areas. Significant difference was found in the General decisional area, which measured perceptions of overall faculty involvement.

Hypothesis 6: No significant difference was found between the expressed perceptions of male and female faculty concerning the decisions faculty ought to make.

Hypothesis 7: No significant difference was found between the expressed perceptions of male and female administrators concerning the decisions faculty actually make.

Hypothesis 8: No significant difference was found between the expressed perceptions of administrators concerning the extent to which faculty ought to be involved in decision making in four of six decisional areas. The two decisional areas where a significant difference was found were Administration and General.

Hypothesis 9: No significant difference was found between the expressed perceptions of high ranking, middle ranking, and low ranking faculty concerning the decisions faculty actually make.

Hypothesis 10: No significant difference was found between the expressed perceptions of high ranking, middle ranking, and low ranking faculty concerning the decisions faculty ought to make.

Hypothesis 11: A significant difference was found between the expressed perceptions of high ranking, middle ranking, and low ranking administrators concerning the decisions faculty actually make in four of six decisional areas. The two decisional areas where a significant difference was found were System/State Control and General.

Hypothesis 12: No significant difference was found between the expressed perceptions of high ranking, middle

ranking, and low ranking administrators concerning the decisions faculty ought to make.

Although the results of the study found both faculty and administrators agreeing that faculty ought to be involved more than they are in decision making, it failed to confirm in all but a few instances a statistically significant difference in the expressed perceptions of male and female faculty and administrators or in those of high, middle, and low ranking faculty and administrators. From a relative standpoint, however, the results did reveal that low ranking faculty tended to see themselves as less involved in decision making than did either middle or high ranking faculty.

However, when actual involvement was compared with preferred involvement (decisions faculty ought to make), no clear pattern emerged. Each group appeared more decisionally deprived than did the other two in two of the six decisional areas tested.

There were significant differences between the perceptions of low, middle, and high ranking administrators in four of six decisional areas concerning decisions faculty actually make; and low ranking administrators had lower mean scores than did middle or high ranking administrators in each of the six decisional areas. It is important to note that the low ranking administrator category is made up entirely of division chairs, and that they comprised 54.8% of administrators tested. Division chairs, while clearly

fulfilling an administrative role within the community colleges of Kentucky, do hold faculty rank, and most teach at least two classes. Thus, the fact that they retain their faculty affiliation may have influenced their perceptions in this instance. Interestingly, there were no significant differences found between these groups concerning the decisions faculty ought to make in any of the areas tested. In each area, however, the greatest discrepancy between the actual and preferred mean was found in the low ranking administrator category.

The results of the study also revealed that faculty and administrators consistently rated actual faculty involvement in decision making to be greatest in the Academic decisional area, which included such things as curriculum and degree requirements, grades given to students, course and degree offerings and admission requirements. The smallest difference between faculty mean scores for actual and preferred involvement was also in this area, indicating a higher degree of satisfaction here than in any other area.

On the other hand, these two groups rated actual faculty involvement lowest in the System/State Control decisional area. This area included statements about policy making on different levels, the establishment of administrative regulations, and state legislation. The greatest difference between actual and preferred mean scores was found for both faculty and administrators in this area,

indicating less satisfaction here than in any other decisional area.

Conclusions

The conclusions which follow, while drawn from the research findings of this study, are descriptions of statistical relationships found; they do not confirm that perceptions are held because of the variables which were tested. Further, the results of the study are pertinent only to the University of Kentucky Community College System and should not be generalized to other populations.

1. Faculty want to be involved more in all aspects of decision making; this desire is greatest among instructors and assistant professors.

2. Administrators want faculty to be involved more in decision making, although the desire is not as great among directors, associate directors, and assistant directors as it is with division chairs.

3. The variable of sex has little influence on the perceptions of faculty and administrators concerning faculty involvement in decision making.

4. The decisional area where faculty exhibit the least decisional deprivation is Academic Decisions, indicating that they have greatest involvement with activities related to instruction.

5. Faculty and administrators are less satisfied with faculty involvement in System/State Control than in any other decisional area. Since this area involves the establishment of policy and regulation on the state level--Community College System, University of Kentucky, and the state legislature--the likelihood of involvement outside the formal structures already in existence would not appear to be great.

