

1-1-1994

Strategic planning : a case study of behavioral influences in the administrative decisions of middle managers in small independent colleges.

Gregory J. Hall
University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

Hall, Gregory J., "Strategic planning : a case study of behavioral influences in the administrative decisions of middle managers in small independent colleges." (1994). *Doctoral Dissertations 1896 - February 2014*. 5123.

https://scholarworks.umass.edu/dissertations_1/5123

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

UMASS/AMHERST



312066011027845

STRATEGIC PLANNING: A CASE STUDY OF BEHAVIORAL INFLUENCES
IN THE ADMINISTRATIVE DECISIONS
OF MIDDLE MANAGERS IN
SMALL INDEPENDENT COLLEGES

A Dissertation Presented

by

GREGORY J. HALL

Submitted to the Graduate School of the
University of Massachusetts Amherst in partial
fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

September 1994

School of Education

© Copyright by GREGORY J. HALL 1994

All Rights Reserved

STRATEGIC PLANNING: A CASE STUDY OF BEHAVIORAL INFLUENCES
IN THE ADMINISTRATIVE DECISIONS
OF MIDDLE MANAGERS IN
SMALL INDEPENDENT COLLEGES

A Dissertation Presented

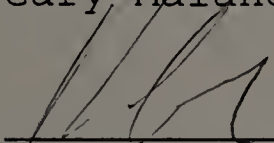
by

GREGORY J. HALL

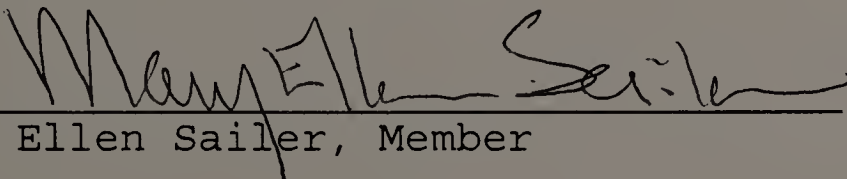
Approved as to style and content by:



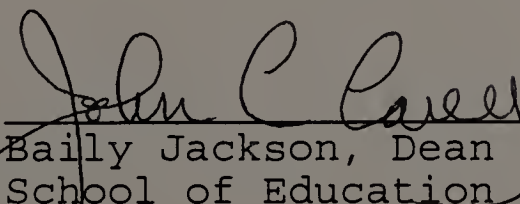
Gary Malaney, Chair



Robert Nakosteen, Member



Mary Ellen Sailer, Member



Baily Jackson, Dean
School of Education

To Toni

for her encouragement, sacrifice and love.

ACKNOWLEDGEMENTS

I am indebted to the many people who have contributed to this study through their support, advice, counsel, and direct participation. Those individuals who agreed to give of their valuable time and insights through personal interviews are recognized in the text, as well as, the bibliography. I am deeply grateful to the interviewees for their participation in this study.

I extend special thanks to Dr. Joseph Cronin, president, Bentley College for his encouragement and interest in this study. President Cronin not only facilitated key-informant interviews, but also, critiqued the dissertation proposal. I would like to thank all of the vice-presidents at Bentley for their gracious participation in this study. The assistance of Ms. Rebecca Clifford, Director of Institutional Planning and Analysis, was instrumental in clarifying various aspects of the Bentley planning process. Mr. John Cathcart's unique knowledge of Bentley's archival records and his helpful manner were generous contributions to this study.

Dr. Patricia Crosson was particularly responsible for instilling within me an appreciation for the subject matter of this study. As a teacher, advisor, and mentor, Dr. Crosson has significantly influenced this study. I

would also like to recognize the contributions of Dr. William Lauroesch who assisted in refining the focus of this research. The dedication of my faculty at the University of Massachusetts Amherst has been a source of inspiration and support. I am especially grateful to Dr. Charles Adams, Dr. Johnstone Campbell, Dr. Kevin Grennan, and Dr. Gretchen Rossman. I wish to extend special thanks to Dr. Gary Malaney, Dr. Robert Nakosteen, and Dr. Mary Ellen Sailer for their support as committee members. I especially appreciated the advice and counsel of my chairperson, Dr. Gary Malaney.

I wish to acknowledge the assistance of librarians at Bentley College, Boston College, and the University of Massachusetts. Two special friends and colleagues, Dr. Maureen Goldman and Ms. Susan Lawson, read drafts of this study and offered valuable insights. Special thanks are extended to Ms. Virginia Doherty who assisted in typing the manuscript and keeping me focused on the project.

Most importantly, I wish to thank my wife, Toni and my children, Christopher and Suzanne for their patience, encouragement and love throughout this study. Through their personal sacrifice, I have been motivated to achieve my goal.

ABSTRACT

STRATEGIC PLANNING: A CASE STUDY OF BEHAVIORAL INFLUENCES
IN THE ADMINISTRATIVE DECISIONS
OF MIDDLE MANAGERS IN SMALL INDEPENDENT COLLEGES

SEPTEMBER 1994

GREGORY J. HALL, B.A. BRIDGEWATER STATE COLLEGE

M.Ed., BRIDGEWATER STATE COLLEGE

Ed.D., UNIVERSITY OF MASSACHUSETTS AMHERST

Directed by: Dr. Gary Malaney

The purpose of this research has been to study the influences of strategic planning on the administrative decisions of middle managers at small independent colleges. The problem was examined and analyzed using a conceptual model which considers institutional history, culture, and leadership. A descriptive research technique, the case study, was used.

The design of this study included the relationships between effective strategic planning and the role of middle managers in this institutional planning process. Bentley College was selected as the case study site because it recently introduced an institutional strategic planning process and because it is regarded as a well managed institution. Data sources included institutional archival records, contemporary institutional

correspondence and documents, and key-informant interviews.

The influence of strategic planning on the managerial behavior of middle managers at this particular institution affected their roles, decision making, and unit planning. Patterns did emerge and the findings are summarized below.

1. Middle managers were involved in all aspects of strategic planning, except the determination of future direction.
2. Strategic planning facilitated increased involvement of middle managers in the institutional decision making process.
3. The strategic planning process facilitated an increased understanding among middle managers of each others unit priorities and goals.
4. Strategic planning facilitated increased unit planning. The findings of this study pertain to one particular independent small college. Although the results of this study do not have significant predictive value, they do provide a better understanding of the middle managers role in strategic planning.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	v
ABSTRACT	vii
LIST OF TABLES	xiii
Chapter	
1. INTRODUCTION TO THE PROBLEM	1
Purpose of the Study	2
Meaning of the Terms	3
Assumptions	5
Delimitations	5
Significance of the Study	7
Organization of the Study	9
2. A REVIEW OF RELATED LITERATURE	11
Long-range Planning	13
Elements of Strategic Planning	16
Environmental Scanning	20
Internal Assessment and Institutional Mission	22
Plan Development	25
Resource Allocation	29
Evaluation	32
Summary	34
Middle Management	35
Organizational Culture and Environment	43
Strategic Planning, an Organizational Context	53
3. RESEARCH METHODS	59
Introduction	59
Exploration of the Topic	60
The Design	61
The Case Site	61
Institutional History and Culture	62
Middle Managers	63
Interview Questions	64

Data Collection	65
Presentation of the Data	68
4. BENTLEY COLLEGE - A BRIEF PLANNING HISTORY	70
The Early Years	71
The Transition Years	73
The Move From Boston to Waltham, 1961-1970	86
The Development of a Complex Organization, 1970-1990	102
Finances	105
Summary	134
5. BENTLEY COLLEGE: A CASE STUDY	139
The Influences of Leadership Change, Culture Shift, and History	139
Planning History	141
Culture Shift	143
Demographic Overview	148
Financial Position	151
Endowment	151
Revenues	154
Physical Assets	159
Campus Governance	162
Administrative	162
Faculty	164
Students.	165
Organizational Culture	166
Leadership	170
Academic Profile	173
Middle Administration	174
Managerial Behavior	175
Formal Unit Planning	186
Summary	189

6.	THE STRATEGIC PLANNING PROCESS	191
	Involvement of Upper-Management	191
	In What Ways Were Middle Managers Involved in Strategic Planning at Bentley College?	198
	In What Ways Did Strategic Planning Influence the Role of Middle Managers in the Formal Institutional Decision Making Process at Bentley College?	212
	One Institutional Plan	212
	Lateral Communication	216
	Empowerment	222
	In What Ways Did Strategic Planning Influence Managerial Behavior in Middle Managers at Bentley College?	226
	In What Ways Did the Institutional Planning History Influence Contemporary Strategic Planning?	235
	Downsizing	237
	In What Ways Did Strategic Planning Influence the Formal Unit Planning of Middle Managers Within Bentley College?	240
	Business and Finance	241
	Student Affairs	242
	Academic Affairs	245
	Information Services	248
	Development Services	249
	Summary	250
7.	IMPLICATIONS OF THE INFLUENCES OF STRATEGIC PLANNING ON THE MANAGERIAL BEHAVIOR OF MIDDLE ADMINISTRATORS	253
	The Relational Influences of Strategic Planning and Managerial Behavior: Findings	253

The Role of Middle Management in Strategic Planning	254
Managerial Behavior	257
Formal Institutional Decision Making	259
A Discussion of the Findings	260
The Role of Middle Managers in Higher Education	263
A Relationship to the Literature	265
In Consideration of Strategic Planning	267
Summary	268
Evolving Management Practices in Higher Education	271
Suggested Areas for Future Research	273
APPENDICES	
A. CORRESPONDENCE	276
B. INTERVIEW QUESTIONS FOR ADMISSIONS ADMINISTRATORS	279
BIBLIOGRAPHY	282

LIST OF TABLES

Table	Page
1. Morison's Campus Plan, 1969-1984	91
2. Actual Chronology of Construction	92
3. Enrollment Trends	122
4. Indices of Growth I	127
5. Indices of Growth II	128
6. Indices of Growth III	129
7. Indices of Growth, 1980-1990	133
8. Demographics - Faculty and Staff	150
9. Comparative Endowment	153
10. Comparative Salaries and Tuition	156
11. Restoration and Reserve Funds	160
12. Bentley College, Comparative Strengths	202
13. Bentley College, Comparative Weaknesses	203
14. Bentley College, Comparative Opportunities	204
15. Bentley College, Comparative Threats	205
16. Typology of Middle Management Involvement in Strategic Planning	209

CHAPTER 1

INTRODUCTION TO THE PROBLEM

Historically, American institutions of higher education have been unencumbered by competition for students and financial support. Since 1980, the contemporary character of the academy has been marked by a significant shift in culture regarding competition for enrollment and financial support. A significant influence on this phenomenon has been the steady demographic decline of traditionally aged undergraduate students. Additionally, the erosion of both federal and state financial support has forced institutions to seek alternative funding sources. To compete and to survive financially, colleges and universities have increasingly attempted to adapt management methodologies from the environment of business and industry. Colleges and universities of various types, size, and quality across the nation have introduced strategic planning as a major tool of survival, growth and the preservation of quality as they attempt to meet the challenges of the 1990s.

Campus decision makers use strategic planning as a means to identify and prepare for future challenges,

opportunities, and threats. So too, however, there is not enough clear evidence to be sure that strategic planning within higher education is effective.

Educational leaders certainly disagree and are quick to point to particular aspects of the process to support their respective positions. The role of institutional leadership, organizational structure, academic culture, campus decision making, and governance in strategic planning have all been studied and debated.

However, the role of middle management in effective strategic planning represents a perspective that has not been adequately addressed by the literature. This dissertation has attempted to examine the role of middle management in collegiate strategic planning.

Purpose of the Study

In order to illustrate how middle managers are involved in strategic planning and to consider their potential for enhancing successful outcomes, this study focuses on the strategic planning process at a small private college. Specifically, the purpose of this study was to determine the interrelationships between the strategic planning process and the managerial behavior of middle administrators at a small private college.

The research questions which guided this case study are provided below.

1. In what ways were middle managers involved in strategic planning at Bentley College?
2. In what ways did strategic planning influence the role of middle managers in the formal institutional decision making process at Bentley College?
3. In what ways did strategic planning influence managerial behavior in middle managers at Bentley College?
4. In what ways did strategic planning influence the formal unit planning of middle managers within Bentley College?
5. In what ways did the institution planning history influence contemporary strategic planning?

Meaning of the Terms

For the purpose of this study the terms middle managers, upper managers, private college and strategic planning were defined.

Middle Managers - Individuals whose primary responsibilities are in administration, holding the titles of dean, associate dean, assistant dean, director, and registrar. These individuals are responsible for the supervision of professional staff and the interpretation and implementation of institutional policy. The term middle administrator has been used interchangeably with middle manager in this study.

Upper Management - Individuals whose primary responsibilities are in administration, holding the titles of vice president, provost, president, chancellor, and trustee.

Strategic Planning- A process that requires reconsideration of the institutional mission; evaluation of internal strengths and weaknesses; and consideration of the external threats and opportunities in developing institutional goals and objectives on which resource allocations are based.

Assumptions

1. Strategic planning is a process currently employed by institutions of higher education of varying character, mission and size.
2. The vast majority of institutions employ middle managers as defined in the present study.
3. Collegiate strategic planning can be an effective process to position a college to better meet its future.
4. Middle managers are responsible for policy interpretation and implementation.

Delimitations

There were two limitations to this study. First, the scope was limited to a case analysis of a particular institution. Bentley College, the focus of this study, is a small private college located in metropolitan Boston and, specializes in professional degree programs. The College awards masters and bachelor degrees in various business disciplines. Although American colleges and universities share certain commonalities, their unique differences are responsible for a mosaic of higher education unmatched in the world. These differences

include governing structures, size, mission, funding sources, institutional culture, academic requirements and constituencies. These circumstances limit how this study can be used. Implications and conclusions drawn from this study should be carefully considered before attempting to apply them to any other institution, especially public. Frequently, strategic planning at public institutions has been externally mandated by state legislatures or state boards of education. Often such directives have been met with disdain on the individual campuses, which in many cases, has significantly affected the dynamics of the strategic planning process. Additionally, four-year private specialized colleges are different in history, culture and mission than two-year public and private colleges, universities or liberal arts colleges.

The second major limitation of this study stems from the personal experiences of the author as a middle manager at the case institution in this study. While this has provided the writer with access to confidential material, it also raises the issue of bias. The author has attempted to minimize this bias through the research design. Specifically, triangulation of data sources was used to minimize bias. Interview responses were

crosschecked with internal memoranda, planning documents, budgets and archival material.

Significance of the Study

The strategic planning literature has focussed on issues of process including, mission statement, internal evaluation, external assessment, and goal setting. Much scholarly analysis of the mission statement relative to successful strategic planning currently exists (Camillus, 1986; Chaffee, 1984; Keller, 1983; McMillen, 1988; Petrello, 1987; Shirley, 1982). A variety of procedures for the consideration of both internal and external institutional assessments are clearly documented in the academy (Cope, 1987; Kirschling & Huckfeldt, 1980; Morrison, 1985, 1987; Morrison & Renfro, et al, 1984). Goal setting and strategic plan development have also received much attention from scholars over the past ten years (Albert, 1983; Bourgeois, 1984; Keller, 1983; Peterson, 1980).

An ever growing body of literature chronicling the importance of active presidential leadership in the strategic planning process is available (Burns, 1978; Cameron, 1984; Cohen & March, 1974; Cope & Meredith et al, 1987; Keller, 1983; Neumann, 1987). Due to the

hierarchical relationship of college presidents to middle managers, it is important to examine the presidential role in planning.

Equally important to understanding strategic planning and middle management is the issue of organizational decision making. Conceptual models of colleges as organizations, most particularly the Political Model, the Bureaucratic Model, the Collegial Model, the Organized Anarchy Model, and the Rational Model, have all been documented to demonstrate the most common frameworks for interpersonal dynamics within the academy (Bacharach & Lawler, 1980; Birnbaum, 1988; Bolman & Deal, 1984; Chaffee, 1983; Clark, 1972, 1983a; Cohen, March, & Olsen, 1972; Millet, 1962).

The strategic plan will probably exist only as an inert document if the individuals most directly responsible for policy implementation do not fully appreciate its roots and embrace its philosophy. Middle managers represent one of the key constituencies responsible for policy interpretation and implementation. Thus, an understanding of their role in strategic planning is important to the relative success of such a process.

Current literature does not adequately show how middle managers help to shape and implement strategic

planning. Neither does current literature adequately show how the introduction of strategic planning influences the managerial behavior of middle managers. This study attempts to determine some of these relationships. It also addresses the implications strategic planning may have in influencing the operational decisions of middle managers at a particular institution.

If strategic planning is to serve as an effective process for anticipating future threats and opportunities, as well as, meeting institutional challenges, then the data resulting from a case analysis such as this is important. A better understanding of middle managements' role in institutional planning and decision making will result in more effective use of them as a resource.

Organization of the Study

The presentation of this study is organized into seven chapters. Chapter 1 presents a statement of the problem researched, the purpose of the research, the meaning of selected terms, the study's significance, its delimitations, and its organization. Chapter 2 presents a theoretical context for the study through a review of

the literature. Chapter 3 presents the research methodology. A brief historical overview of institutional planning at Bentley College is presented in Chapter 4. Chapter 5 presents a case study of Bentley College. Chapter 6 presents an analysis of the strategic planning process at Bentley College. A discussion of the results and analysis, a summary and implications of the findings, and recommendations for future research is presented in Chapter 7. A bibliography and appendices follows Chapter 7.

CHAPTER 2

A REVIEW OF RELATED LITERATURE

This review of the literature establishes the framework for the present study by founding it in significant scholarship. This chapter traces the development of strategic planning as an important process in the continuing evolution of management practices in higher education. Specifically, this review focuses on the major components of strategic planning such as a review of the mission statement, assessment of internal strengths and weaknesses, consideration of external threats and opportunities, goal setting, implementation, and evaluation. Additionally, this chapter will trace the growth of middle management in American higher education from the post-World War II years to present. A review of this literature provides the context for the relationship between successful strategic planning and the necessary role of middle management.

Finally, this chapter focuses on organizational theory as it relates to strategic planning in the academy. Consideration of these works provides a foundation for the analysis of the ways in which strategic planning influences the managerial behavior of

mid-level administrators. Specifically, this review focuses on the organizational models and campus environments within private college institutions and the decision making processes and their relationship to effective strategic planning.

Research librarians at the University of Massachusetts Amherst, Boston College, and Bentley College assisted in the development of computer searches and in the acquisition of data. The books, published articles, conference proceedings, professional presentations, and unpublished manuscripts represent various perspectives on strategic planning and organizational theory. Although the research revealed numerous studies on the presidents' role and some works on the trustees' role in strategic planning, the literature reported little on the role of middle managers. Contacts were made with colleagues in senior- and middle- administrative roles representing institutions at which strategic planning has been introduced. Representatives of the Society of College and University Planners (SCUP) were also consulted on the topic of this study. The purpose of this chapter is to present the major perspectives as expressed in the literature.

Long-range Planning

Strategic planning in American higher education has developed over the last 10 years as a management tool for colleges and universities of all types and sizes. Strategic planning, a concept adopted from business, and adapted to the needs of higher education, has not received unanimous endorsement within the academy. According to the former president of Franconia and Bard Colleges, "The lessons to be learned after twenty years on the job is to reject the ideals of corporate planning and replace them with the ideals of education" (Botstein, 1990, p. 40). Despite the debate over the use of corporate management practices in the administration of higher education, increasing numbers of such institutions are experimenting with these concepts.

Strategic planning was preceded as a management practice in higher education by long-range planning (Albert, 1983; Heydinger, 1980; Keller, 1983). Long-range planning was a popular concept in American colleges and universities in the 1960s through the mid-1970s (Carroll et al, 1984). Planning during this period involved breaking down the institutional operations into specific activities and synthesizing the performance of the activities in regard to institutional goals (Parekh,

1977). Quantitative planning models were developed and funded with the support of federal agencies, professional associations and, private foundations. The National Center for Higher Education Management Systems (NCHEMS) "developed tools and techniques to encourage and assist higher education institutions to implement more quantitatively based approaches to planning and management" (Schmidtlein & Milton, 1989, p. 3). The Ford Foundation and the Exxon Education Foundation funded large scale studies that resulted in further facilitating the adoption of various management information systems within higher education administration (Schmidtlein & Milton, 1989).

Long-range planning as a process differs from current institutional strategic management practice in focus and methodology. Long-range planning models were primarily concerned with internal variables. The typical models were based solely on the structure of the particular college or university and used mission statements as common starting points. Very little consideration was given to external variables and influences such as local, state, regional and national environmental assessment studies. The political, social, economic and technological indices of future growth and development opportunities were not part of most long-

range planning models. Nor did these models consider potential external threats to the future vitality of the college or university (Parekh, 1976, 1977; Petrello, 1986).

Long-range planning models are characterized by quantitative methods (Keller, 1983; Petrello, 1986; Shirley, 1982). Long-range planning can include such processes as management by objectives (MBO), planning, programming, budgeting systems (PPBS), and zero based budgeting (ZBS) (Schmidtlein & Milton, 1989). Outcomes are specific and measurable. It is a deductive, analytical process founded in facts.

Strategic planning is characterized by qualitative methods (Chaffee, 1985; Cope, 1981; Keller, 1983). One of the most common mistakes in strategic planning is "the tendency to quantify inherently qualitative phenomena" (Shirley, 1988). Strategic planning is a proactive, process-oriented practice. The emphasis is on opinions, future directions, institutional culture, communications, innovation, and creativity. The process focuses on individuals, events, and the interrelationship of the institution and the environment.

Despite the differences in the breadth of the long-range planning model and the strategic planning model, the similarities are both numerous and obvious. First,

both strategic planning and its predecessor are institutional in scope and place a well-defined mission at the core of the process. Both models require planning as an integrative and continual management practice. These models are likely to fail if the process is viewed as a stand-alone or occasional process akin to accreditation and self-study. Continuous evaluation of performance as it relates to mission is also an expectation of the long-range planning model and the strategic planning process. Although long-range planning tends to define performance and evaluation in stronger quantitative terms than strategic planning, the necessity of the evaluative aspect of the process is central to both models. Thus, strategic planning in higher education may be evolving as an essential process that has its roots in an earlier long-range planning model.

Elements of Strategic Planning

Regardless of institutional size, type or degree of complexity, strategic planning in higher education is a process consisting of four major elements: an examination of the current environmental circumstances both within and outside the organization, the establishment of an institutional mission with related time-framed goals operational objectives and implementation plans, and an

analysis of resources (Spikes, 1985). Shirley indicates that effective strategic planning has a dual purpose. First, strategy must relate the total organization to its environment. Second, strategy must provide unity and direction to all organizational activity (Shirley et al, 1987). Such unity can be the result of both deliberate and emergent strategies (Hardy et al., 1983; Mintzberg, 1987). Hardy and her associates view deliberate strategy as a direct result of formal planning. However, other strategies can emerge "without the efforts of central actors." Many strategic efforts are characterized by both deliberate and emergent strategies (Hardy et al., 1983, p. 408). A complete internal analysis of institutional strengths and weaknesses as they relate to the mission should be accomplished during this process. However, the analysis should be preceded by an examination of the institutional mission. It should be reviewed, further defined, agreed upon, and clearly understood throughout the college or university (Bourgeois, 1984; Camillus, 1986; Cope, 1978, 1985, 1987; Keller, 1983; Kotler & Murphy, 1981). It must be demonstrated that the strategic decisions and actions are germane to the institutional mission. Priority setting for institutional programs based upon the interrelationships to mission should be apparent to all internal constituencies (Chaffee, 1985; Lelong & Shirley,

1984; Shirley & Fredericke, 1978). Finally, resource allocation should be consistent with the results of the aforementioned steps in the strategic planning process (Hussain, 1976; Micek; 1980).

According to Peterson, "Planning is a conscious process by which an institution assesses its current state and the likely future condition of its environment, identifies possible future states for itself, and then develops organizational strategies, policies and procedures for selecting and getting to one or more of them" (Peterson, 1980). Brandt refers to the strategic planning process as "predetermining a course of action to which resources will be committed taking into consideration organizational mission, market positioning, and directions beyond the current budgeting cycle" (Brandt, 1983). Chandler, generally credited with being the first to introduce the concept of strategy to business, defined strategic decisions as those "concerned with the long-term health of the enterprise. Tactical decisions deal more with the day-to-day activities necessary for efficient and smooth operations" (Chandler, 1962, p. 11). Cope (1986), too, distinguishes strategy from operational decisions. "Strategic choice involves a major decision altering the relationship of the institution to its environment" (Cope, 1986, p. 73).

Within his definition of strategic planning, Meredith provides a chronology of the process:

1. clarify the mission statement;
2. setting goals which match institutional activities, competencies and resources with the external environment's present and future opportunities, demands and risks;
3. formulating alternative courses of short-term and long-term action for achieving the goals;
4. selecting and implementing a given (best) course of action, and directing and coordinating resources and activities to help assure successful performance;
5. evaluating results to insure that goals are met and to monitor the appropriateness of the course of action and necessity for modification (Meredith, 1985).

Whetten (1984) uses an anthropological analogy to classify administrators as either hunters or gatherers. Contemporary academic administrators are characterized by an aggressive manner more traditionally associated with the entrepreneurs of business organizations. These administrators are likely to embrace the strategic planning process (Whetten, 1984). Yet, according to Drucker, "Planning as the term is commonly understood is

actually incompatible with an entrepreneurial society and economy" (Drucker, 1985, p. 255).

Environmental Scanning

The actual implementation of a strategic planning process for a college or university is a major task to launch. Many institutions begin the process with the help of outside consultants, especially for environmental assessment programs (Meredith, 1985; Petrello, 1986). The lack of consistent and systematic inclusion of information can pose a major limitation to the appropriate consideration of issues stemming from the future of the external environment (Morrison, 1986). He suggests the adoption of an environmental scanning process involving a committee of faculty and administrators volunteering to serve as 'scanners' in their fields. This process can demonstrate possible trends to monitor. The external environment can include demographic characteristics, technological advances, political changes, economic trends, value shifts, and social indicators (Groff, 1986; Shirley, 1982). The benefits of Morrison's scanning model include wider campus community involvement, increased commitment to the strategic planning process and the integration of a relatively new management technique with more traditional procedures. Certain drawbacks may develop including

increased workload on faculty and administrators involved as scanners. Furthermore, there may be an increased expectation that upper administration will act on the information gleaned from the process. If these expectations are not met, investment in the process may experience a steady decline. Systematic environmental scanning is in its infancy in higher education.

Michigan State, University of Minnesota, University of Colorado and the University of Georgia Center for Continuing Education are among the relatively few schools experimenting with such a scanning model.

A less commonly utilized method of environmental assessment involves the use of a probability - diffusion matrix. Predictions are plotted across a probability axis. The diffusion axis plots the probable diffusion of a series of events as they affect the various client populations serviced by the institution. The combination of these two axes provides a graphic representation of interactive effects of certain events or potential trends (Cope, 1987).

Futuristics represents one of the latest and most complex environmental scanning techniques. The futurist perspective encompasses intellectual anticipation of many types of futures:

- probable futures (what likely will be)
- possible futures (what may be)

- preferable futures (what should be)
- nightmare futures (what should not be)
- plausible futures (what could be)

(Morrison, Renfro & Boucher, 1984).

One of the major difficulties with futurism is the fact that, as a process, it is not at all tangible. Second, the appropriately implemented futures technique requires a particularly high degree of special technical skill not readily available on many campuses, especially at smaller colleges. However, regardless of these obstacles, futuristics helps focus an institution on planning beyond a one- or two-year cycle. Third, futurism, by its very nature, compels us to see the institution in a more global context. It is unclear as to whether the literature on futurism is sparse and somewhat vague due to the amorphous nature of the topic or whether it is due to its recent introduction as a management tool in higher education. Survey results as to the use of futurism in higher education do not seem to be available.

Internal Assessment and Institutional Mission

Although consideration of the external environment is essential in a comprehensive strategic planning process, it must be coupled with a thorough assessment of the internal environment. Shirley defines internal

assessment as the appraisal of what an institution is capable of doing well and what it is doing that maybe it ought not to do. Institutional purposes for self study, according to H.R. Kells (1980), are as follow:

- Self-study processes help institutions improve by clarifying goals, identifying problems, by studying goals achievements, by reviewing programs, procedures, and resources, and by identifying and introducing needed changes during and as a result of self-study processes.
- Self-study processes should result in the further incorporation into the life of the institutional research and self analysis. the capacity of the institution for studied change should be enhanced by these processes.
- Self study should be the foundation of all planning efforts. Plans should be based on a clear sense of strength and weaknesses. Honest self-analysis provides the confidence goals and the means to achieve them (Kells, 1980).

Clearly, in any solid internal assessment the mission is, once again, at the core. Is the mission well defined? What are the institutional goals? Are the programs and related services designed and implemented to meet the stated goals and mission? Do the programs work well? Are the resources sufficient to meet the goals and

deliver the programs and services? Is the institution meeting their goals? These are all questions that must be answered fully in an internal assessment program (Kells, 1980; Shirley, 1982).

Stafford argues that institutions of higher education do a particularly poor job of internal assessment and articulation of mission. Rather than "define precisely the principal business of the college or university," colleges rely on vague and all-encompassing language that inevitably espouses societal values (Stafford, 1993, p. 56). According Camillus (1986), the categories for internal assessment include finances, both short-term and long-term; services such as admissions, library, student affairs, and academic support; personnel including faculty, administration, and support - their capabilities and limitations; facilities; and instruction and curriculum. Additionally, past performance must be evaluated. Camillus cautions that this is better done with an emphasis on detecting performance trends over a period of years in a qualitative manner. There is always a temptation to limit our measures to quantitative methods. It is easier, more efficient and allows for comparative analysis. However, over reliance on quantitative measures may lead to ill advised conclusions.

Although the literature addresses techniques for auditing the internal environment through reviews of the governance structure, mission statement, programs, facilities and staff, there is little attention given to negotiating the internal political tensions that are often associated with this process. A couple of success stories such as Trinity University in Texas and DePaul University, relate the results of internal auditing without discussing the role of campus politics (Chan, 1986; Yost, 1987). One finds it hard pressed to believe that the end results were not affected, to some degree, by the workings of internal politics.

Plan Development

From the defined mission statement coupled with the external assessment and the internal audit, an action plan should develop. A clear and consistent plan, providing direction for the institution is the desired result of the strategic planning process. Most frequently, the preferred emphasis is not on dramatic changes in emphasis or direction but rather on gradual change, refinement and updating. However, institutions in danger of closing their doors forever or faced with seriously compromising their quality standards may implement strategic planning as a survival process referred to as "turnaround strategy" (Hardy, 1988). The

author asserts that several factors may play a role in motivating a college or university to adopt a turnaround strategy. External factors such as competition, federal funding, the economy, employment trends, and state level politics are often contributing factors to institutional decline. In a survey of 256 campuses nationwide, "external agencies created major impetuses for planning, including state or district mandates, requirements of Title III and other externally funded grant programs, and pressures from accrediting associations" (Schmidtlein & Milton, 1989, p. 8-9). However, externally mandated planning efforts are among the least successful strategic exercises. Schmidtlein & Milton found that

Planning documents developed for external agencies were even more widely ignored than other types of plans. Such externally oriented documents frequently did not go through the same extensive, participatory formulation process as did internally initiated plans. Further, they frequently addressed issues of interest to the external agency rather than the concerns of campus staff (Schmidtlein & Milton, 1989, p. 14).

Competition, facilitated by declining demographics, has prompted many institutions to launch strategic planning efforts. Towson State University was motivated to

develop a strategic plan in response to the demographic decline (Caret, Dumont, & Myrant, 1988). Towson anticipated an enrollment decline of 12 percent between 1984 and 1989. Through a proactive process, a plan, institutional in scope, flexible, mindful of external variables, and based upon the university's mission and internal strengths, was developed. Towson was successful in achieving its primary goal of maintaining enrollments and quality.

Internal factors such as campus governance and the decision making process, resource allocation, tenure, geographic location, institutional history and leadership are often less discussed yet are important factors in developing turnaround strategies. Another common internal factor that motivates institutions to attempt strategic planning is financial decline. A survey of 26 schools initiating strategic planning for financial reasons revealed that the process is reactive in nature. Fiscal duress results in the need to stem fiscal decline. The outcomes are most frequently expressed in severe measures similar to those of turnaround strategies (Baltes, 1988). Another study of 29 colleges and universities experiencing enrollment decline revealed adverse repercussions on perceived satisfaction for student, faculty, and administrative constituencies (Cameron, 1986b). A larger study of 334 institutions

validated Cameron's initial conclusions (Cameron, Whetten, Kim, & Chaffee, 1987). Smart found that "the structural and managerial consequences of decline, like the incidence of institutional failures, are most acute in smaller private colleges" (Smart, 1989, p. 389).

In order to be successful in rebounding from decline several characteristics must be considered by the institution. First, the university employing this method must ensure to whatever degree possible the maintenance of morale, motivation and commitment. Whetten (1984, p. 41) found "that it is difficult to keep extremely talented people in a retrenching organization." The key is leadership. "Effective leaders of retrenching organizations somehow find the resources to sustain innovation and creativity" (Whetten, 1984, p. 41).

Second, there must be an accepted common goal or shared mission. Avoidance of major political turmoil is important in advancing the plans for turnaround. Thus, commitment to the planning activity must be secured at the front end of the process. Hardy (1988) argues that the vast majority of colleges and universities are relatively stable and not in danger of collapse. Thus, an aggressive turnaround strategy may not be appropriate for such institutions. Institutions looking to maintain this stability, market niche or reputation may be better served by a more conservative incremental strategy. This

approach relies on the same type of analysis and political expertise yet, the process is completed gradually and incrementally to meet longer term changes (Hardy, 1988). The unique decision models and political structure of college campuses are strong reasons for adopting the more conservative approach unless the institution is fighting for survival. Last, institutional classification may have some bearing on the prospects for a successful strategic planning process. In a survey of institutions practicing strategic planning, private schools report a sense of greater vulnerability to external influences. Private institutions report both a higher need and greater satisfaction with strategic planning (Meredith, 1985).

Resource Allocation

The strategic plan, designed to reflect gradual change or a more dramatic turnaround strategy, should result in a shift or realignment of resource allocation. Yet, faculty and department chairs representing 16 campuses failed to see a link between strategic planning and institutional resource allocation, which contributed to their perceptions of a failed process (Schmidtlein & Milton, 1989). Meredith concludes that "implementation of even the best designed plans often seems half-hearted,

as does the linkage of the planning priorities to budget allocations" (Meredith, 1993, p. 30).

Beyond the more obvious potential for political problems and turf battles, careful consideration of resource allocation is necessary for a successful implementation strategy. Resource allocation should be based upon a priority list of programs and services that have been identified within the action plan. New initiatives outlined in the plan need to be analyzed from a resource perspective. Physical facility considerations, office equipment, staffing and fiscal resources all must be carefully considered. An action plan defined in terms of behavioral objectives tends to provide greater detail to allow for more accurate budget forecasting.

Arns and Poland (1980) suggest a program review as a means of maintaining consistency between the institutional mission and the allocation of fiscal resources. The criteria for review includes the following:

Value. Assessment of the nature, importance and responsiveness of a program's goals as they relate to the needs and goals of students, of the university, and of society.

Quality. Assessment of the extent to which a program achieves its goals and of its strengths, weaknesses, effectiveness, and efficiency.

Effective Use of Resources. Assessment of the appropriateness of the allocation and organization of human, fiscal, physical and informational resources to and within the program (Arns & Poland, 1980).

If resource allocation is inconsistent with the program priorities then the strategic plan will be equally inefficient and ineffective. In an analysis of strategic planning at DePaul University, Chan (1986) identified six issues that should be addressed when strategic planning is implemented:

1. Organizational balance between centralized and decentralized decision making processes.
2. Ensuring compatibility between the strategic planning model and the institutional culture.
3. Emphasizing an action orientation.
4. Involving line managers in developing plans.

5. Making incremental improvements as opposed to leaps, and
6. Integrate planning and budgeting.

These issues represent a cross section of potential conflicts on most campuses. If the above list of concerns is not carefully addressed in the implementation phase, political upheaval may result.

Evaluation

Shirley (1987) focused on various evaluative criteria necessary in an appropriate strategic planning process. Shirley lists five criteria to be considered in order to ascertain if effective decisions have resulted from the planning process.

First, are the established strategic directions clear and identifiable in works and practice? The strategic profile of an institution must be inclusive, specific and carefully articulated. Students, alumni, faculty, administration, staff, and external audiences must fully comprehend the organizational goals and objectives. It is important to "distinguish the goals of an organization from the goals for an organization. Goals for an organization are preferences of people for organizational outcomes. Goals of an organization are future states preferred by the organization itself"

(Keeley, 1980, p. 344). Such differentiation may provide insights as to the particular organizational culture of the college. Second, the decisions must reflect a comprehensive course of action. The operational plans must be congruent with and supportive of the academic mission and priorities of the college or university. Third, decisions should represent an awareness of internal strengths and weaknesses, external trends, and institutional culture. Shirley is careful to point out that decisions may run contrary to these criteria; however, the motivations for such action should be explained in detail. Fourth, the plan should be implemented across the operational units to insure that they are consistent with the strategic direction of the institution. Last, there should be a qualitative evaluation of the timeliness of the strategic decisions. The level of complexity within the institution, the types of external threats and the potential to attain the goals are all issues of concern in arriving at appropriate decisions. These five criteria focus on the strategic directions. According to Shirley, the data used in planning and the process employed must also be held to the same standards of evaluation (Shirley et al., 1987). In a survey of 133 colleges and universities, the most frequent problems resulting in unsuccessful strategic

planning (less than 50 percent of respondents reported success) were identified as follows:

- planning pro-actively (46 percent)
- having adequate information and reporting systems (38 percent)
- balancing top-down and bottom-up planning (36 percent)
- integrating the various kinds of planning (31 percent)
- weaving planning into the regular management process (25 percent)
- having evident priorities (25 percent)
- implementing the formulated plans (12 percent)
- orchestrating major resource allocation shifts (0 percent) (Meredith, 1993, p. 29).