Implications

Implications for administrators and faculty suggested by this study are as follows:

1. The faculty desire for more involvement in decision making is a potentially volatile issue if left unaddressed. This does not suggest that faculty are actually deprived as decision makers; it does indicate, however, that it is their perception, whether fact or supposition, that this is the case.

2. The fact that the perceptions of division chairs seem to be closer to those of the faculty than to those of administrators suggests an important role for them as communicators and interpreters of current administrative positions and as facilitators of faculty involvement.

3. The perception held by instructors and assistant professors of a limited involvement in decision making is consistent with the findings of other researchers.

Both administrators and senior faculty should be cognizant of this relative state of decisional deprivation, for it could cover a myriad of potential problems.

Recommendations

There are several recommendations suggested by this study; some of these--especially those which call for action by administrators and faculty--are purposefully general. It is felt that a particular application should be left to individual colleges. The recommendations concerning additional study and consideration of faculty decision making are more specific, reflecting the researcher's interest in painting a more complete picture of this subject. The recommendations are

1. that more time be devoted to educating faculty about their involvement in the affairs of the college and that particular attention be given to distinguishing between their roles and those of administrators;

2. that colleges test the use of participative models as a way of informing faculty concerning when and under what conditions they will be involved in decision making;

3. that administrators review college governance patterns to determine the extent to which faculty participation in decision making has been institutionalized, and that they ensure that when faculty involvement is promised, it is provided;

4. that more time be spent to educate division chairs about the pivotal role they play at their colleges, and that they be encouraged to serve as interpreters/facilitators for faculty, especially instructors and assistant professors;

5. that colleges ensure that communication channels between administrators and faculty are kept open and that both groups strive to be disseminators as well as receivers of information;

6. that the data from this study be further analyzed to determine (a) the college with the highest degree of faculty satisfaction concerning decision making and (b) the college with the lowest degree of faculty satisfaction concerning decision making; and that follow-up studies then be carried out to isolate and document those characteristics which appear to account for differences, with particular attention being paid to governance patterns;

7. that a study be undertaken to determine the dominant governance pattern at each of the colleges studied and that relationships be explored between these patterns and faculty satisfaction with decision making;

8. that this study be replicated among the other public colleges in Kentucky to determine similarities and/or differences between them and the community colleges;

9. that this study be replicated in community colleges in other areas of the country to determine similarities and/or differences;

10. that when future studies are conducted, "involvement" be defined as an operational variable so that participants can respond from the same frame of reference;

11. that statistical tests be run to determine the relationship, if any, between faculty perceptions and the highest degree they have received (particularly one in educational administration); and

12. that statistical tests be run to determine the relationship, if any, between the size of community colleges and faculty and administrator perceptions concerning decision making.

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APPENDICES

APPENDIX A

**LETTER REQUESTING PERMISSION
TO USE QUESTIONNAIRE**



East Tennessee State University
College of Education

Department of Supervision and Administration • Box 19000A • Johnson City, Tennessee 37614-0002 • (615) 929-4415, 4430

June 17, 1986

Dr. Robert Berdahl, director
Institute for Research in Higher and Adult Education
University of Maryland
College Park, MD.

Dear Dr. Berdahl:

I am beginning work on a doctoral dissertation to examine the extent to which faculty are involved in decision making processes in the University of Kentucky's Community College System. My search for an instrument with which to survey faculty and administrators led me to a questionnaire which you developed for the Faculty Affairs Committee to the Maryland State Board of Education in 1982.

Since questions 8 and 9 on this questionnaire appear to elicit much of the same information which I will be seeking, I would like your permission to use these questions as part of my survey instrument.

I would also appreciate your explaining to me—for purposes of establishing the face validity of the questionnaire--the way in which it was developed, the number of individuals to whom it was administered, and your personal opinion about its value in the survey process.

I very much appreciate your willingness to assist me in this matter and will be happy, should you so desire, to provide you with a report of my findings.

Sincerely,

A handwritten signature in cursive script that reads "W. Bruce Ayers".