Summary

Clearly, the issue of strategic planning and its use on any given campus is of growing concern within American higher education. Several issues continue to be debated as to the appropriate use of strategic planning, the motivation for employing this process, the methods selected and the evaluation of the strategic planning process represent some of the current debates within the field.

The strategic planning process is one growing in popularity within American higher education. The first half of the next decade will ensure that external threats such as declining demographics, increased competition, declining federal funds, increased public demand for accountability, a growing global marketplace, economic uncertainty, and escalating operating costs will continue to affect colleges and universities in an adverse way. Institutions, both public and private, must be in a position to respond to these external forces as well as the internal needs of a variety of constituencies. The institutions that can accomplish this in an orderly and proactive manner will most likely emerge as the colleges and universities best positioned to prepare for the challenges of the twenty-first century.

Middle Management

Literature chronicling the evolution of middle management in higher education is sparse. The role of middle management in such endeavors as strategic planning has been little studied and remains in need of clarification. Although the concept of top-down and bottom-up management has been discussed in detail, the perspective analyzed is typically one of leadership. Comparative analyses of faculty and administration as

professional career paths within the academy have received the closest attention in the literature.

The earliest indications of the introduction of middle managers dates back to 1878 when "president Andrew Dickson White of the new Cornell University appointed a professor of modern languages and history, William C. Russel, as vice president" (Perkins, 1973, p. 131)¹. In the same year president Elliot of Harvard appointed a dean to address student matters (Perkins, 1973). From this point through the 1930s, positions such as registrar, bursar, librarian, and resident director gradually moved from that of a faculty responsibility to full-time administrative positions (Perkins, 1973).

A subtle but critical evolution of management practices began after World War II. No longer was American higher education to remain on the figurative or literal periphery of American life. Along with the flow of capital, the demands for greater access and the new link between national security and an educated society, came increasing bureaucratic requirements from federal and state governing agencies (Fox, 1979; Scott, 1978). The G.I. Bill, Sputnik, Civil Rights legislation, federal and state financial aid legislation, Affirmative Action, Handicap access legislation, and federal grant

¹The responsibilities of a vice president in 1878 were similar to those of a contemporary middle manager.

accountability requirements were among the more notable catalysts. Additionally, a plethora of new laws affecting collegiate admissions, hiring practices, promotion and tenure procedures, liability, and student life necessitated management processes of much greater complexity often requiring specialized knowledge.

Finally, advances in telecommunications and information technology required the addition of management specialists whose services affect virtually every university function. The individuals who now provide these specialist functions are collectively referred to as middle management. Middle managers are the informational and communication link between upper management and professional staff (Forbes, 1984).

"Typically, as the organization increases in size and complexity, the senior officer becomes more committed to planning and policy making while the implementation of policy is necessarily delegated to others" (Forbes, 1984, p. 40). "Between 1968 and 1976 the number of administrators in U.S. higher education grew nearly 150 percent, while the number of faculty increased approximately 33 percent" (Sagarria, 1986, p. 1).

According to Robert Scott,

Middle management staffs fulfill three functions: they serve as liaison with external suppliers of resources, whether financial,

human or material; they implement procedures for internal allocation of resources and control of activities, especially in matters of campus coordination and compliance with external requirements; and they work with student activities and curricular responsibilities in helping students become oriented to college requirements, standards, and opportunities. (Scott, 1978, p. 5)

Scott dismisses academic department chairs, academic deans and librarians from the ranks of middle managers, primarily due to their faculty status. However, other scholars (Carroll, 1976; Gould, 1964; Kapel, 1979; Okun, 1981) characterize the functions of academic department chairs and deans in a manner consistent with Scott's definition. "The chair remains the only office that attempts to interpret the department to the administration and the administration to the faculty" (Boothe, 1982, p. 4). However, because department chairs have only marginal budget authority at Bentley College, such positions were not included as middle managers in this study. The middle managers are often responsible for interpreting, implementing and evaluating policy decisions made by upper management. Thus, given the nature of strategic planning and its attendant

characteristics, it is important to understand the role of middle manager in the strategic planning process.

Chandler differentiates leadership, "those who actually allocate available resources" from management, "those who coordinate, appraise, and plan within the means allocated to them" (Chandler, 1962, p. 11). Forbes defines middle management as "group leaders responsible for carrying out and implementing top management decisions" (Forbes, 1984, p. 40). Middle managers may possess "considerable power," but they are "quite limited in authority" (Austin, 1984, p. 5). Faculty and students through recognized governance apparatus participate in institutional debate regarding mission, goals, and strategies. Upper administrators, by definition of their positions, have considerable influence in such institutional decisions regarding future. However, middle managers typically lack a formal platform for participation in the development of strategic direction. Their involvement in the planning process is dependent on an invitation to participate by upper administration (Austin, 1985; Forbes; 1984; Scott, 1978). According to Dill, the role of managers in higher education is similar to that of managers in other types of organizations. Specifically, there are five common characteristics:

1. perform a great quantity of work at a continual pace;

2. carry out activities characterized by variety, fragmentation, and brevity;
3. prefer issues that are current, specific, and ad hoc;
4. demonstrate a preference for verbal media, meetings, and brief discussions; and
5. develop informal information systems (Dill, 1984, p. 91).

The motivations, concerns, and challenges of middle managers are significant factors in the level of career satisfaction among this professional group. "Mid-level administrators in higher education seem to be motivated by more intrinsic reasons than those typically considered common in business and industry. They value autonomy, pride, recognition and prestige" (Austin, 1984, p. 27). The middle manager appears to gain satisfaction from three primary interactions. First, those middle managers whose position responsibilities bring them in contact with students are motivated by the opportunity to facilitate personal growth. Second, middle managers who have supervisory responsibilities are motivated by the opportunity to facilitate professional development for staff. Third, middle managers tend to be motivated through a personal identification to the ideals and values of their college or university (Bess & Lodeahl, 1969; Scott, 1978). A significant concern among middle

managers centers on the paucity of available career ladders (Burns, 1982). Such perceptions among substantial numbers of middle managers within an institution can result in high attrition, especially among the most talented individuals. This development can disrupt organizational priorities such as planning initiatives.

Among the most common administrative challenges for middle managers is their organizational juxtaposition to upper administration and other constituencies on campus. However, Montgomery (1990) has identified several additional challenges faced by middle managers.

- Middle administrators live in a goldfish-bowl environment in close proximity to their subordinates. His/her actions are quickly known or observed by subordinates.
- The competent middle administrator has a better opportunity to encourage initiative of subordinates than do top administrators.
- The middle administrator can build a professional image on an expert knowledge in their area.
- The middle manager seldom knows the extent of his/her authority.

- The middle administrator can frequently seize the initiative in power vacuums (Montgomery, 1990, p. 10-12).

Perhaps the most significant challenge for middle managers is to maintain an expertise in a specific operational area while they simultaneously "conceptualize and articulate the broad issues" (Forbes, 1984, p. 45). This may be especially important in a strategic planning effort relying on successful implementation by middle managers as well as faculty. "Line officers have to be prepared to take responsibility for innovations and strategies of their own that embellish the main strategy, as well as running their day to day operations" (Keller, 1983, p. 168). Presidential leadership is critical in fostering an institutional environment that values the active participation of its various constituencies.

Campus leaders who endorse the strategic planning process are likely to attempt to shape the attitudes of the participants toward institutional values and symbols through their own actions (Neuman, 1987). However, some would argue that such ideals are incompatible with planning. "The lesson to be learned after twenty years is to reject the ideals of corporate planning and replace them with the ideals of education" (Botstein, 1990, p. 40). Clearly, presidential interest is a major consideration in middle management's decision to actively

engage in the process. This follows logically from their primary responsibility to implement the decisions of upper management. "Top leadership of the college has responsibility to see that the institution, in view of both its formal and informal organization, is administratively tied together...so that the overall purposes of the college are succeeding" (Stroup, 1966, p. 102). However, many well-conceived, well-written strategic plans are never implemented due, in part, to middle management's lack of action. "Unit heads will stonewall, drag their feet, or give mere lip service to better management and strategic policy making unless they are fully convinced that the president really means it" (Keller, 1983, p. 166). A study of 256 campuses found that "frequently, the extent of campus planning activities mirrored the president's personal interest in formal planning" (Schmidtlein & Milton, 1989, p. 8). Thus, it appears that usually the middle manager's role in and enthusiasm for institutional strategic planning is defined by presidential leadership.

Organizational Culture and Environment

The study of colleges and universities as organizations has its theoretical roots in the literature on business as organizations. The earliest body of

organizational theory literature could be classified in three schools of thought. The sociological theories focused on bureaucratic behavior. The social psychological philosophies were concerned with issues of efficiency. While the third school, administrative philosophies, viewed organizations from the perspective of the executive's interactions with the organization (Cyert & March, 1963). In 1962, John Millet offered a discourse on the organizational issues of the contemporary higher education institution. A considerable body of literature on the subject has emerged since that time.

Until the post World War II era, higher educational institutions were relatively insulated from external pressure and influence. During the late 1960s, "the campus was often the focal point of public attention; the financial situation of the colleges deteriorated. In the process, the college president saw his role change substantially" (Cohen & March, 1974, p. xix). The average enrollment for four-year institutions quadrupled from 1,073 in 1940 to 4,070 in 1980 (Keller, 1983). Between 1968 and 1976, faculty numbers increased by 33 percent while the number of administrators grew by 150 percent (Sagarria, 1986, p1). Thus, colleges and universities as complex organizations are relatively recent phenomena.

The continual need for new and specialized administrative knowledge coupled with the inextricable involvement of state and federal government in multiple facets of higher education has resulted in increasingly complex organizations (Bacharach & Lawler, 1980; Bolman & Deal, 1984; Cohen, March & Olsen, 1972; Millet, 1962). Largely as a result of these external pressures, additional layers of bureaucracy have been added to the organizational structures of American colleges and universities. "Middle level administrators, though striving to increase their sense of professionalism, often now report to individuals lower in position than their immediate supervisors ten years previously" (Austin, 1983, p. 21). Because strategic planning is institutional in scope and defines the future direction based upon a comprehensive internal evaluation of strengths and weaknesses, one must carefully consider the organizational behavior, culture and structure (Cope, 1978; Keller, 1983; Peterson, 1984; Shirley, 1982).

Several theoretical models of campus organizations have been developed over the past 30 years. Among the early modern models was the dual organization theory which suggested two simultaneous systems of governance were at work within an institution (Corson, 1960). The academic aspects of the institution were planned for and decided upon through a faculty governance system. An

administrative structure, separate and distinct from faculty governance, planned for and decided upon non-academic matters. These dual systems operated under different cultures, assumptions, and guiding principles (Corson, 1960). The academic community or collegial model suggests an institution in which decisions are the result of consensus amongst campus members, most notably, faculty and administration (Millet, 1962). This model is characterized by democratic process, compromise, shared responsibility, and common purpose. Often the decision process is slow but effective in maintaining low levels of tension (Birnbaum, 1988; Chaffee, 1983; Millet, 1962).

The political model of organizations is similar to that of the collegial model. However, rather than different internal interest groups working toward a common purpose, the political model suggests that the organization is characterized by competing groups vying for power and influence (Birnbaum, 1988; Bolman & Deal, 1984, 1991; Chaffee, 1983; Cope, 1989; Millet, 1979; Schein, 1992). The various stakeholder groups differ in their values, cultures, and goals. The tension and conflict among the groups is facilitated during periods of resource scarcity. "This is most likely when declining resources intensify competition or when dramatic shifts in resource distribution threaten the

power positions of particular groups" (Hardy et al, 1983, p. 419). Organizational decisions and direction are the result of political maneuvering, brokering, and influence (Bolman & Deal, 1989).

The bureaucratic model of organizations is characterized by hierarchies of authority, rules and procedures, tightly coupled systems, and efficiency (Baldrige, Curtis, Ecker, & Riley, 1978). Bureaucratic systems are found more frequently in larger organizations which tend to have a greater number of imbedded layers of authority between the top and bottom of the organizational pyramid (Birnbaum, 1988). "The college is described as a social system of graded offices in which responsibility, rewards, and status are organized in super-subordinate relationships" (Stroup, 1966, p. 91). Decisions and institutional direction are influenced by set procedures, policies, and rules. Formal structures and boundaries exist to determine the level and type of input allowed by members of the organization. Most decisions and policies are developed at the top and implemented at various levels below. Change is slow and results are usually predictable (Chaffee, 1983). Problems or threats within the organization are most often resolved by making adjustments to the structure or systems of the institution (Bolman & Deal, 1991). This type of organizational model is most vulnerable to sudden

dramatic changes in the external environment (Schein, 1992).

An organizational model unique to higher education institutions is organized anarchy. This is a loosely coupled system in which individuals make essentially autonomous decisions (Cohen & March, 1974). Organized anarchy is characterized by ambiguous goals, fluctuating involvement of interest groups, changing desires, and casual relationships (Cohen & March, 1974; Cohen, March, & Olsen, 1976). The energy, decisions, and direction of the organization are a reflection of the active participants at any given time. Formal structures, hierarchies, consensus building, and planning are all of little consequence in determining goals and direction. Solutions are a result of chance couplings of participants and problems at a given moment in time. Frequently, these couplings can include extraneous problems, referred to as garbage, complicating the process (Cohen, March, & Olsen, 1976). The term organized anarchy has been taken in the pejorative by most practitioners within the academy. The perceptions range from endearment to rejection. In an attempt to ameliorate this reaction, as well as clarify the model, a suggestion, which failed to gain acceptance, was advanced to rename the model, organized autonomy (Millet, 1979). The organized anarchy model is most frequently related to

the academic aspects of the higher education organization.

In addition to the above models, efforts have been made to develop new theoretical constructs regarding higher education organizations. Building upon the structural or bureaucratic system, the rational model suggests that institutional values and objectives serve as the focal point for decisions and direction. Further, potential decisions are identified as strategic, tactical or operational (Chaffee, 1983). This is in contrast to the bureaucratic model in which decisions are a result of organizational structure and process. However, the environment of the rational organization is similar to that of the bureaucratic model. Stability, confidence, and predictability characterize both environments. The inclusion of processes to create alternative solutions and evaluative feedback distance the rational model from its bureaucratic counterpart (Chaffee, 1983). Institutions characterized by this model may find that the introduction of concepts such as strategic planning are more readily accepted by stakeholder groups. This is due to the compatibility of philosophies between the rational model and the planning process.

The cybernetic organizational model attempts to integrate concepts found in several of the earlier

models. This model depends on a "self correcting mechanism that monitors organizational functions and provides attention cues or negative feedback to participants" (Birnbaum, 1988, p. 179). The focus of decision making is toward adjustments and corrections based on environmental change. The cybernetic system is characterized by attending to correcting deficiencies and eliminating weaknesses. A high degree of importance is placed on reactive processes. Other models "spend too much time on prevention and not enough time on detection" (Birnbaum, 1988, p. 214). Introducing strategic planning in an organization of this nature would likely result in resistance from participant groups. The planning process may be seen as incompatible with the institutional culture.

Institutional culture has been defined as

A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (Schein, 1992, p. 12).

Organizational models reflect the culture of the institution under study. The introduction of processes and methodologies that are perceived as counter culture by the participant groups within the organization will almost certainly be met with resistance. Understanding institutional history, value systems, and culture is critical to the successful introduction of strategic planning to a college campus.

The current era of escalating costs, declining demographics, decreasing financial aid dollars, and neglected physical facilities has created a level of intense competition for students and resources in American higher education. These socio-economic developments are often listed as the major contributing factors to the decline, merger or demise of many colleges and universities over the past 10 years, especially small private colleges (Cameron, 1983; Chaffee, 1984; Green, 1985; Steeples, 1986). The vitality and in some cases, the survival of such institutions of higher education are similarly threatened today. "The impact of decline appears most acute in the private sector of American higher education given institutional mortality rates between 1971 and 1980" (Smart, 1989, p. 388). The failure rate for private institutions during this period was more than double that of the public sector during the ten-year period ending in 1980. Private colleges failed

at a rate of 144.8 per 10,000 while the public sector experienced a failure rate of only 65.7 per 10,000 schools (Zammuto, 1984). Furthermore, the failure rate of professional schools was at least three times greater than that of comprehensive colleges (Zammuto, 1984). Recognizing that the traditional administrative management measures of yesterday are not necessarily effective in meeting the complex challenges of today, colleges and universities across the country are adopting new processes, policies and structures which, if considered in the aggregate, may result in significant changes in the management of American higher education for years to come.

Five criteria (Shirley, 1982) were considered in order to initially evaluate the level of knowledge and involvement of middle managers regarding strategic planning on their campus. First, are the established strategic directions clear and identifiable in words and practice? The strategic profile of an institution must be inclusive, specific and carefully articulated. Mid-level administration must fully comprehend the organizational goals and objectives. Second, the decisions of middle managers must reflect a comprehensive course of action for the institution. The operational plans of middle managers must be congruent with and supportive of the academic mission and priorities of the

college or university. Third, decisions of middle managers should represent awareness of internal strengths and weaknesses, external trends, and institutional culture. Shirley is careful to point out that decisions may run contrary to these criteria so the motivations for such action should be explained in detail. Mid-level administrators should be aware of these exceptions. Fourth, the plan should be implemented across the operational units of a campus. These units (directed by middle managers) should demonstrate that their operational plans are consistent with the strategic direction of the institution. Lastly, there should be a qualitative evaluation of the timeliness of the strategic decisions. The level of complexity within the institution, the types of external threats and the potential to attain the goals are all issues of concern in arriving at appropriate decisions. These five criteria focus on the strategic directions. According to Shirley (1982), the data used in planning and the process employed must also be held to the same standards of evaluation.

Strategic Planning, an Organizational Context

It has been established that there are several essential elements of successful strategic planning.

First, it appears that the committed and active leadership from the college or university president is necessary. Without such leadership other critical campus constituencies are likely to perceive the process as a poor investment of their time. Second, it is imperative to be knowledgeable of the unique components of strategic planning. Review of the mission statement, scanning of the external environment, an internal assessment of strengths and weaknesses, goal setting, resource allocation, and evaluation are all interrelated steps to the process. Due to these linkages, a failure in one step of the process likely will have ramifications on the rest of the plan. Finally, the decision to engage in strategic planning should be controlled internally rather than mandated from the external environment.

However, even if all of the above conditions are resolved favorably, successful strategic planning is still not a sure bet. One must consider the unique characteristics, history, and culture of the particular college or university. "Planning is a process of changing the attitudes, behavior, and work habits of people as much as it is a matter of cognitive ingenuity and shrewdness" (Toll, 1982, p. 37). Chaffee (1984) asserts that organizations' *raison d'être* centers on two polar philosophies. First, the organismic institutions are characterized by "differentiated roles through which the

aims of the organization are sought" (Chaffee, 1984, p. 218). While social contract institutions represent an agreement among a community of individuals to collectively work "for the purpose of fostering their own welfare" (Chaffee, 1984, p. 218). These are not necessarily mutually exclusive philosophies. In fact, colleges as organizations tend to be characterized by influences from both of the above models (Chaffee, 1984). Successful strategic planning should consider both organismic and social contract behaviors within the institution. In order to develop "adaptive strategies" which relate to the organismic model and "interpretive strategies" which relate to the social contract model, campus leadership must have intimate knowledge of their organization (Chaffee, 1984; Mintzberg, 1987). The great challenge for college presidents is "knowing the organization's capabilities well enough to think deeply enough about its strategic direction" (Mintzberg, 1987, p. 66). Like Chaffee, Hardy et al. (1983) challenges the notion that one type of organizational model exists on campus at the exclusion of others. In order to fully determine whether a behavior is the result of self interest (political) or the common good (collegial), one must understand the motivations for the behavior (Hardy et al., 1983). The ability to truly know a higher education institution may be seen as having the ability

to distinguish and classify the various motives for behaviors within the entity. The motives are likely to include collegial, political, bureaucratic, anarchic and, rational foundations.