W. Bruce Ayers
Doctoral Fellow

APPENDIX B

CONSENT FORM FROM UNIVERSITY OF MARYLAND

Consent Form

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I hereby grant W. Bruce Ayers permission to modify and use a questionnaire which was developed for use by the Faculty Affairs Committee to the Maryland State Board of Education in 1982.



I understand that Mr. Ayers will particularize the questionnaire for the University of Kentucky's Community College System.

Robert Berdahl

(Signature)

Dr. Robert Berdahl, Director
Institute for Research in
Higher and Adult Education
University of Maryland
College Park, MD

July 17, 1986

(Date)

APPENDIX C

**LETTER REQUESTING PERMISSION TO CONDUCT THE
STUDY IN THE UNIVERSITY OF KENTUCKY
COMMUNITY COLLEGE SYSTEM**



East Tennessee State University
College of Education

Department of Supervision and Administration • Box 19000A • Johnson City, Tennessee 37614-0002 • (615) 929-4415, 4430

June 17, 1986

Dr. Charles T. Wethington, Jr., Chancellor
University of Kentucky Community College System
Breckenridge Hall
Lexington, Kentucky 40506

Dear Dr. Wethington:

I am nearing the dissertation stage in my doctoral program at East Tennessee State University and would like to request your permission to use faculty and administrators in the community college system as the population for my study.

The problem of the study will be to determine if significant differences exist between the views of community college faculty members and administrators (directors, associate directors, and division chairs) concerning the extent to which faculty "actually are" involved in decision-making and the extent to which they "ought to be" involved in decision-making. Several sub-problems, dealing with such things as age, sex, years of experience, and rank will also be dealt with.

The questionnaire I propose to use is based on a similar instrument used by the Faculty Advisory Committee to the Maryland State Board of Education in 1983 to determine the faculty role in campus governance (see attached copy). While the Maryland study served to establish the validity of the instrument, I propose to further field test it at Southeast Community College. (Please feel free to recommend changes you think need to be made in the instrument.)

Should you approve, I would like to administer the questionnaire to all faculty and administrators sometime in October. I am prepared to mail the questionnaires, but it would save me considerable postage expense if they could be distributed through campus mail.

I view this study as a preliminary step toward the development of a decision-making model that could be used in higher education, something which I see as a possible buffer to the movement toward unionism and collective bargaining on many college campuses.

Dr. Charles T. Wethington, Jr.-2

I know the community college system has been studied a lot and if you feel this would come at a bad time or be viewed as an unnecessary intrusion, I will understand, I do hope, however, that this will not be the case.

Sincerely,



W. Bruce Ayers
Doctoral Fellow

Enclosure

APPENDIX D

**LETTER GRANTING PERMISSION FOR THE STUDY
TO BE CONDUCTED IN THE UNIVERSITY OF
KENTUCKY COMMUNITY COLLEGE SYSTEM**

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506-0056

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OFFICE OF THE CHANCELLOR

BRECKINRIDGE HALL

September 10, 1986

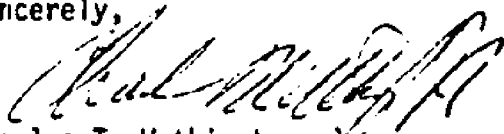
W. Bruce Ayers
Southeast Community College
Cumberland, KY 40823

Dear Bruce:

This letter is to officially grant you permission to conduct a doctoral study in the Community College System. After discussion with the Directors of each of the colleges today, it was apparent that interest was there to assist you with your study.

Good luck as you continue your work.

Sincerely,



Charles T. Wethington, Jr.
Chancellor

r/c

APPENDIX E

LETTER ASKING INDIVIDUALS TO PARTICIPATE IN THE STUDY



**East Tennessee State University
College of Education**

Department of Supervision and Administration • Box 19000A • Johnson City, Tennessee 37614-0002 • (615) 929-4415, 4430

September 17, 1986

Dear Community College Faculty Member/Administrator:

This letter is to request your participation in a research study which I have undertaken to gather data for my doctoral dissertation at East Tennessee State University.

The problem of the study is to determine if significant differences exist between the expressed perceptions of community college faculty members and administrators (directors, associate director, assistant directors, and division chairs) concerning actual and preferred faculty involvement in decision making.

May I ask that you complete the attached questionnaire and return it in the enclosed envelope to the individual whose name is at the bottom of this letter. You will notice that the questionnaire is short. My calculations indicate that it should take no more than ten minutes to complete.

Please know that in completing the questionnaire you are assured confidentiality. Further, the data will be analyzed for the system as a whole and not for individual community colleges. As is true in all projects of this nature, free access to the information obtained in the study must be given to the Secretary of the Department of Human Services and to the East Tennessee State University Institutional Review Board. In the unlikely event access is sought, respondent confidentiality will be maintained.

A word about myself: I have worked at Southeast Community College since 1969 in a number of different positions, both faculty and administrative. Presently, I serve as chair of the Division of English and humanities.

Thank you very much for your help.

Sincerely,

W. Bruce Ayers

APPENDIX F

PERSONAL DATA SHEET/QUESTIONNAIRE

QUESTIONNAIRE

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FOR

SELECTED FACULTY AND ADMINISTRATORS

UNIVERSITY OF KENTUCKY COMMUNITY COLLEGE SYSTEM

Directions: Please complete the following items by checking the one applicable response.

1. Sex

- 1. Male
- 2. Female

Questions 5 through 7
should be answered by
Administrators only

2. Age

- 1. 20-29
- 2. 30-39
- 3. 40-49
- 4. 50-59
- 5. 60-69

3. Highest Degree Obtained

- 1. Bachelor's
- 2. Master's
- 3. Educational Specialist
- 4. Doctoral

Question 4 should be
answered by Faculty
only

4. Rank

- 1. Instructor
- 2. Assistant Professor
- 3. Associate Professor
- 4. Professor

5. Title

- 1. Director
- 2. Associate Director
- 3. Assistant Director
for Student Services
- 4. Assistant Director
for Fiscal Affairs
- 5. Division Chair

6. Length of Time in Present
or Similiar Administrative
Position

- 1. 0-5 years
- 2. 6-10 years
- 3. 11-15 years
- 4. 16-20 years

7. Was Your Highest Earned
Degree in the Field of
Educational Administration?

- 1. Yes
- 2. No

Please turn the page to answer questions 8 and 9.

8. How much involvement do you think faculty members actually have in the following decision making areas within your college?

Please circle your answer

	A Very Great Deal of Involvement	A Great Deal of Involvement	Some Involvement	A Little Involvement	No Involvement
a. Appointment, Promotion and Tenure Decisions					
1. Appointment of new faculty	4	3	2	1	0
2. Promotion and tenure decisions	4	3	2	1	0
3. Termination of faculty	4	3	2	1	0
4. Faculty salary matters	4	3	2	1	0
5. Evaluation of faculty	4	3	2	1	0
b. Academic Decisions					
6. Curriculum and degree requirements	4	3	2	1	0
7. Grades given to students	4	3	2	1	0
8. New course offerings	4	3	2	1	0
9. Types of degree offerings	4	3	2	1	0
10. Establishment, reduction or elimination of courses/ degrees/programs	4	3	2	1	0
11. Admission requirements	4	3	2	1	0
c. Administration					
12. Selection of Director	4	3	2	1	0
13. Selection of Associate/Assistant Directors	4	3	2	1	0
14. Selection of Division Chairs	4	3	2	1	0
15. Division budget decisions	4	3	2	1	0
16. Campus budget decisions	4	3	2	1	0
17. Long range campus planning	4	3	2	1	0
18. Teaching and other assignments	4	3	2	1	0
d. Student Affairs and Advisement					
19. Academic discipline	4	3	2	1	0
20. Student activities and organizations	4	3	2	1	0
21. Assignment of advisces	4	3	2	1	0
22. Number of advisces assigned	4	3	2	1	0
e. System/State Control					
23. Kentucky Council on Higher Education policies	4	3	2	1	0
24. State legislation	4	3	2	1	0
25. University of Kentucky Board of Trustees governing regulations	4	3	2	1	0
26. University of Kentucky administrative regulations	4	3	2	1	0
27. Community College System administrative policies	4	3	2	1	0
f. General					
28. Overall faculty involvement	4	3	2	1	0

9. How much involvement do you think faculty members ought to have in the following decision making areas within your college?