An important constituency, whose behavioral motives are often overlooked, is middle management.

Managers are craftsmen and strategy is their clay. Like the potter, they sit between a past of corporate capabilities and a future of market opportunities. And if they are truly craftsmen, they bring to their work an equally intimate knowledge of the materials at hand.

That is the essence of crafting strategy.

(Mintzberg, 1987, p. 66)

Frequently, middle managers are called upon to implement strategies without understanding the context under which they were developed by upper administration. This is most common at institutions employing top-down processes.

"When they (managers) are left to grope for the operational meaning of concepts...they feel ill at ease. Strategic planning seems more like a burden imposed from above than a better way of running their units" (Gray, 1986, pp. 91-92). Professional development for middle managers may be necessary to facilitate their productive involvement in the process. "Unless some progress can be made to balance managers' technical skills for design

with improved behavioral skills for managing human problems, the promise of strategic planning may not be fully realized" (Lenz & Lyles, 1986, p. 57). If such opportunities are presented, middle managers may welcome the challenge as preparation for future career advancement. As was cited earlier, the lack of apparent career ladders results in significant frustration for this particular group.

The strategic choice philosophy, "assumes that top managers exercise a great deal of choice and can have major impact on organizational effectiveness and long-term survival" (Cameron, 1986, p. 107). This is accomplished through a dual focus on the environmental context of the institution as well as its internal organizational structure (Cameron, 1986). Robert Hayes argues that conventional strategic planning is an "ends-ways-means" model that often results in "organizational attitudes and relationships that can impair a company's ability to compete" (Hayes, 1985, p. 112). Through the professional development of managers regarding their knowledge of the entire organization, upper management can facilitate an entrepreneurial cooperative spirit. Managers will develop a stronger ability to recognize potential institutional threats and opportunities. This represents a top-down bottom-up process in which

"everybody is responsible for its (the organization) prosperity" (Hayes, 1985, p. 118).

CHAPTER 3

RESEARCH METHODS

Introduction

The purpose of this chapter will be to describe the methodology used in developing this study. A descriptive research technique, the case study, was used in this project. The investigation centered on studying the effects of a campus strategic planning process on the managerial behavior of middle administrators at an independent college in Massachusetts. Although the research was designed to study the effects of managerial behavior in general, the issues of decision making and unit planning were issues of particular concern. Four specific questions were investigated in order to establish the effects of a strategic planning process on the managerial behavior of middle administrators:

1. In what ways were middle managers involved in strategic planning at Bentley College?
2. In what ways did strategic planning influence the role of middle managers in the formal institutional decision making process at Bentley College?

3. In what ways did strategic planning influence managerial behavior in middle managers at Bentley College?
4. In what ways did strategic planning influence the formal unit planning of middle managers within Bentley College?
5. In what ways did the institution planning history affect contemporary strategic planning?

Exploration of the Topic

After reading and discussing the issues and concerns surrounding the introduction of strategic planning to the field of higher education, the fall of 1991 was spent researching the topic. Discussions with Larry Benedict, Patricia Crosson, William Lauroesch, and Gary Malaney (all from the University of Massachusetts at Amherst) were helpful in clarifying the focus of the topic. Research librarians from the University of Massachusetts at Amherst, Boston College, and Bentley College assisted in the development of computer searches and in the acquisition of data. The literature search was complete as of June, 1993.

A draft of the research prospectus was completed in the spring of 1992. Conversations with professional colleagues at colleges practicing strategic planning

resulted in revisions to the proposal. Especially helpful, were the perspectives of Joseph Cronin, President of Bentley College and David Fedo, Chief Academic Officer of Curry College, Milton, Massachusetts. The interest and reactions of University of Massachusetts at Amherst committee members, Gary Malaney, Robert Nakosteen, and Mary Ellen Sailer, were essential in refining the prospectus. A proposal for dissertation research in partial fulfillment of a doctoral degree from the University of Massachusetts was submitted in August, 1992.

The Design

The Case Site

Bentley College, an independent institution offering degree programs through the masters level to approximately 5,000 students was selected for the study. The institution is coeducational and non-denominational, governed by a Board of Trustees independent of state authority. Bentley College is engaged in and committed to the process of strategic planning. The active involvement of presidential leadership in the formal institutional planning process coupled with the endorsement of the Trustees were considered critical elements in the selection of the college. As was

demonstrated in Chapter 2, successful strategic planning requires leadership from the top of the organization. Access to the sensitive planning data necessary to complete the study, such as budgets, enrollment strategies, internal assessments, market position, and future strategies, was a requirement.

Joseph Cronin, President of Bentley College granted permission to allow Bentley College to serve as the case study site. Additionally, President Cronin requested the cooperation of 25 upper and middle administrators at the college.

Institutional History and Culture

The higher education literature as presented in Chapter 2 cautions that the strategic planning process employed by a college or university should be influenced by institutional culture, governance, and history. Accordingly, a detailed review of the historical evolution of formal institutional planning at Bentley College was completed as part of the study. The assistance of John Cathcart, Bentley College archival librarian, was particularly helpful in assembling pertinent historical records dating to 1948. The researcher completed a document review, crosschecking information as a means to verify data accuracy. An examination of institutional archival data, minutes of

meetings, unit plans, historical institutional plans, budgets, committee reports, annual reports, organizational reports, and other pertinent documents provided the primary source data necessary to develop a historical analysis of formal planning within the context of the institutions' unique culture. Particular attention was directed toward issues of leadership. The roles of the president and the trustees in formal planning were most significant. An assessment of the relative success of formal institutional plans was completed by comparing the goal statements of each plan to the eventual outcomes.

Middle Managers

The literature reveals that there is not a commonly accepted definition for a middle manager in higher education. However, for the purpose of this study, the term is defined in Chapter 1. Based upon this definition, the researcher identified 68 middle managers at Bentley College. The primary focus of the research questions is the effect of a strategic planning process on the professional behavioral attributes of a particular sub-set of higher educational administrators. Due to the nature of the study on human behavior, qualitative measures were deemed most appropriate for this investigation. Because a critical provision of the

strategic planning process is its institutional scope, a sample of 20 middle managers representing each division and major office on campus was tentatively identified as potential interviewees. Additionally, the president and all five vice presidents were included as desirable interviewees. This list was reviewed by the researcher's committee chair, Gary Malaney, and Joseph Cronin, President of Bentley College. Revisions to the list resulted in a sample of 25 (Appendix A) administrative employees who all agreed to participate in the study.

A document review of current strategic planning meeting agendas, minutes, and reports was completed to ascertain the institutional involvement of middle managers in the formal strategic planning process.

Interview Questions

Following the establishment of the four research questions which guided this study, consideration shifted to the development of a data collection instrument. After discussions with professional colleagues and the researcher's committee chair, the structured interview emerged as the most appropriate instrument.

The earliest drafts were reviewed by Patricia Crosson and William Lauroesch of the University of Massachusetts at Amherst. Subsequent revisions were circulated to professional colleagues at independent

colleges. The critical review by David Fedo of Curry College resulted in further clarification of the questions. Final drafts were critiqued by the researcher's committee.

The interview instrument was designed for three purposes. First, the instrument was designed to elicit the knowledge of the interviewees regarding the strategic planning exercise, goals, and implementation measures. Second, the instrument was designed to determine the effect of strategic planning on managerial resource allocation and unit planning. Third, the instrument was designed to elicit the interviewees' opinions regarding the relationship of their unit to the institution.

Data Collection

This study represents a case analysis founded in qualitative inquiry. The analysis resulted from the assemblage of case data and the establishment of a case record (Patton, 1989) in accordance with accepted qualitative methodological practices. The qualitative approach was selected due to the nature of the study and of strategic planning. One of the questions that guided this study focused on the relationship between strategic planning and institutional behavior. Two others

addressed the relationship between strategic planning and individual (middle manager) behavior. The last question that guided the study addressed more directly the process of planning. It has been stated earlier in this study that strategic planning is a qualitative process emphasizing culture, relationships, trends and communication. Qualitative methods such as casual-comparative research, interviews, and analyst-constructed typologies provided the most appropriate means to address the research questions (Patton, 1989, Spradley, 1980).

Research focused on primary resources from the period of 1948-1992. The design sought to insure that gathered data and results of the analysis were properly validated. Two types of primary resources, structured interviews and document review, were utilized by the researcher.

Among the most significant data was that collected through the use of structured interviews with middle and upper level managers. The structured interviews were approximately one hour in duration each conducted over a three-month period. The use of a standardized open-ended interview was designed to elicit the knowledge, opinions and behavior of the interviewees while minimizing any possible interviewer bias. A sample of the standardized open-ended interview questions appears in Appendix B.

A letter of introduction was sent by the president of Bentley College to each interviewee. The researcher followed up this letter with his own communication explaining the nature of the study. In compliance with the ethical standards of the University of Massachusetts at Amherst, individuals whose quotes are personally identified in this study have provided their written consent. Each interviewee graciously agreed to allow an audio tape of the interview session.

The tape of each interview was transcribed which provided the researcher with a means to accurately code the responses for each question. The responses were organized and cross-tabbed in developing the typology presented in Chapter 6. All material directly quoted from the transcriptions was cross-checked to the source tape and also verified by the respondent.

An examination of institutional archival data, the strategic plan, related documents, minutes of meetings, unit plans, budgets, reports, organizational charts, promotional material, annual reports, catalogs, external evaluation, and other pertinent documents provided a significant source of primary data. These data were helpful in determining the ways in which strategic planning influences formal decision making and formal unit planning, the subjects of two of the questions that guided this study.

Additional primary and secondary sources were examined to determine the context in which the college developed its strategic plan. State and federal legislation relating to independent colleges, American Assembly of Collegiate Schools of Business (AACSB) documents, New England Association of Secondary Schools and Colleges (NEASC) documents, and reports from business advisory groups comprised these primary sources. The student newspapers, community newspapers, and journal articles of the period under review comprised the secondary sources. These data coupled with the researcher's observations provided a context for the culture in which the strategic plan was developed.

Presentation of the Data

Through the analysis of interview responses and document review, the researcher constructed a typology based upon the level of involvement of middle managers in the strategic planning process at Bentley College. The researcher identified trends focusing on the level of involvement in the strategic planning process by middle managers. Also identified was the degree of congruency between their managerial behavior and particular unit planning and the institutional strategic planning objectives.

Validation of data gathered was accomplished through triangulating (Patton, 1989) multiple data sources.

Interview data from upper management was cross-checked with interview data from middle managers to determine the consistency of responses regarding the involvement of middle management in strategic planning, the subjects of questions three and four that guided this study.

Furthermore, a cross-check of documents such as unit plans and internal memoranda to interview responses served to validate the influence of strategic planning on unit planning and managerial behavior of middle administrators, two more questions that guided this study. While it is recognized that such a method cannot validate with absolute certainty, the degree of consistency was important in establishing relative validity. The document review cross-checked to the interview responses resulted in a differentiation between what middle managers at Bentley College really do and their individual perceptions of what they do relative to formal planning.

CHAPTER 4

BENTLEY COLLEGE - A BRIEF PLANNING HISTORY

The purpose of this chapter is to present an overview regarding the history of planning at Bentley College. First, the relationship of historical planning assumptions, goals, and problems to the current institutional culture, philosophy, and planning process will be demonstrated in this chapter. This writer views the transition years from School to College as being 1949-1961. Second, a careful review of the motives, options, events, and results related to the move of Bentley College from Boston to Waltham will be examined. This period of intense planning (1960-68) although brief in duration is critical to not only the history of Bentley College but also the present and the future direction of the institution. Third, an analysis of the decision to move locations, the design of the campus, and the related events as they pertain to planning decisions from 1970-1990 will be presented. The period after 1990 is the focus of strategic planning and is discussed in Chapter 6.

The Early Years²

The Bentley School of Accounting and Finance was founded in 1917 by Harry Clark Bentley, a Certified Public Accountant (CPA) and faculty member at Boston University. Harry Bentley was a recognized scholar in the field of accounting. Mr. Bentley authored two books in what was then an emerging field. His books, Corporate Finance (1908) and Science Of Accounts (1911) represented significant contributions to the body of relevant literature at that time.

The entrepreneurial nature of the man did not begin with the establishment of the Bentley School. In fact, Mr. Bentley established a Business School in 1898 in Connecticut. This school failed as a viable enterprise and was closed several years later. Disagreements over teaching methodology between Mr. Bentley and others at Boston University resulted in his resignation from the faculty in 1917. Some students prevailed upon Mr. Bentley to remain their teacher. He accomplished this by opening the Bentley School of Accounting and Finance on February 26, 1917. Thirty students were enrolled in the first semester. Enrollments grew rapidly, exceeding

²The historical analysis presented in chapter 6 is the result of a review of the Bentley College Archives. College reports, studies, internal correspondence, and personal papers of institutional leaders were reviewed.

2,000 by 1921. The student body in the early years was all male, predominantly older than traditional undergraduates, working by day and attending classes at night. The motives for attending the Bentley School were primarily utilitarian in nature. The early Bentley students and alumni were able to achieve significant professional recognition and notoriety due to two unique factors. First, the education represented total immersion in a limited specialized field. Second, there existed a widely respected and recognized measure of knowledge and skill in the field of accounting: the Certified Public Accountant (CPA) certificate. Bentley graduates attained an early and prodigious record of accomplishment in the CPA exam. Bentley students frequently outscored and outperformed graduates of four-year colleges and universities. Bentley graduates won over thirty gold and silver medals awarded by the Massachusetts Society of Certified Public Accountants in the first 20 years of the School's history. By 1950, 40 percent of all Massachusetts CPAs were Bentley alumni.

The Bentley student of the early years typically represented the first generation of their family tree to seek post secondary study. Furthermore, they lived within the metropolitan Boston area. The campus consisted of rented office space on Boylston Street in Boston. By 1935, the enrollment had climbed to 3,000

students. President Bentley taught classes, corrected papers and administered the School. In 1939, the Bentley School gained national prominence as a recent graduate posted the highest score nationwide on the CPA examination.

After 25 years as solely a male student body, the Bentley School admitted women to the study of accounting in 1942. This development was hastened by the shortage of men in accounting positions due to World War II. In 1948, after 31 years as a proprietary institution, Mr. Bentley relinquished ownership through the creation of a non-profit educational corporation, governed by a Board of Trustees. A review of the archival files reveals no evidence of significant planning activities throughout this period. However, the incorporation of the School marked the beginning of an uninterrupted period of planning through the present period.

The Transition Years

The historical origins of long-range and strategic planning at Bentley College can be traced to the time of the School's incorporation as a non-profit institution in 1948. In early addresses to the newly constituted Board of Trustees, 36 alumni with successful business careers, President Bentley (Bentley, 1947) outlined what he saw as

the external threats facing the School. Harry Bentley predicted a future in which mere professional training would be inadequate preparation for a business career. He recognized early signs such as the prerequisite of a college degree in order to receive an officer's commission in the United States Navy and the New York State Certified Public Accountants requirement of 120 semester hours of college credit. Mr. Bentley advocated for planning that would result in the evolution of a full degree granting college as the only measure that would mitigate the threats (H.C. Bentley, Personal Communication, May 1948). Mr. Bentley's vision began a process of evolution in the development of academic programs and the necessary infrastructure to support such growth that continues to represent the planning dilemmas of Bentley College in 1993. The early lessons as to the degree to which an inadequate physical plant can so adversely affect every aspect of the institutional academic goals have resulted in the current Bentley philosophy of maintaining a pristine campus.

One of the major dilemmas facing college and university administrators of the 1990's is overcoming the insidious effects of deferred maintenance programs instituted by campus decision makers over the past 20 years. Colleges and universities across the nation are characterized by physical plants which require major

repair, renovation, and replacement. The deferred maintenance programs were instituted as budget saving measures that resulted in little if any political fallout for campus leaders. However, these strategies of following the paths of least resistance are increasingly recognized as having been shortsighted measures. There is a growing realization that the deteriorating environment of the typical American institution is having serious and adverse implications on the quality of instruction for students; the ability of institutions to compete for quality faculty with alternative environments such as industry, business and government; and the ability to sponsor or facilitate research especially in the sciences and technology. Additionally, the campus, including its condition, size, location, and design, influences the types of students who apply and ultimately attend the institution.

Harry Bentley had two primary objectives in incorporating the school as a non-profit educational institution. First, it was Mr. Bentley's belief that incorporation was the best way to assure the future of the school. Second, Mr. Bentley wanted to begin the process of attaining degree granting authority. In a letter to the Executive Committee of the Board of Trustees on the occasion of their first meeting, Mr. Bentley stated, "the long-range success of the Bentley

School must depend upon far-sighted planning, in which recognition of a changing world in education should not be obscured by traditional prejudices or by lack of progressive thinking" (H.C. Bentley, Personal Communication, 1948).

In February 1950, Mr. Bentley addressed the Executive Committee on the topic "Trends in Higher Education." He stated, "We should not assume the smug attitude that because the school has done well thus far, it can continue to do equally well without regard to the consequences of future developments in the field of education" (H.C. Bentley, Personal Communication, 1950). It is clear that Harry Bentley was motivated to see the school continue to thrive in the future. However, it was equally clear that he was deeply concerned that the lack of degree granting authority, while not a threat in 1948, would be a serious deficiency in the future. It appears that after founding and operating the school for more than 30 years Harry Bentley was still providing the visionary leadership so necessary in organizations.

The trustees followed Mr. Bentley's advice and began to explore, with the Massachusetts State Board of Education, the possibility of receiving degree granting authority. Unfortunately, the news was not favorable. The cost of meeting the state requirements for degree granting authority exceeded the financial ability of the

school. The trustees wrestled with the question of initiating a capital campaign (targeting alumni) to raise the necessary funds to pursue degree status. Some believed this appropriate while others thought it prudent to seek the degree authority first followed by a campaign to support the milestone (M.M. Lindsay, T.L. Morison, & R.D. Anderson, Personal Communication, September, 1951).

From this debate emerged a decision to hire external consultants to "make a study of the School and to present a plan for its perpetuation" (M.M. Lindsay, Personal Communication, May 1952). A special committee of the Board of Trustees was established to plan the future of the School. This committee commissioned the first external study of the school for the express purpose of planning for the future. In June 1952, the research team, consisting of five professional educators from Harvard University and a Cambridge, Massachusetts research association, reported the results of their study to the Board of Trustees. A review of this report, Survey of the Bentley School of Accounting and Finance, reveals most of the components of a long-range plan and many of the characteristics of contemporary strategic planning. However, more importantly to this study, the report, coupled with dissenting opinions and debate, demonstrates the genesis for much of Bentley College's

contemporary culture, philosophy, and internal management practices (Curtin et al., 1952).

The consultants' report reviewed the school's financial condition, curriculum, organizational structure, student body, faculty, physical plant, and external liaisons. The recommendations that resulted from the study included a review of implementation strategies, a consideration of external threats and concerns, as well as a financial plan tied to the realization of the expressed goals. Many of the elements of contemporary strategic planning can be found in the process employed in 1952 by the consultants. The recommendations are summarized below.

- A. Petition the Commissioner of Corporations and Taxation for the right to grant the two-year degree of Associate in the Science of Accounting under Chapter 69, Sections 30 and 31, of the General Laws. This recommendation should be considered as a practicable and immediate solution to the problems of becoming an accredited collegiate institution and of stabilizing enrollment. The long-range objective should be to become a senior college, meeting the highest standards of collegiate practice and offering a broadened curriculum in preparation for careers in business.

- B. Elect a new President with academic background and competence as soon as a satisfactory choice can be made (recommended by Mr. Bentley himself in 1949).
- C. Revise the curriculum to provide a maximum of 68 credit hours of which 30 hours will be a broadened offering of the general education and related business subjects and 38 hours a reduced but sufficient offering in accounting.
- D. Develop a Library of 4000 volumes.
- E. Alter the building to provide 12 classrooms, of which five will be large lecture rooms and seven will be smaller classrooms.
- F. Establish a complete administrative unit for student personnel service.
- G. Employ additional teachers to bring the total instructional staff to 36 providing a ratio of approximately 16 to 1 on an anticipated enrollment of 600. If the enrollment is smaller, the number of faculty can be reduced provided that the ratio is maintained. Eventually this ratio should be further reduced if the financial position of the School can support additional teachers (some colleges have a ratio of 12 to 1).
- H. Limit the maximum teaching load to 18 hours, the average being considerably less, such as 12 to 14 hours.

- I. Reduce expenses in non-instructional areas wherever possible. Savings can be applied to additional costs of instruction.
- J. Increase tuition charge to \$400 and reconsider refunding policies.
- K. Inaugurate use of section men to reduce class size and to improve instruction.
- L. When degree status is attained, plan an endowment campaign to safeguard the School's financial future.
- M. Provide for degree granting in the Evening School.
- N. Improve the Public Relations Program.
 - 1. By revising the catalogue.
 - 2. By greater use of successful graduates, especially in procurement of students.
 - 3. By participation in conferences of business and educational leaders.
 - 4. By careful attention to the effectiveness of advertising methods and materials.
- O. Increase liaison with business, using visiting lectures, field trips to business houses, and developing co-operative study-work programs.
- P. Long-range objectives should be recognized as follows.

1. Acquirement of the right to grant the bachelor's degree on completion of a full, broadened baccalaureate program of three or four years.
2. Development of functional organization.
3. Acquirement of a modern, functional school building in a better location (Curtin et al., 1952).

These recommendations were based on a thorough review of the Bentley School and the ultimate goal of acquiring degree granting status. However, the results of this effort drew a spirited rebuttal from three of the School's most prominent staff, two of whom would later serve as presidents of Bentley. Maurice Lindsay who succeeded Harry Bentley as president in 1953, Thomas Morison who succeeded Lindsay as president in 1961, and Rae Anderson who later served as Executive Vice President took considerable exception to the primary recommendations. They believed that seeking degree status limited to the two-year degree would represent a loss of prestige for the school. They reasoned that the extensive requirements (92 credit hours) of the Bentley curriculum offered greater preparation than any other academic training in accounting nationwide. They offered as evidence the significant successes of Bentley alumni in professional business fields. Lindsay, Morison, and

Anderson recognized the need to seek degree granting status. Specifically, they noted the lack of recognition by various governing agencies and professional societies as adversely affecting current enrollments and ultimately projected the demise of the school unless degree status was acquired. The solution, according to these administrators, was to seek full degree granting authority. The ability to award the bachelor degree would be advantageous in terms of recognition by governing and professional organizations while being viewed by alumni, employers, prospective applicants, and the general public as an indicator of progress and quality. Lindsay, Morison, and Anderson were concerned that limiting degree status to the Associate level would inevitably lead to the junior college label (Lindsay, Morison, & Anderson, Personal Communication, September, 1952).

The three administrators also believed that it would be impossible to reduce the support staff by seven secretarial positions to offset the cost of additional faculty. They reviewed a program of staff reductions that resulted in moving from 21 full-time and eight part-time support staff in 1949 to 14 full-time and two part-time support staff in 1950. This resulted in a 40 percent reduction in support staff salaries. The administrators believed that these reductions left the

School at minimal staffing levels (Lindsay, Morison & Anderson, Personal Communication, September, 1952).

The September 30, 1952 report by Lindsay, Morison, and Anderson presented the following three recommendations to the Board of Trustees.

1. Plan a full bachelors degree program for the Day Division based upon Mr. Bentley's "Suggestions for the Planning of a Degree Course" but modified to a total of 120 semester hours over a three year period and patterned after the programs offered by Babson Institute for Business Administration and Walton School of Commerce in Chicago. Integrate our program in such a way that students who can afford only two years of full-time study could complete a diploma program or possibly an associate degree course within the two years and complete full degree requirements in the Evening Division.

In the Evening Division, offer our present diploma program, an associate degree program, and a bachelors degree program so integrated that a student may progress as far as they desire.

2. Present the plan to the Board of Collegiate Authority, in sufficient time to make it effective in the school year 1954-55, or at the latest 1955-56. In this way we could add to our present financial reserves the modest excess of income over

expense which we anticipate earning next year and the year after provided that we continue to operate in substantially the same manner as at present during the interim (Lindsay, Morison, & Anderson, Personal Communication, September 1952).

Lindsay, Morison, and Anderson readily admitted that such action on the part of the Trustees would present a significant financial risk to the institution. However, they reasoned that alumni were much more likely to support an endowment campaign for a full degree granting college than they would a junior college. Furthermore, according to their report, the only alternative to such risk was "the long, slow, decline with which we may be faced unless we take this action" (Lindsay, Morison, & Anderson, Personal Communication, September 1952).

The external consultants' report coupled with the internal rebuttal resulted in debate among members of the Special Committee of the Board charged with planning the School's future as well as among the full Board. Events of the next 10 years provide convincing evidence that the recommendations in both the external and internal studies served as the blueprint for institutional priorities, goals, and decisions. The Board of Trustees did appoint a new president in 1953 as recommended in the external report and in 1949 by Harry Bentley himself. "I am in my seventy-third year and

there is no point in waiting until I drop dead before giving thought as to who should take my place!" (Bentley, Personal Communication, 1949). Mr. Maurice Lindsay served as president until 1961. Lindsay agreed with the prognostications of his predecessor regarding the need to transform the School into a four-year college. It was the belief of Mr. Lindsay that the accounting profession would become more complex requiring a wider range of skills than those gleaned from professional knowledge alone. In 1953, Mr. Lindsay and vice presidents Morison and Anderson authored a 10-year plan for the School. The primary focus of the plan was to acquire bachelor degree granting authority for the School (Lindsay, 1953). However, the plan also incorporated most of the 16 recommendations (see p. 71-73) in the external report. The physical plant was expanded with the purchase of a building in 1953 and another in 1957. In 1960, yet another building was purchased to serve as a residence hall for men. All of these buildings were renovated for educational learning and living. The expansion of the campus was made financially possible through a successful \$400,000 endowment campaign. This was the first capital campaign in the School's history (Morison, Personal Communication, May, 1965). The expansion of the physical plant was initiated to meet the minimum requirement for degree granting authority. Additionally, the library

holdings were expanded, a student personnel office was established, sufficient faculty were hired to bring the faculty/student ratio to 17 to one, the curriculum was expanded to include a stronger emphasis in the arts and sciences, and tuition was increased (Morison, Personal Communication, 1965). All of these actions were taken while maintaining a balanced budget in every operating year between 1953 and 1961. This established a culture of fiscal responsibility that remains a significant part of the current operating philosophy today. More importantly the 10-year plan positioned the School to become the Bentley College of Accounting and Finance. On January 26, 1961, the Board of Collegiate Authority of the Commonwealth of Massachusetts granted degree status for the awarding of bachelor of science in accounting and associate of science in accounting degrees (Lindsay, Personal Communication, January 1961).

The Move From Boston to Waltham,

1961 - 1970

Upon completion of President Lindsay's major goal of seeing Bentley become a college, he retired in June 1961, ending the second era of Bentley's history. Within three years of becoming a college, Bentley experienced rapid growth. Day Division enrollment grew twice its former

size to 1800. The faculty and administrative staff experienced similar gains. Ten years from the development of President Lindsay's plan, the first class of students graduated with bachelor degrees (June 1964) from Bentley College. The rapid growth, occasioned by the attainment of degree granting status, was predicted in the early planning documents of 1952 (Lindsay, 1952).

In 1965, Bentley College was the eighth largest out of 108 private colleges in Massachusetts and nineteenth largest out of 231 private colleges in New England, evidence of remarkable growth. The characteristics of the student body included the following:

- Seventy-five percent of the students came from Massachusetts.
- Ninety-five percent of the students came from New England.
- There were approximately three applicants for every seat available.
- Thirty-three percent of the students resided in College-approved or -owned housing.
- More than half of the full-time students worked approximately eighteen hours a week to pay for their tuition and related expenses.

- More than half of the full-time students were involved in extracurricular activities such as clubs, athletics, Greek life, and socials (Morison, 1965).

By 1964, what had emerged at Bentley College was two separate and distinct groups of undergraduate students. First the historical group of students, i.e. the older than average, part-time adult evening students with little investment in campus activities, still dominated the campus culture. Second, the newer, younger contingent of full-time traditional age students with diverse interests in campus life developed in size and influence as a result of the expanded campus and related academic offerings. Characteristics in common included the fact that both groups overwhelmingly represented the first generation in their family to seek post secondary education. Both groups shared geographic roots, that is they came predominantly from Massachusetts and other New England States. Finally, they all shared common academic and career goals, since there was only one degree option, accounting.

All of these students shared one other common experience. They studied in overcrowded and inadequate facilities. Just as in 1948, Bentley's major impediment to continued growth, development, and prosperity was physical space. This was recognized in the 1952

consultants' report which recommended the establishment of a real estate committee of the Board of Trustees to look for alternative campus sites. Although the purchase of several buildings around the Boylston Street site in the 1950s provided temporary relief, this was never viewed as the long-term solution. The College officers began to search for a permanent resolution to this vexing problem in 1960. The initial effort to acquire space centered on the theme of expanding within the Back Bay of Boston and then to other municipal sites. It was only after rejection of several properties within the city, due to insufficient acreage, traffic problems, inadequate parking, and other logistical issues that the decision makers began to consider suburban sites. A total of 17 suburban sites were investigated and rejected for a variety of reasons, including excessive cost, inadequate building site, local political obstacles, inaccessible locations, insufficient acreage, undesirable location, and lack of contiguous space. Although the issues surrounding the rejection of each site were multiple and specific, the above list represents appropriate categories for the various deficiencies (Morison, 1965). It is interesting to note that little or no attention seems to have been given to the projected attributes or qualitative needs of the student body. In fact, the issues centered on numbers, growth and square feet of

space. This researcher could not find any evidence of empirical research, institutional surveys, or the involvement of specialists to improve knowledge of the clients served by Bentley College. However, this is not surprising, as the research in this domain had only begun in earnest a few years earlier. Second, such concerns apparently were delayed until the design phase of the new campus.

After two years of a frustrating search for a new campus site that would meet the criteria outlined by the planners, the College officers contemplated the selection of an inferior site. However, planners learned of a new site not previously on the market. The Waltham site met every criteria established by the College. Excited about the prospective site, and nervous that it might slip away, a special meeting of the Board of Trustees was called in the fall of 1962. The Board authorized the purchase of the Waltham site. Soon thereafter, a committee was established to plan for site development.

In 1965, President Morison presented a three-phase, 20-year plan for the development of the Waltham campus. Table 1 represents the plan as expressed in 1965. Table 2 represents the actual chronology of new construction for the same period. With few exceptions, the planners of the early 1960s, in retrospect, were remarkably accurate in their assessment of the growth opportunities

Table 1

Morison's Campus Plan, 1969-1984

=====

1969 - 1974

Seven additional residence halls

Addition to the Student Center

Gymnasium

Finish Site Preparation - South Campus

1974 - 1984

Non-Sectarian Chapel

Graduate Center

Infirmary

Residence Halls For Women

Residence Halls For Married Students

President's Residence

Dean's Residence

Addition to the Library

Expansion of the Athletic Facilities

Table 2
Actual Chronology of Construction

=====

1969 - 1974

Six additional Residence Halls
Addition to the Student Center
Gymnasium
Site Preparation - South Campus

1974 - 1984

Graduate Center
Four Additional Residence Halls
President's Residence
Addition to the Student Center
Addition to the Library
Addition to the Gymnasium
Expansion of the Athletic Facilities

on which they based their goals. Imbedded in the three-phase plan were the assumptions and goals of the planners regarding the future of the College. First, President Morison's plan called for the construction of seven additional residence halls in phase two, 1969-74. This resulted from assumptions that the total population would increase and that greater percentages of students would desire to live on campus. Only three new residence halls were built by 1975. However, planning documents and internal correspondence of the 1970s demonstrate that demand for campus housing far exceeded availability. Consequently, by 1980, the seven additional residence halls called for in the 1965 plan were built. Two additional residence halls coupled with the purchase of two off-campus sites were added in the 1980's. Phase three of the 1965 plan called for two additional residence halls during this period. Second, a graduate center appeared in phase three of the plan. This seems a rather bold statement for an institution that had only acquired degree status four years earlier and in only one degree program, accounting. However, the planners already conceived of a college offering multiple undergraduate and graduate degree options. In 1983, 10 years after receiving the authority to award masters of science degrees in two programs, the Graduate Center

opened as was planned in 1965. Third, due to financial constraints, the planners believed that two of the phase-one buildings and one of the phase-two buildings would require additions. Thus, the plans for the library, student center, and gymnasium were developed with additions in mind. All three buildings received additions within the time frame of the original plan due to the growth of the college (Morison, Personal Communication, 1965). Although, due to run-away inflation in the late 1970s and early 1980s, the planners underestimated the cost of building during the period of 1976-1984, and they acknowledged that such estimates were "presumptuous" (Morison, 1965). However, the ground rules for funding the campus development plan were adhered to throughout the ensuing 25 years. Funding was to come from "excess of income over expenses of annual operations, from amortization of present academic plant facilities, from annual giving, and from capital gifts" (Morison, 1965). Thus, the 20-year plan of 1965 is largely responsible for the current campus environment, academic program mix, and fiscal philosophy.

In what can only be described as the wisdom of foresight, President Morison, who assumed office in 1961, stated in a letter that

"The style of architecture selected was not chosen by chance or happenstance. As an institution with deep roots in New England, Bentley College chose a style that would take full advantage of the spectacular location and capitalize upon the natural beauty of the surroundings, in full harmony with our New England heritage. The goal is to create something of beauty - beauty of a lasting character. Hence, the decision to forego contemporary design of an ephemeral nature."

(Morison, 1965).

These words were penned in 1965 well before actual construction began. Although visitors to the Bentley Campus in 1993 can argue the relative beauty of the physical plant, they will not view it as a product of modern architecture. The plan, orchestrated by Dean Rae Anderson, recognized and incorporated many of the physical symbols associated with classical American campus design (Turner, 1986). The 104 acre site sits on a hill with sweeping vistas of the Boston skyline nine miles east. From the outset, the focal point of the new campus was to be the library centrally located with a clock tower rising high above the building. The focus of the institutional mission is in acquiring knowledge;

therefore, it was reasoned that the library should be the physical focal point.

The design of the residence halls appears to be an area where the college officers did indeed consider the environmental implications for students. The initial architect's plans were rejected for the residence halls. Dean Anderson stated,

"Many dormitories by lack of proper design, encourage noise transmission and lack of identification. The typical dormitory includes a long corridor on each floor. Any noise action on one end carries down to the other. Instead of one huge building for almost 600 persons as in an apartment, we decided to have a series of house units. Our residence complex will consist of seven houses, each with four floors with twenty students to a floor. Additionally each floor will have a u-shaped corridor, thus greatly reducing the proportion of the corridor" (Anderson, Personal Communication, 1968).

This design demonstrated a rejection of the typical design of the mid-1960s demonstrated a concern for a quality living environment.

Similar concerns were expressed in the development of plans for the library and the student center. There was concern expressed that enough space be provided for "the school's growing list of student activities including a student paper, yearbook, dramatic club, film study club, glee club, debating society, recreational organizations, religious groups, honor societies, fraternities and sororities" (Anderson, Personal Communication, 1968).

Additionally, the planners insisted on creating a quadrangle; preserving a natural pond, trees, and open fields; putting wiring underground; and establishing outdoor recreational areas near the student housing. This suggests an implicit understanding of the relationship between environment and student development. Even when considering the choice of heat sources the Bentley officers paid deference to the affect of environment on the educational process. Engineering reports indicated that electrical heating was possible but might prove more costly. However, the officers believed the absence of odor, smoke, and stacks would "greatly enhance the educational environment for learning" (Morison, 1965). Thus, 12 well-planned and electrically-heated academic, residential, and social

buildings were constructed simultaneously during the mid 1960's to house Bentley College.

The move from a 95,000 square-foot physical plant in the Back Bay of Boston to the 350,000 square-foot ultra-modern campus in suburban Waltham would forever change the character, personality, reputation, image, and prospects of this new college. Certainly, the new campus served to facilitate the continuing evolution of a college whose leaders aspired to compete with sister institutions of the highest quality. Evidence of these lofty goals exists in an announcement of tuition increases for the 1965-1966 year for the Day-Division students. The officials of the College compared Bentley's \$1000.00 annual tuition to comparable charges for the following greater Boston institutions.

Boston University	\$1,550.00
Boston College	1,400.00
Northeastern University	1,590.00
Suffolk University	900.00
Tufts University	1,700.00
Harvard University	1,760.00
Massachusetts Institute of Technology	1,700.00
Simmons College	1,400.00
Wheelock College	1,400.00

Such comparisons suggest an underlying desire to compete at this level. These institutions represented the tradition of excellence in private higher education within Boston to which Bentley aspired.

The design of a new residential campus resulted in the desired enrollment increases of traditional-age students. This, in turn, facilitated an unspoken yet powerful shift in focus and emphasis regarding Bentley College's attention toward its students. Since the transformation of the School to a College, the full-time traditional age population grew to equal and surpass that of its counterpart in the evening.

The evening population which dominated the alumni, the Board of Trustees and was most responsible for the first 50 years of history and reputation was clearly an afterthought in planning for the new Bentley campus. In fact, the initial plans called for retaining two of the Back Bay buildings to house the Bentley College Evening Programs. This shift was seen as a natural evolution by the decision makers at Bentley College who were not abandoning the non-traditional, part-time student. To the contrary, their view seemed to be that the evening student had a much less complex set of needs that required addressing by the environment. Therefore, if one attended to all of the needs for a full-time,

traditional population, one was bound to incorporate the needs of adult, part-time students.