Please circle your answer.

	A Very Great Deal of Involvement	A Great Deal of Involvement	Some Involvement	A Little Involvement	No Involvement
a. Appointment, Promotion and Tenure Decisions					
1. Appointment of new faculty	4	3	2	1	0
2. Promotion and tenure decisions	4	3	2	1	0
3. Termination of faculty	4	3	2	1	0
4. Faculty salary matters	4	3	2	1	0
5. Evaluation of faculty	4	3	2	1	0
b. Academic Decisions					
6. Curriculum and degree requirements	4	3	2	1	0
7. Grades given to students	4	3	2	1	0
8. New course offerings	4	3	2	1	0
9. Types of degree offerings	4	3	2	1	0
10. Establishment, reduction or elimination of courses/ degrees/programs	4	3	2	1	0
11. Admission requirements	4	3	2	1	0
c. Administration					
12. Selection of Director	4	3	2	1	0
13. Selection of Associate/Assistant Directors	4	3	2	1	0
14. Selection of Division Chairs	4	3	2	1	0
15. Division budget decisions	4	3	2	1	0
16. Campus budget decisions	4	3	2	1	0
17. Long range campus planning	4	3	2	1	0
18. Teaching and other assignments	4	3	2	1	0
d. Student Affairs and Advisement					
19. Academic discipline	4	3	2	1	0
20. Student activities and organizations	4	3	2	1	0
21. Assignment of advisees	4	3	2	1	0
22. Number of advisees assigned	4	3	2	1	0
e. System/State Control					
23. Kentucky Council on Higher Education policies	4	3	2	1	0
24. State legislation	4	3	2	1	0
25. University of Kentucky Board of Trustees governing regulations	4	3	2	1	0
26. University of Kentucky administrative regulations	4	3	2	1	0
27. Community College System administrative policies	4	3	2	1	0
f. General					
28. Overall faculty involvement	4	3	2	1	0

VITA

W. BRUCE AYERS

- Personal Data:** Date of Birth: June 25, 1943
Place of Birth: Cincinnati, Ohio
Marital Status: Married
- Education:** Public Schools, Bell County, Kentucky.
Southeast Community College, Cumberland,
Kentucky; English, A.A., 1966.
University of Kentucky, Lexington,
Kentucky; English, B.A., 1969.
University of Kentucky, Lexington,
Kentucky; English, M.A., 1975.
East Tennessee State University, Johnson
City, Tennessee; Supervision and
Administration, Ed.D., 1986.
- Professional Experience:** Coordinator, Student Special Services and
Upward Bound Program, Southeast Community
College, Cumberland, Kentucky, 1972-1976.
Assistant Professor, English and Education,
Southeast Community College, 1976-1979.
Editor and Publisher, The Tri-City News,
Cumberland, Kentucky, 1978-1979.
Chair, Division of English, Social Studies
and Humanities, and Associate Professor,
Southeast Community College, 1979-1980.
Coordinator, Resource Development and
Public Relations, Southeast Community
College, 1980-1985.
Chair, Division of English and Humanities,
and Professor, Southeast Community
College, 1985-present.
- Publications:** "Southeast Community College: Dream to
Reality," Founder's Day Publication,
Fall, 1981.
"Through the Years: The Southeast Story,"
Commemorative Edition, SECC News, Spring,
1985.
"A Conversation with Floyd Edwards,"
Kappan East, Vol. 1, No. 3, Spring, 1986.

"A Two-Step PR Plan," Media Message,
Tennessee Audiovisual Association, Vol.
13, No. 2, Spring, 1986.

"John Dewey's How We Think: A Classic
Revisited," Supervision and Administration
Educational Newsletter, East Tennessee
State University, Summer, 1986.

Honors and
Awards:

Presidential Scholarship, University of
Kentucky, 1966-67, 1967-68.

Kappa Delta Pi, University of Kentucky.

Phi Beta Kappa, University of Kentucky.

Summa Cum Laude graduate, University of
Kentucky.

Doctoral Fellow, East Tennessee State
University.

Legislative Commendation (1986),
Commonwealth of Kentucky.

Who's Who Among Scholars in American
Community and Junior Colleges.