However, the focus on full-time, traditional students may have resulted in inadequate services for adult students. For instance, the decision was made to locate parking on the periphery of the academic quadrangle so as not to interfere with the learning environment. If the planners were attempting to address the needs of adult students, the parking would have been located adjacent to the academic buildings. Additionally, the snack bar and dining facilities for non-resident students were located in the lowest level of the Student Center. The residential students enjoyed a facility on the top floor of the Student Center with wonderful skyline views. Great attention was given to the student housing quarters while common space in the Student Center and elsewhere in the academic buildings was barely noted. These issues of little consequence to the decision makers of 1964 loom as deficiencies of design to the College officials of 1994 trying to maintain an adult undergraduate population and increase attendance among adult part-time graduate students.

Yet overall, the planners of the Waltham campus proved to have the foresight and vision necessary to create an environment that would attract students over

the next 25 years. Consistently, institutional research and student surveys suggest that the physical environment of the Bentley campus influences decisions to attend and persist (Admissions Surveys, 1980, 1983, 1986, 1989).

The other drawing card is location, seven miles to Boston with easy access to mass transportation, Route 128, and the Massachusetts Turnpike. As was detailed earlier the site selection was a process of elimination based on a list of both internal and external criteria. These selection criteria provide strategic advantages for Bentley in 1994. Further evidence of the officers' vision was the decision to build the Student Center and the Library to allow for future additions to the buildings. The 104 acre site also allowed for plenty of additional growth. This was a fortuitous decision given the meteoric escalation in land prices coupled with the growth of the College since 1968.

Today, Bentley College has grown from a campus that housed 600 students in 1968 to one that houses 3200 students. The physical plant has grown from 12 buildings to 32 buildings in 20 years. The construction has just ended after a period that witnessed one new building opening every year. Additionally, the library and the student center received their additions almost doubling both buildings in size.

The decision makers of 1960 would probably be pleasantly surprised to know that the officers of the College are actively pursuing the purchase of additional property today. Among the most important lessons carried forth in the consideration of the physical plant today is its central importance to the success of the College. The appreciation of a new physical plant coupled with the recent memory of old and inadequate facilities has resulted in a firm resolve among the officers and the Trustees to resist any attempt at considering a policy of deferred maintenance. Although controversial at times, this decision has proved to be more beneficial than even thought by its most ardent supporters.

Although the Bentley College move to Waltham represents an unusual opportunity afforded to very few colleges and universities, one can clearly witness the dynamic interaction between the physical plant and the ultimate development of the students it serves.

The Development of a Complex Organization,

1970-1990

In 1970, the Board of Trustees selected Gregory H. Adamian to serve as the fourth president of the College. Although Dr. Adamian served as a law professor at

Bentley, his appointment represented a break from the practice of naming alumni to upper management positions at the College. Adamian's appointment also represented a more traditional academic background typical of college presidents. Such criteria for appointment to the Bentley presidency had been outlined by both Harry Bentley and the consultants responsible for the 1952 institutional plan.

Dr. Adamian's presidency marked the beginning of unprecedented growth both in student population and in academic program offerings. His 20-year presidency appears to have been dedicated to fulfilling the plan that his predecessor unveiled in 1965. President Adamian's tenure was marked by a continuation of the planning traditions established over the previous 20 years. However, it is apparent that planning was, at times, a contentious issue between the officers and the Trustees: the former believing that sufficient planning was occurring while the latter was concerned that the college was flying by the seat of its pants (J.T. Nichol, Personal Communication, 1972). However, the differences were seen by both parties as healthy tension. Progress and rapid change characterized this period. The officers and trustees of the Bentley College of Accounting and Finance recognized the disadvantages of remaining a

single-purpose institution during the planning stages for the Waltham campus. With an eye toward petitioning for general degree granting authority, the officers added faculty with terminal degree qualifications throughout the 1960s. By 1970, there were 10 academic departments, including seven in the arts and sciences. Based upon the successful development of a new campus, a proven track record of nine years offering the bachelor of science in accounting degree, a terminally qualified and diversified faculty, a growing student body in number and quality, and a supportive alumni, the College was prepared to seek expanded degree granting authority. On February 19, 1971, The Massachusetts Board of Higher Education authorized the College to offer all bachelor of science and bachelor of arts degrees. Bentley College of Accounting and Finance became Bentley College (G.H. Adamian, Personal Communication, February, 1971). Seven months later, September, 1971, the following eleven new degrees were offered.

A. Bachelor of Science Majors

- Business Administration
- Business Education
- Economics
- Management Science
- Public Administration

B. Bachelor of Arts

- Economics and History
- Government and Economics
- History and Government
- History and Literature
- History and Philosophy
- Philosophy and Literature (Bentley College, 1971).

The expanded academic programs offered for the first time in 1971 were not limited to the above list.

Finances

The critical need for additional revenue served as a catalyst for the creation of auxiliary academic programs. The division of Continuing Education was established in 1971 for two primary reasons. First, and probably most important at the time, the officers viewed the offering of non-degree professional development seminars in related business areas as a way to raise needed additional resources through the use of excess classroom space. Second, such seminars would expose business professionals to the new campus. Finally, two six-week summer sessions were instituted in 1971 to again maximize facility use in order to raise additional revenues. These moves to generate additional income were in keeping

with the policy to maintain a balanced annual operating budget (Bentley College Annual Report, 1971). A review of financial statements from the early 1970s reveals an almost non-existent endowment from which to draw operating funds off of annual earnings. Simultaneously, the College's long term debt continued to rise as additional buildings required bond issues. The financial stability of the College depended on prudent fiscal operating procedures. Complicating matters further during this period was a slight decrease in the student population for a period of four years, 1968-1972. Nevertheless, implementation of the early planning goals continued.

In 1971, a team of faculty and administrators began the exhaustive process of documenting the case for petitioning to receive authorization to offer master degrees. Specifically, the petition requested authority to offer the Master of Science in Accountancy, Master of Business Administration, Master of Science in Taxation, and Master of Science in Education, particularly in designated fields related to accounting, administration, and business. A visiting team of two business deans (University of Massachusetts and Boston College) and a faculty member from the Graduate School of Business

Management, Harvard University, submitted a detailed report assessing the College in 1973.

The team was favorably impressed with the growth of liberal arts programs and the quality of the faculty teaching in those disciplines. The report complimented the fiscal management of the institution stating, "It is particularly striking at this time when many institutions are facing fiscal crisis that not only is Bentley College operating in a sound financial position but is doing so having built a completely new campus between 1963 and 1968." The team commented favorably on the Board of Trustees interest in the planning process. The report recognized significant increases in student services most especially during the period, 1971-1973. Admissions policies, library services and holdings, as well as, the institutional organizational structure also received favorable review. Bentley was authorized to offer the Master of Science in Accounting and the Master of Science in Taxation on July 20, 1973. However, the visiting committee had concerns (Visiting Team Report).

The committee was concerned about the lack of depth in the management course offerings. They commented, "the Management Department offers a wide variety of courses (21 in all) under this single unit, including corporate management,

marketing, business policy, quantitative analysis, and computer applications. Due to the breadth of offerings in this department, specific in-depth treatment of the courses is limited, and except for seminars, advanced work is precluded."

This deficiency resulted in an unfavorable recommendation regarding the Master of Business Administration degree. The team also concluded that the Master of Science in Education and other business related areas would likely require the, "development of a completely new segment of course curricula with which there had been little experience at the undergraduate level, and each would require new staffing and resource development." Thus, these programs, too, received negative recommendations. This was the College's first set back since incorporating in 1948.

The visiting report offers a rare look at an insular institution by informed educational authorities from respected business schools. Although the consultants' report of 1952 outlined a plan to achieve future goals, its focus was on organizational structure. Visiting team reports for the purpose of receiving accreditation from the New England Association of Secondary Schools and College were limited to an analysis of a single degree

granting institution. Additionally, until 1970, the vast majority of the College's leadership had long personal ties to the institution. Most of these individuals were former students with strong bonds to the founder, Harry Bentley.

The visiting team noted that "upon his (Adamian) appointment to the role of President, some substantial changes were made in the administration and the administrative structure of the College." This period marked a significant shift from limiting the administrative and business faculty talent search to the 'Bentley family'. The new Adamian administration conducted external searches for key positions, including the new Dean of the Graduate School, but outside consultants were commissioned to assist in planning efforts.

Other than technical assistance such as architectural design and engineering studies, the use of consultants had been limited since the Lindsay, Morison, and Anderson rebuttal to the 1952 study. However, in April of 1975, the Trustees called for the development of yet another long-range plan. Furthermore, they wanted a plan that would be updated on an annual basis, a concept not widely practiced in business at the time much less higher education. The seven-person, Long-range Planning

Committee established to prepare the plan was chaired by President Adamian, continuing a 25 year tradition of direct presidential leadership in the planning process. The team of officers and faculty leaders retained the services of Arthur D. Little, Inc. to assist in the development of the plan. Additionally, Whitman & Howard, Inc., an engineering firm, and John Danielson, architect, were brought on board to assist in the effort. Once again, the planning process would involve the consideration of new facilities in planning the academic future.

It is clear that the planning committee faced similar challenges as those of their predecessors responsible for planning. They were faced with moving an entire emerging complex organization forward in a simultaneous fashion. That is to say, tuition dependency coupled with a meager endowment required a pay as you go approach to growth. This was further complicated by the institution's steadfast commitment to balanced annual operating budgets. All previous fund-raising activities, while successful, paid for bricks and mortar; thus, they did not add to the endowment principal. Interestingly, the most significant year-to-year growth in the endowment continued to be a result of generating an excess of revenue over expenses during this period.

The long-range planners of 1975 were keenly aware and increasingly concerned about the demographic decline reflected in the sharp reduction in the birth rates recorded in the 1960s. Although earlier Bentley planners were aware of this issue, it did not present an immediate threat. The actions taken to diversify the undergraduate academic programs and add graduate programs, summer sessions, and professional development seminars provided a framework to mitigate the adverse affect of a declining pool of potential applicants. Additionally, the planners believed that the increasing interest in business as a major (nine percent in 1971; 16 percent in 1974) would offset some of the decline. Lastly, the team commented on the increasing numbers of women at Bentley. "The College has significantly increased the number of women students in the past five years from 8% to 22%. ...There is, however, ample opportunity for further growth inasmuch as 50% of all students attending college are women" (LRPC, 1976, p. 8).

Nevertheless, the planning team of 1975, after analyzing the birth rates from 1961 to 1974 (the years of decline), concluded that the significantly sharper Massachusetts decline relative to the nation necessitated a revised enrollment strategy. It was recommended that the percentage of full-time undergraduate students

recruited from outside of Massachusetts increase "in order to maintain its (Bentley's) share of the market" (LRPC, 1976, p. 9). The consequences of this goal, as recognized in the plan, would be a change in the culture of the College to a largely residential environment. Resident students comprised approximately 40 percent of the undergraduate full-time population in 1975. In order to accomplish this evolution to a residential campus, the planners came to the obvious conclusion that more housing would have to be constructed.

An analysis of enrollment geographic distributions and housing construction demonstrate the implementation strategy recommended in the 1976 Long-range Plan. The percentage of Massachusetts residents attending Bentley full-time declined steadily from 72.8 percent in 1977 to 53.8 percent in 1989 representing a decline of 19 percent over the 12 year period. During the same period, the percentage of resident students increased from 40 percent to 70 percent with persistent waiting lists for campus housing. Five new residence complexes were constructed from 1977 to 1989, adding accommodations for 1130 residents. The interest among high school graduates in studying business continued to rise through the late 1980s, especially among women. This resulted in increased enrollments which necessitated the purchase of

two nearby properties. These were renovated for use as residential facilities. The college leased additional properties to meet demand.

President Morison's vision outlined in his three-phase plan called for additional residence facilities while recognizing that such growth would require concomitant expansion of facilities normally associated with a residential campus. The planners of 1975, also pondered these consequences. While the planning team viewed the academic facilities as being adequate through 1981, they recommended expansion of student support facilities. The team recommending an addition to the Student Center and to the Dana Physical Education Center. Once again, these additions were envisioned by Morison and planned for by the architects in 1965. The Student Center addition was completed in 1977 and the Dana Center addition was completed in 1984. Additionally, new baseball fields and tennis courts were added in 1978.

In defining the academic goals in the 1976 Long-Range Plan, an analysis demonstrates that the committee shaped some of the significant aspects of the College's academic culture that endure almost 20 years later. First, since establishing liberal arts academic departments followed by arts and science majors in 1970, the College did little to define their place. It was

unclear as to what the goals were regarding the desired percentage of students pursuing the bachelor of arts programs, the relationship between business and liberal arts programs was without definition, and the organizational structure of academic affairs administration was in need of review.

The planning committee recommended that the Bachelor of Arts program, "provide a small, high quality program" (LRPC, 1976, p. 12). This recommended goal established for the first time the relative size of the program. Although in ensuing years the desired size of the program has been reopened for debate, the bachelor of arts degree seekers have never exceeded 10 to 12 percent of the student body.

The team recommended that the program "continue to integrate offerings for BA degree candidates with those supporting offerings for BS degree candidates" (LRPC, 1976, p. 12). This concept of integrating the course offerings for both degree options was consistent with earlier decisions not to distinguish between faculty representing business and liberal arts. President Morison stated 10 years earlier, "no dichotomy exists between the professional program and the liberal arts program; both make equally important contributions to the implementation of college objectives" (Morison, 1965, p.

33). Thus, the philosophy of making no distinction among faculty based upon discipline was being extended to academic programs.

These actions are largely responsible for the somewhat unique organizational structure of academic affairs at Bentley today. The faculty prides itself in being distinguished as a unitary faculty. There are not divisional structures such as, Humanities Division or School of Business. There is not even a separate graduate school faculty. There is a Dean of Faculty with no further delineation based on teaching discipline or degree program in the current organization.

The established goals for bachelor of science degree programs were primarily qualitative. The planning committee desired stronger communications skills, greater breadth of knowledge, and stronger programs in the field of accounting. Perhaps, in retrospect, the most significant recommendation called for continued improvement in computer capability. There was a growing desire to establish and maintain an educational leadership position in computer applications to business. This plan represents the early stages of significant achievement in this area. Consider that in 1982 Bentley College graduated more students with a Bachelor of Science degree in Computer Information Systems than all

other Massachusetts institutions combined (Adamian, 1982). In 1985, Bentley became only one of a few schools nationally to issue a portable computer to every new freshman student (Adamian, 1985). This decision followed a period of five years in which computer applications had been integrated into the curriculum of courses in every discipline at the College. While many other schools were developing the more technical degree options in computer programming, Bentley saw opportunity in focusing on the management of information.

The planners of 1975 recommended additional graduate degrees in business disciplines. The College was preparing to request yet another amendment to the charter for the purpose of offering additional master degrees. Specifically, the team set as a goal, "programs in Finance, Computer Systems, and Management (MS and/or MBA) and others" (LRPC, 1976, p. 12). In 1977, the Massachusetts Board of Higher Education voted unanimously to authorize Bentley College to award master degrees in business-related fields. In 1978, the Master of Science in Finance degree was added to the portfolio. In 1979, the Master of Science in Computer Information Systems and the Master of Business Administration were offered as degree options for the first time. These actions were consistent with the 1976 Long-Range Plan.

Finally, the 1976 Long-Range Plan called for increased attention to building the endowment. The planning team, concerned that the 1980s would be a period of stable enrollments, desired to "build up unrestricted endowment funds, loan and scholarship funds, annual giving, and capital funds to generate increased revenue for current fund purposes" (LRPC, 1976, p. 19). A successful four million dollar campaign in the late 1970s followed by a successful 12 million dollar campaign ending in 1986, coupled with continual operating excesses resulted in rapid endowment growth. The endowment grew from \$2,843,000 in 1976 to \$31,621,000 in 1986.

The planners of 1976, like their predecessors developed a plan based on an assessment of the institution's mission, an internal review of strengths and weaknesses, consideration of external variables, and the financial realities of the College. However, these planners desired greater flexibility in their plan. This did not go unrecognized by the Board of Trustees, many of whom were actively involved in earlier Bentley planning efforts.

Contentious debate over the issue of capping the full-time undergraduate population at 3,200 took place at a May 21, 1976 special meeting of the Board of Trustees. Some of the trustees wanted the number at 3,000 while

others demanded more analysis. Many cautioned the administration to control growth. Still others expressed concern about additional building (Trustees Minutes, 1976). Their feeling was that enough money and effort had been expended on bricks and mortar. The trustees, after much debate, voted, "That, in so far as the Preliminary Report presents a set of guidelines of a general sort for the next five years of Bentley College, they be, and are accepted" (Trustees Minutes, May, 1976, p. 11).

However, the Board made it clear that they wanted a more specifically defined document that included the following: goals for the higher levels of excellence in admissions, specific goals for physical expansion, and an enhanced image. Two additional votes were taken, the first, to charge the President with preparing a revision of the plan that took it "beyond five years, if possible, but at a minimum, dropping one year and adding another" (Trustees Minutes, May, 1976, p. 12). The second vote made the review of the long-range plan an annual responsibility of the Trustees.

The result of this meeting extended the existence of the Long-Range Planning Committee well into the 1980s. Furthermore, it resulted in frequent public endorsements by the President extolling the virtues of planning.

Evidence of this is clear over a period of years. "Our long-range planning process has helped us to place this growth into perspective and to understand the many factors which are linked significantly to growth" (Adamian, 1976, p. 2). "Bentley has grown in size and quality...over the past decade, yet always, I believe, through careful planning" (Adamian, 1977, p. 2). "Bentley was partly entrusting its future to the careful scrutiny of a long-range planning process" (Adamian, 1978, p. 9). "We have steadily and successfully pursued a comprehensive plan to transform this institution from a small, urban, commuter undergraduate college of accounting to a first rate, suburban, general purpose college" (Adamian, 1979, p. 2). These comments reflect the deference paid to planning.

The 1976 Long-Range Plan was updated annually to reflect an added year. However, the foundation goals of increasing admissions standards, promoting excellence, integrating the study of business and liberal arts, and establishing a leadership position in computer fluency remained stable.

The most significant goal that was to be constantly adjusted was that of enrollment caps. In 1976, trustees and administrators debated the merits of 3,000 full-time day students versus 3,200. It is important to note that

no one advocated for more than 3,200 students. The reasons can be classified in two ways: internal and external factors. The plan called for an end to constructing more buildings, thus, limiting the growth possibilities in enrollment. The other internal factor focused on the desire for enhancing quality. An enrollment cap would facilitate improved selectivity. The primary external factor leading to an enrollment cap was the long-touted decline of potential applicants due to the birth rates of 1961 through 1974.

The period of 1977 through 1988 proved a dilemma. Every possible trend that could affect enrollment at Bentley followed a more favorable course than anyone could have conceived in 1976. Interest in business as a major among women grew rapidly as an extension of the women's movement. In effect, this increased the potential applicant pool dramatically. The national surveys of graduating high school students revealed that the interest in business as a major continued to climb until peaking at 25 percent. Internal surveys of prospective students disclosed that the attention to the design, maintenance, and environment of the campus was paying dividends (Student Surveys 1981, 1982, 1983). The yield rates from letters of acceptance to applicants and their decision to attend increased steadily. One of the

major factors in the decision to attend Bentley over other schools to which applicants applied was the physical facilities and their perceptions of the campus.

The cumulative affect of these positive trends was repeated decisions to increase the enrollment cap while posting consistent improvements in selectivity. In 1977, the first indication of a shifting enrollment cap was apparent when the President announced, "Bentley is now approaching its virtual maximum undergraduate capacity of about 3300" (Adamian, 1977, p. 4). Only one year later, the President reported, "we would maintain an undergraduate enrollment of approximately 3,400-3,500 students over the next five years" (Adamian, 1978, p. 9). One year later, the President announced, "the achievement of our goal of 3550 Day matriculants brings the usage of our physical facilities during the daytime fairly close to our maximum feasible and desirable level" (Adamian, 1979, p. 2). This enrollment pattern went on until the enrollment peaked at 3,940 in 1988. Needless to say, the construction of new academic and residential buildings, as well as the expansion of others, continued throughout the 1980s. The expanding student body was not limited to the full-time undergraduate population (Table 3). This necessitated constant increases in faculty and

Table 3
Enrollment Trends

Year	Undergrad Full-time	Undergrad Part-time	Graduate	Totals	FTE
1980	3,630	2,547	1,027	7,204	4,715
1981	3,776	2,665	1,200	7,641	4,918
1982	3,569	2,721	1,355	7,645	4,696
1983	3,920	2,606	1,578	8,104	5,417
1984	3,940	2,493	1,657	8,090	5,342
1985	3,894	2,058	1,713	7,665	5,110
1986	3,875	1,724	1,732	7,331	5,411
1987	3,833	1,716	1,695	7,224	5,332
1988	3,957	1,542	1,651	7,150	5,382
1989	3,860	1,646	1,748	7,254	5,417
1990	3,827	1,677	1,861	7,365	5,515

administrative ranks which, in turn, put added pressure on the need for more office space.

The inability or lack of desire to limit growth in the 1980s presents one of the most difficult challenges for the planners of the 1990s. Planning in the 1980s underwent a transition from a long-range to a strategic process. The organizational responsibilities for planning, and more importantly, leadership of the effort grew increasingly unclear.

By 1980, there were three administrative groups involved in planning at Bentley. The Educational Policy and Planning Group (EPPG) was established in 1979 by Jack Nichol, Vice President for Academic Affairs. This group consisted of Dr. Nichol's direct reports: deans of admissions, undergraduate, evening, graduate, and continuing education divisions and the director of the library. The EPPG was responsible for short term planning such as budgets, personnel, and programs, and also for determining long-range planning directions (J.T. Nichol, Personal Communication, 1980). This group met regularly to address a plethora of planning topics. The agenda items addressed by EPPG included classification of institutional strengths and weaknesses, clarification of the overall institutional mission, identification of external and internal environmental assumptions,

identification of future opportunities, and evaluation of facilities. This group also initiated a strategic planning effort in the early 1980s. This effort never made it off the drawing board, due in part, to the growing politics surrounding planning.

The Council for Institutional Planning (CIP) was established in 1977 "To assist the President in developing and preparing recommendations for the Board of Trustees on questions of major institutional significance" (Adamian, Personal Communication, 1980, p. 4). This group consisted of the President, vice presidents and three faculty members. Finally, the President's Executive Cabinet (PEC) was established in 1978. This group, initially comprised of the President, vice presidents, and two deans, was expanded to include a total of nine administrators. It too, was involved in issues of planning.

The Trustees were growing exceedingly concerned and impatient about the process at Bentley. At a special meeting of the Board of Trustees, October 30, 1981, the administration sought to clarify the various lines of responsibility for planning through the presentation of a 15-page document. There were two key recommendations in the document. First, it was recommended that CIP be charged with preparing the College Master Plan and

Contingency Plans (Trustee Minutes, 1981, p. 14). The second recommendation was "henceforth one person in charge of planning under the direction of the President" (Trustee Minutes, 1981, p. 13). The other recommendations established a complex and cumbersome set of reporting lines and delineated responsibilities. This served to formalize a disjointed and bureaucratic process for planning quite different than previous models employed at Bentley. The result, as Drucker would have predicted, was a process excessively complex and analytical (Drucker, 1985).

The President's Executive Assistant's title was expanded to include Director of Institutional Planning. Additionally, a professional planning position was added to the President's staff in 1981. This created a quasi planning office under the auspices of the President.

The period from 1981 through 1985 was characterized by a tremendous amount of planning activity. However, the planning focus was project- or unit-based without significant coordination. For instance, a five-year marketing plan was developed, a five-year capital campaign was planned, and a long-range computer fluency academic program for all students was planned. However, there is a dearth of evidence to suggest coordination of these future-oriented efforts at an institutional level.

This is not necessarily a criticism, but rather, an indicator that the institutional planning of the previous 20 years was giving way to a different type of planning. Indeed tables, 4, 5, and 6 provide convincing evidence of the significant growth in the institution's size and complexity during that twenty year period.

Organizational change of this magnitude likely resulted in a more arduous and politically difficult planning task.

Another important factor that may have affected the planning process of the early 1980s was Bentley's agenda at the time. The Association of New England Schools and Colleges (NEASC) reaccreditation process, the planning and preparation for accreditation from The American Assembly of Collegiate Schools of Business, and the launching of a 12 million dollar capital campaign required major and sustained commitments of time. Nevertheless, the interest in and commitment to planning of a long-range and strategic nature remained of high concern to the Trustees and the President. The following three quotes from President Adamian illustrate this point.

Table 4
Indices of Growth I

=====

Enrollment			
	1970	1980	1990
Day Division/Undergraduate			
Resident	542	1,753	2,985
Commuter	<u>1,352</u>	<u>1,761</u>	<u>875</u>
Total	1,894	3,514	3,860
Evening Division/ Undergraduate	2,858	2,458	2,634
Graduate School	-	1,243	2,918
Degrees Conferred			
Undergraduate	396	852	994

Table 5
Indices of Growth II

=====

Faculty

	1970	1980	1990
Full-time	70	137	212
Part-time	14	126	167
Average Annual Compensation	\$14,220	\$25,062	\$59,696

Library

Number of Volumes	53,518	97,098	175,708
-------------------	--------	--------	---------

Table 6
Indices of Growth III

=====

	Endowment		
	1970	1980	1990
Unrestricted	\$346	\$9,637	\$38,031
Restricted	<u>39</u>	<u>161</u>	<u>17,849</u>
Total	\$385	\$9,798	\$55,880
Investment in Plant	\$15,856	\$37,013	\$91,441
Excess of Reserves Over Debt	(\$7,732)	(\$5,850)	\$14,989

Dollars in thousands

- In 1981, the President outlined these planning questions, "What kind of education does Bentley wish to impart? and ...What kinds of human beings and professionals do we want Bentley College graduates to become?" (Adamian, 1981, p. 13).
- In 1982, the President stated, "Bentley's future is a secure one because we have an institutional mission that is understood and actively promulgated by the entire Bentley community" (Adamian, 1982, p. 12).
- In 1983, the President stated, "As challenges to business and to higher education mount in the years ahead, Bentley's mission will become even more important" (Adamian, 1983, p. 13). In 1984, The President stated, "Strategic Planning has been a major preoccupation this year-the type of planning that struggles to respond to the environmental challenges by applying reason to the workings of history" (Adamian, 1984, p. 2).

In 1985, John T. Nichol, Academic Affairs Vice President for 14 years, stepped down and returned to the faculty. Dr. Tony Bonaparte was hired as the new Academic Affairs Vice President and Provost. This represented the College's first experience with the position of Provost. Bonaparte soon launched a strategic

planning exercise. This was the first time in Bentley's history that an institutional planning effort was initiated by someone other than the President or trustees.

A review of documents and internal memoranda do not reveal the President's involvement in or commitment to this effort. Bonaparte desired to complete an academic plan to be supported by the subsequent development of plans in Student Affairs, Alumni and Development, Business and Finance, and Information Services. This, at best, represents an unorthodox strategic planning model (Cope, 1983; Spiker, 1985). Successful strategic planning requires an integrated institutional approach with leadership from the chief executive officer (Cope, 1978, 1981; Keller, 1983; Meredith, 1985). The fragmented approach to this planning effort only served to raise concern and suspicion among the divisions who were to follow the lead of Academic Affairs. This approach marked a sharp departure from the collaborative philosophy which characterized earlier efforts.

The significance of organizational culture, if not carefully considered, can result in significant resistance to strategic planning by stakeholder constituencies (Chaffee, 1988). Such was the case in a failed attempt at strategic planning under the Provost's

direction. Although, in 1987, the President reported, "in view of demographic changes, planning-sophisticated strategic planning--takes on greater importance than ever before" (Adamian, 1987, p. 2). However, one year later the President announced, "Thomas J. Wyly, formerly executive assistant to the president and director of planning, was named Bentley's first vice president for institutional planning and human resources" (Adamian, 1988, p. 4) This effectively removed institutional planning from the Provost's office in the middle of his strategic planning effort. In fact, in 1989, the President announced, "Bentley must be even more careful in the strategic planning of its future. Thomas J. Wyly is chairing an institution-wide planning committee that is charged with formulating a long term plan for the College's future" (Adamian, 1989, pp. 2-3). Albeit impressive, carefully researched, and skillfully penned, the 65-page Academic Affairs strategic planning document never saw the light of day (Bentley College, 1988).

The decade of the 1980s was one of accelerated growth and prosperity for Bentley College by every conceivable standard of measure. A comparison (Table 7) between 1980 and 1990 shows quantum growth in the graduate school and modest growth in the full-time undergraduate college. Despite constructing seven new

Table 7

Indices of Growth, 1980-1990

=====

New Buildings

The Adamian Graduate Center

The Rauch Administration Center

The President's Residence

Hillside Apartment Complex

Brook Hall Apartments

Orchard Apartments

Boylston Apartments

Additions to Existing Buildings

LaCava Campus Center

Solomon R. Baker Library

Dana Athletic Center

Classroom Building

buildings, significant additions to three others, and substantial investments to meet AACSB accrediting standards, the College increased its endowment from \$9,798,000 in 1980 to \$55,880,000 in 1990. External evidence of growth in quality is reflected by AACSB accreditation as well as by frequent recognition by professional journals and popular magazines.

Frequent in-depth planning accompanied the many successes of the 1980's. However, the completion of a strategic plan, frequently called for by the Trustees and recognized as essential by the President, remained elusive. Gregory Adamian retired in July 1991 after 21 years as president.

Summary

The insistence of Harry Bentley that the institution must recognize the changing requirements of business and plan accordingly to move the school to a degree granting college was expressed as planning for survival. The culture of Bentley at this particular point in its history may best be defined as one of organizational saga (Clark, 1972). Organizational saga "is initially a strong purpose, conceived and enunciated by a single man or small cadre whose first task is to find a setting that

is open...the most obvious setting is a new autonomous organization" (Clark, 1972, p. 180). Leaders in organizational saga also typically hand pick their team from the top down, insuring their own lasting influence (Clark, 1972). Such influence was evident in Harry Bentley's call for degree status. This established the agenda for the next two presidents of the College.

Furthermore, this culminated in a 10-year plan to acquire degree granting authority. The recognition that in order to facilitate long-term growth the school would need a modern campus resulted in a move to the suburbs and a 20 year plan for growth and development. The early successes of the Bentley planning efforts resulted in a Board of Trustees who required the development of the five-year long-range plan of 1976. The institutional planning efforts of the 1980s may have been hampered by institutional growth in size, complexity, and maturity. Bentley College was moving from adolescence to adulthood as an organization. By 1985, the upper management of the college was without a Bentley graduate for the first time in its history. The College had attained national recognition from the American Assembly of Collegiate Schools of Business. The graduate school was fully established. Lastly, the physical development of the campus was complete. "Life cycle theory points that as

organizations mature, their survival depends on the ability to adapt activities to correspond with changing needs of the organization" (Lysons, 1990, p. 122).

The history of institutional planning from 1951 through 1991 reveals that much of Bentley's current success, strength, culture, organizational structure, mission, program mix, campus design, student profile, and values are a result of visionary leadership and careful, integrated planning. However, some of the contemporary concerns and identified weaknesses articulated in the 1992 five-year strategic plan may be a result of institutional planning gone astray in the 1980s. The failed strategic planning efforts of the 1980s influenced the perceptions of many regarding planning.

The new president, Joseph Cronin, who took office in 1991, initiated a strategic planning process immediately upon assuming office. Many in the community were skeptical and distrustful or unmotivated by the initial announcement. This was due, in part, to the aborted strategic planning process of the 1980s. The immediate necessity for a planning exercise was exacerbated by the inability or unwillingness to control the limit on enrollment, in the 1980s, as had been requested by the Trustees. This unchecked increase in enrollment, was allowed to occur with the knowledge that

the most significant decline in the college-age population would fall between 1989 and 1994. This unplanned growth necessitated additional faculty, administrators, and staff. Additionally, the institutional leadership was aware that the interest in the study of business had leveled off (Adamian, 1988). This eventually compounded the planning task by creating a need to downsize in the 1990s.

The 1980s was also a time of good ideas, creative faculty and administration, and plentiful fiscal resources. Thus, many quality, new initiatives were funded during this period. The lack of institutional coordination may have contributed a culture in which the expectation was that every good idea received institutional funding regardless of the degree to which it relates to the mission or goals of the College. The contemporary planners had to readjust the expectations of the community to accept the premise that there are more good ideas than there are institutional dollars to fund. Lastly, and most important to this analysis, prior to the 1991 effort, middle management had been excluded from any participation in the institutional planning process. While the growing ranks of middle managers chronicled nationally was reflected at Bentley, their role in planning was extremely limited (Scott, 1978). This is

evidenced by the make-up of the planning committees enumerated in this chapter. Typically, these committees were limited to vice presidents, an occasional academic dean, and faculty. President Cronin's desire for an inclusive community-wide process represented a significant and abrupt change in leadership philosophy. This may have created a certain level of anxiety among some members of upper management. Additionally, the planning process had to allow for some professional development in the methods of and reasons for planning.

Thus, the planning history of the College not only affects its current status, character, and philosophy, but it also serves as the foundation for the planning challenges of contemporary Bentley.

CHAPTER 5

BENTLEY COLLEGE: A CASE STUDY

To study the inter-relationships between a strategic planning process and the managerial behavior of middle-administrators, the researcher interviewed nineteen middle and six upper management personnel at Bentley College. On the basis of interviews, a review of college documents, an archival review, and participant observation, the researcher developed a case study of Bentley College. The case reviewed below includes an overview of current demographics, financial position, governance and organizational culture, academic characteristics, and future plans, as they relate to the four research questions posed by the investigator.

The Influences of Leadership Change, Culture Shift, and History

Middle managers at Bentley College generally recognize that the context in which strategic planning occurred was one of rather abrupt and significant cultural shift. The facilitation of this environmental change was the result of both internal influences and

external factors. The most significant internal catalyst influencing change was new presidential leadership.

After twenty years of impressive accomplishment under a leader with a decidedly top-down centralized leadership style, a new president ushered in a significantly different leadership style.

Joseph Cronin introduced a consensus seeking, open and collegial model of management. Managers were now requested to discuss, debate, and on occasion, to play devil's advocate on issues of institutional magnitude. Detailed information regarding College finances, institutional strategies, and significant issues were provided to middle management for their critical review. The president was highly visible on campus and succeeded in establishing collegial relations with all constituencies, including middle management. This paradigm shift created a relatively high degree of role confusion for the middle managers interviewed in this study. While administrators could not help but be aware of the new behavioral dynamics modeled by the President, most attributed his intentions as merely symbolic. Thus, the initial behavioral response from middle managers was equally symbolic. If the President floated an idea for consideration and critical review, he was likely to learn

that middle management responded by attempting to implement what they perceived as a directive.

A related factor contributing to the role confusion among middle managers during this period of transition was a perceived style difference between the vice presidents and the President. This was especially noted in the divisions of Academic Affairs, Business and Finance, and Student Affairs. The new President's managerial style included direct communications with middle managers regarding both operational and policy issues. The vice presidents were accustomed to a formal hierarchial communication chain in which information from and to the President was channeled through the vice presidents. This shift in organizational information flow left managers in the middle of a president making direct requests and vice presidents desiring to maintain hierarchial communications.

Planning History

The last significant internal influence on the cultural shift experienced during the time of strategic planning was a result of shortsighted enrollment planning in the 1980s. The effects of declining numbers of high school graduates, declining interest in business as a field of study, and economic recession all contributed to

ending a thirty year period of phenomenal growth and expansion.

Repeatedly, from 1978 to the late 1980s, the Trustees imposed enrollment caps on the full-time undergraduate population. The desire for limited enrollment growth was the result of a recognition among upper administration that the demographic projections for the period 1984-1995 demonstrated that 40 percent fewer 18- year-olds would be graduating from high schools in the New England region, a primary recruiting area for the college. The planning documents, annual reports, and internal memoranda from this period accurately predicted that competition for students among colleges and universities would significantly increase as the available supply of high school graduates declined. Thus, in order to avoid longer term problems of over expansion, enrollment caps were imposed through the planning process.

However, the middle managers responsible for implementing enrollment policies regularly exceeded enrollment limits throughout the ten year period 1978-1988. The enrollment growth was routinely reported as an accomplishment affirming the strength and success of the college. Excess tuition revenue was transferred to quasi-endowment, improving the financial position of the

institution, as well. Perhaps, middle managers began to view the enrollment planning goals as minimum targets rather than as originally intended limits. Thus, despite appropriate consideration of the future environment, accurate planning forecasts, and prudent long term strategies, the college, however well intentioned, failed to adhere to its own advice.

It can be successfully argued that the enrollment excesses of that period provided the financial resources to expand and improve programs central to the mission of the institution. However, it is also true that the enrollment excesses of the 1980s are largely responsible for a period of difficult downsizing coinciding with the strategic planning process.

Culture Shift

Middle managers expressed anxiety rooted in uncertainty about their job security and future prospects at the college. Many of the interviewees were saddened by what they viewed as an implicit contract with Bentley. One Student Affairs administrator best captured the sentiments of middle managers. This individual commented, "the allegiance and dedication of Bentley employees that usually leads to high productivity, may have suffered an irreversible set-back" (Middle Manager,

personal interview, 1993). The prevailing sense among college employees had been that a dedicated and productive employee would be protected by the college.

In the face of forty employees terminated due to downsizing, many middle managers were re-assessing their relationship to the college.³ Given the demographic and economic conditions of the late 1980s and early 1990s, it is inevitable that despite the best efforts, the pace of growth and program expansion would slow at Bentley. However, it can be argued that more closely following the enrollment strategies of the previous ten years may have resulted in a less disruptive cultural shift at the college.

The significant external factors affecting the culture under which the strategic planning process occurred at Bentley included the economy, interest in business as a field of study, the global marketplace, diversity, and technology.

The economic recession of the late 1980s and early 1990s, unlike earlier recessions in the United States, affected white collar workers as much as it did blue collar workers. Particularly hard hit were defense

³The forty employees terminated represented upper and middle management as well as professional staff.

contractors and computer firms both of which are predominant industries within the Route 128 beltway surrounding Bentley. Massive layoffs and the curtailment of tuition remission benefits exacerbated an already difficult enrollment picture. Parents were less able to afford the cost of private higher education, while changes in federal formulas for financial need for higher education put assistance out of the reach of many more. Part-time adult students dependent on employer tuition remission plans were forced to slow or delay their educational objectives due to the suspension of tuition benefits.

During the 1980s, interest in business as a field of study among high school students increased sharply from approximately twelve percent in 1980 to twenty-five percent in 1988. Interest in business as a field of study has steadily declined since 1988 to fourteen percent in 1993. It is commonly recognized that the interest in particular disciplines as areas of study among students ebbs and flows over time. Thus, it should not be surprising to those familiar with enrollment trend analysis that the pendulum of interest in business has swung back. Nevertheless, this trend has added to the stress and anxiety of those in middle management responsible for maintaining enrollments.

The current focus on the necessity of preparing business graduates for the global marketplace is an area where the college correctly anticipated the trend in the early 1980s. Appropriate planning resulted in the establishment of an office for international programs charged with facilitating opportunities for students and faculty. Strides have been made in internationalizing the curriculum, sending American students and faculty abroad, and recruiting international educators and students to Bentley. However, as was noted by the Director of International Programs, similar developmental opportunities were rare for middle managers (Bookin-Weiner, Personal Interview, 1993). Additionally, the administrative policies and procedures had to be bent, amended, and in some cases, rewritten to meet these new initiatives. This resulted in yet another complexity in a changing Bentley culture, a burden most frequently assumed by middle management.

Recognizing another demographic reality, Bentley College has established goals to increase its minority student and employee population over the next five years. Recruitment strategies, campus life, financial assistance policies, institutional values, and classroom dynamics are among the issues that must be carefully considered if the College is to realize its recruitment and retention

strategies of fifteen percent minority student enrollment. The campus environment has historically consisted of an overwhelmingly white faculty and student body. It will be incumbent upon middle managers to implement changes to successfully facilitate this transition. Failure to effectively shift towards a culturally diverse campus environment has resulted in tension, hostility, and balkanization on all too many campuses.

Bentley College made a strategic decision in the early 1980s to be on the leading edge of information technology in higher education. Decisions were to integrate computer applications into both the business and liberal arts curriculum were implemented. The college became one of the first in the nation to outfit each full-time undergraduate with a personal computer. Printers and communication links to internal and external networks were installed in every faculty office and every on-campus residence room and apartment. Administrative systems were upgraded to improve both the efficiency and effectiveness of student service. In 1993, the spiralling cost of information technology coupled with rapid obsolescence has resulted in both strains on the finances of the institution, as well as, stress on those dependent on and responsible for these systems.

The findings of this study regarding the influences of presidential leadership and institutional culture are consistent with the literature on these themes. First, strategic planning is most frequently initiated at the beginning of a president's tenure. Second, the leadership style of a college president affects the managerial dynamics of the rest of the organization. Lastly, there is a relationship between institutional strategies and institutional culture.

Demographic Overview

Bentley is a non-sectarian, independent coeducational college located nine miles west of Boston on a 110 acre suburban campus in Waltham, Massachusetts, also home to Brandeis University. Bentley enrolled over 7,000 degree students in Fall 1992, with a full-time equivalency of 5,250. Figures for academic year 1992-1993 indicate that 3,390 full-time and 1,530 part-time undergraduates were pursuing degrees primarily, but not exclusively, in various business disciplines. There were 2,188 students pursuing Master of Science and Master of Business Administration degrees exclusively in business disciplines during the same period. The student body is relatively balanced by gender (Thaeler, 1993). However,

recent trends of a sharp decline in business as a major among female college applicants nationally should be of concern due to the potential effect on enrollments.

Approximately 80 percent of the full-time undergraduate students reside in campus residence and apartment facilities. The undergraduate population is 11 percent minority and seven percent international. The strategic plan calls for each group to represent 15 percent of the population in 1998. Thus, the current 82 percent majority population will be reduced to 70 percent if the strategic recruitment goals are met.

In 1991, the College was served by a full-time work force of 717 employees. There were 211 faculty, 215 administrators, 185 support staff, and 106 service employees. Of the 215 administrators, this investigator has classified seven as upper management, 68 as middle management, and the remainder as line administrators. The faculty and staff (Table 8) were predominantly white, adding to the diversity dilemma. The strategic plan calls for improvements in the racial and ethnic mix of faculty and staff.

Table 8

Demographics - Faculty and Staff

=====

Full-Time Employees

	Fall of 1983	1985	1987	1989	1991	(est) 1993	Growth 1983-1993
Faculty	170	196	215	212	211	198	16%
Administrative	139	169	185	205	215	214	54%
Support	130	143	178	198	185	193	48%
Service	74	98	92	102	106	95	28%
TOTAL	513	606	670	717	717	700	36%

Financial Position

In considering the financial position of an independent college one should approach the question with two perspectives. First, the financial strength of the college must be measured in absolute terms, as it would be in the financial markets and by public accounting firms. Second, a comparative analysis of financial strength to that of primary competitive independent colleges provides a relative measure of position. The relative measure becomes increasingly important in times of heightened competition for enrollment because it is a significant indicator of the institutions' ability to fund initiatives designed to gain or maintain a competitive edge. For the purposes of this study Babson College, Wellesley, Massachusetts, and Bryant College, Smithfield, Rhode Island, both nationally ranked specialty colleges in business education offering bachelor and master degrees, and in close geographic proximity to Bentley will be considered as the competition (Business Week, October 1992).

Endowment

The financial endowment of the College was \$64,907,000 in fiscal year 1992, representing an increase

of 15 percent over the previous year. Funds for the endowment come from gifts and internal transfers of excess annual operating funds. The generally accepted ideal endowment for an independent institution represents its total operating budget for two years. By this measure, Bentley is approximately half way to the ideal. Nationally, Bentley's endowment ranks 188 of all independent institutions of higher education. Bentley ranks 225 when full-time student equivalency (FTE) is factored. Although, Bentley's endowment, in terms of value, significantly exceeds that of Babson and Bryant (Table 9), Babson is better positioned nationally, at 197, using the factored rankings. Bryant is ranked 224, essentially equal to Bentley, using the factored scale. Thus, the absolute strength of the endowment is good. Growth in endowment funds has been extremely favorable over the past 10 years, from 10 million dollars in 1982 to almost 65 million dollars in 1992. The strength of the endowment relative to the competition is mixed as has been established. Additionally, there are several negative five-year trends that may be of concern in considering endowment strength. First, the College's national rankings, both absolute and factored scales, show a steady decline from 1988 to 1992. Second, Bentley's endowment growth for the same five-year period

Table 9

Comparative Endowment

=====

NATIONAL RANKING OF ENDOWMENT

	FY 1988	FY 1989	FY 1990	FY 1991	FY 1992
Bentley College	165	170	173	182	188
Babson College	235	244	248	256	257
Bryant College	212	220	234	246	241

NATIONAL RANKING OF ENDOWMENT/FTE STUDENT (Private Institutions)

	FY 1988	FY 1989	FY 1990	FY 1991	FY 1992
Bentley College	172	194	207	221	225
Babson College	162	168	185	194	197
Bryant College	N/A	184	197	212	224

was 44 percent. Babson and Bryant posted growth figures of 68 and 67 percent respectively during the same period. Third, the number of alumni donors and the percentage of alumni responding to solicitation have both declined steadily over the past five years.

The strategic plan has established two ambitious goals relative to the endowment. First, the percentage of alumni contributing to annual fund raising is to increase from 19 percent to 35 percent by 1998. Second, the college will successfully complete a 30 million dollar capital campaign by 1998, establishing a 100 million dollar endowment. Successful attainment of these goals will likely reverse the negative trends enumerated above.

Revenues

Bentley College is heavily tuition dependent for annual operating expenses. Approximately, 93 percent of annual revenues are derived from tuition and fees. This percentage has remained essentially unchanged since 1983. Babson and Bryant are similarly tuition dependent, both at 87 percent in 1992. Undergraduate full-time tuition at Bentley College was \$12,000, \$400 more expensive than Bryant and \$3,000 less costly than Babson. Interestingly, there is a correlation between tuition

levels and faculty salaries among the three schools. Babson College maintains a competitive faculty (Table 10) salary advantage over Bentley and Bryant. This may present Babson with an advantage in its ability to attract better terminally qualified business faculty. However, it can be argued that Babson's ability to recruit students will be adversely affected by the wide tuition differential, especially in times of financial recession and declining government student aid. Bentley desires to close the tuition gap by approximately 15 percent over the next five years, thereby, realizing a relative increase in revenues while maintaining a competitive advantage in student recruitment.

All private colleges and universities discount tuition for many of their students based on either need or merit. This is accomplished through dedicating a portion of annual revenues to student financial aid. This process, while necessary to recruit and maintain students, diverts operating dollars from funding operating expenditures. Students of higher education have experienced precipitous declines in government financial assistance over the past decade. In 1984, federal and state financial assistance represented 22 percent of total aid awarded at Bentley. In 1993, total government assistance awarded at the College represented

Table 10
Comparative Salaries and Tuition

=====

COMPARATIVE FACULTY SALARIES Fall 1992 (\$000s)

	Professor		Assoc. Professor		Assist. Professor	
	Number	Avg.Salary	Number	Avg.Salary	Number	Avg.Salary
Bentley College	47	69.6	84	55.2	62	47.2
Babson College	28	76.4	43	59.6	32	53.1
Bryant College	39	60.7	49	54.5	43	47.7

Continued, next page

Table 10 (cont.)
Comparative Salaries and Tuition

=====

UNDERGRADUATE TUITION (Full-Time)

Academic Year	Bentley	Babson	Bryant
1984-85	6,100	7,424	4,525
1985-86	6,640	8,160	5,100
1986-87	7,300	9,152	5,600
1987-88	8,020	10,016	6,650
1988-89	8,980	11,072	7,648
1989-90	10,060	12,128	8,719
1990-91	10,760	13,328	9,895
1991-92	11,340	14,272	10,993
1992-93	12,000	15,056	11,653
1993-94	12,830	15,809	12,120

11 percent. Correspondingly, institutional aid has increased from 23 percent to 46 percent of total annual aid, during the same period. Although, this trend has created stress on the institutional budget, Bentley maintains a relative strength on this financial factor. The College allocated 17.6 percent of its annual budget to institutional financial assistance in 1992, followed by Babson at 21.8 percent, and Bryant at 27.1 percent. The strategic objective of the College is to work toward an allocation ratio not to exceed 20 percent of the annual operating budget.

Auxiliary income is defined as revenue generated from sources other than tuition and fees. The rental of facilities, vendor royalties, and sponsored programs are the main sources for auxiliary income at Bentley College. The College has been aggressive in advancing auxiliary income. The Office of Conferencing and Special Events has successfully promoted Bentley as an attractive conferencing site. Additionally, pre-collegiate academic and athletic programs attract potential applicants to the campus while simultaneously generating revenue. As a result of these efforts, the campus residential facilities are in use at capacity (3,100) throughout the summer.

A relative comparison to competing institutions reveals that Bentley generates 13 percent more auxiliary revenue over auxiliary expenses than Babson, and 15 percent more than Bryant. Thus, Bentley maintains a competitive edge on this factor. The strategic revenue goal is to reduce tuition dependency from its current 93 percent. The amount of reduction remains undefined. However, in order to realize this goal, a concomitant increase in auxiliary income will be necessary.

Physical Assets

Bentley College's 110 acre site was valued at \$885,829 with buildings valued at \$60,595,235 in 1992. More importantly to the financial health of the College, is the physical condition of the buildings and grounds. As was noted in Chapter 4, the Trustees had firsthand knowledge of the adverse affect inferior facilities can have on institutional progress and stature. Based largely on the historical experience of the Boston campus, the College refused attempts to consider deferred maintenance. Rather, the Trustees finance a restoration and replacement reserve fund each year from operating dollars. The expenditures and income for this fund (Table 11) have been calculated through the year 2030.

Table 11

Restoration and Reserve Funds

=====

Plant Funds

	1970	1980	1990
Investment in Plant Assets	\$15,856	\$37,013	\$91,441
Fund Balance/ Unexpended Funds	\$462	\$2,595	\$8,492
Fund Balance/Retirement Of Indebtedness	\$86	\$2,269	\$4,968
Long Term Debt	\$8,164	\$20,908	\$35,285
Excess of Reserves Over Debt	(\$7,732)	(\$5,850)	\$14,989

The College's outstanding debt of \$35,234,933 represents construction bonds and mortgage loans. The asset to debt ratio is very favorable. In absolute terms, this financial characteristic is very strong. A relative analysis was not possible as comparative data was unavailable. However, the Director for Physical Plant, at Bentley, commented that available space for future growth is a problem facing the College. He noted that both Babson and Bryant have more acreage and smaller enrollments. The College is actively considering additional land acquisition. The strategic plan calls for the addition of an international education center and a performing arts center by the year 2002.

In summary, the financial position of Bentley College is very solid when measured in traditional public accounting terms. The relative financial position of the College is commiserate with that of Babson and Bryant. This researcher considers Bentley slightly ahead of Bryant and slightly behind Babson. Adroit fiscal management and improved endowment performance will be significant factors in maintaining a strong financial position.

Campus Governance

Administrative

The College exists as a result of being granted a charter from the Commonwealth of Massachusetts. The administration of the institution is vested in a Board of Trustees numbering no less than 30 and no more than 45. The Trustees meet three times each year in March, May, and November. The President, responsible for the direct administration of the College, is served by five vice presidents. They are responsible for academic affairs, alumni and development, business and finance, information services, and student affairs.

The Board of Trustees has established a committee structure that mirrors the administrative structure. In addition to a committee for each of the vice presidential areas, there is a physical facilities committee and an executive committee that acts in the absence of the full board. The President convenes regularly scheduled meetings with the vice presidents.

Beyond these structures, there is no formal administrative institutional governance apparatus in place. Occasional meetings of a group referred to as senior managers are convened for the purpose of imparting information from the officers. Senior managers appear to

be middle managers with budget or personnel authority and academic department heads, although this researcher could not find a formal definition. Thus, input to institutional governance by middle managers occurs informally or is filtered through a participant's division. Occasionally, input is requested by the President's office.

Each one of the vice presidential divisions maintains its own unique internal process for facilitating communication and the making of decisions. Cross-divisional decision making and communication are usually characterized by a casual informal process reliant upon personal relationships amongst the participants. Issues of proximity and common professional interests play a significant role in the development of administrative relationships. Occasionally, formalized cross-divisional communication and decisions are facilitated through the establishment of ad hoc, task-oriented committees. Communication, identification of issues, new initiatives, and recommendations flow top-down and bottom-up within the administration.

Faculty

Bentley College has a unitary faculty structure. That is, there is one faculty without academic divisions, separate graduate faculty, or any other distinguishing characteristics except for departmental affiliation. There are sixteen academic departments, each with a chair reporting to the Dean of Faculty.

Academic governance is conducted through a Faculty Senate with several standing committees. The bylaws of the faculty are documented in an extensive faculty manual which is actively updated on a regular basis.

Representatives to the Faculty Senate and standing committees are elected by the full-time faculty. Each academic department is represented by one of its members in addition to certain at large seats. Formulas exist for apportioning committee seats by academic rank and sometimes by designation as business or arts and science faculty. The President, Provost, and Dean of Faculty are non-voting members of the Senate.

Faculty governance is primarily concerned with academic policy, standards, curriculum review, and faculty quality of working life issues. The Faculty Senate serves as the formal communication channel to upper administration, and to a lesser extent, middle administration. Actions voted upon by the senate can be

reconsidered by the full faculty, although this rarely occurs. Certain issues, once approved by the senate, must also receive formal approval from the full faculty. The senate meets every two weeks during the academic year and the full faculty convene three times a year.

Students

The full-time undergraduate students are represented by a senate headed by a president elected annually by the student body. The Student Senate governs with a committee structure similar to that of the faculty. Senate seats are apportioned by affiliation with clubs, organizations, resident/commuter status, as well as, certain at-large seats. Part-time undergraduate students are represented through an organization of their own. Graduate students are represented through their own organization.

Students hold seats on certain faculty and trustee committees but representation is minimal. Student governance is primarily concerned with student quality of life, curriculum, extracurricular funds disbursement, and campus life. The Senate meets weekly throughout the academic year.

In summary, there are three different governance structures operating simultaneously. Formal structures

are the dominating features of faculty and student governance. A hierarchal structure dominated by informal processes characterize administrative governance. Communication among these three constituencies is primarily a result of informal process and personal relationships established among the participants.

Organizational Culture

The predominant culture of Bentley College is a result of its history, its stakeholders, its organizational structure, and its location. The College's history from 1917 through 1951 was characterized by a patrimonial organizational model (Bolman & Deal, 1991, p. 47). Founder and President Harry Bentley, was an awe inspiring father figure who attracted intense loyalty from his students. Many of the faculty and professional staff were former Bentley students. The insular nature of the institution continued well past Mr. Bentley's retirement in 1951. The Board of Trustees, established in 1948, were all Bentley alumni. Additionally, the presidency was held by Bentley alumni until 1971. Even President Adamian, who served from 1971 through 1991, had a long association with the College as a faculty member dating back to 1956.

The vestiges of the patrimonial organization are evident in analyzing the current culture. Employees of the College are intensely dedicated to the institution, as was recognized by 20 of the interviewees when asked to comment on the strengths of the College. There appears to have been an implicit social exchange contract between the College and its employees. The understanding that a productive individual always had security motivated people to perform above and beyond normal expectations. Only a small number of service employees, such as, tradespeople and grounds keepers are represented by a union. The faculty, professional staff, and support personnel have never seriously entertained a union. One does not find the acrimony between participant groups so common on many campuses. There is a spirit of cooperation and trust between faculty and administration.

A team approach to problems has resulted in many co-sponsored programs between academic affairs and student affairs. This cultural characteristic of relatively harmonious participant groups is readily recognized by visitors and new employees.

Another influence from the patrimonial roots has been the overwhelming nature of people within the College to believe that Bentley's best days lie ahead. This future orientation has resulted in an institution rarely

taking satisfaction with its accomplishments, preferring to contemplate the next milestone. This is evidenced by the rapid growth in size, quality, and complexity documented in Chapter 3.

A relative newcomer to Bentley remarked during an interview that one of the weaknesses she perceived about Bentley was the attitude among employees that Bentley was an inferior college (personal interview, 1993). Her observation may be the result of a convergence of proximity and the participants' future orientation.

Bentley's proximity to a mecca of world class higher education institutions may have contributed to a mentality marked by aggressive competitiveness and inferiority. In October 1991, U.S. News and World Report ranked Bentley number two nationally as the best specialty business school. However, there was little to rejoice when the number one ranking went to Babson, just 15 miles down the road, perhaps contributing to the inferiority complex observed by the interviewee. This researcher postulates that perhaps if Bentley were located in a less competitive region, the culture may reflect greater satisfaction with achieved progress and growth. However, it could be argued that the competitive environment facilitated the accomplishments of the College.

Excellence in teaching remains the most highly valued activity on campus. During the years leading to accreditation by the American Assembly of Collegiate Schools of Business (AACSB), the faculty experienced a noticeable shift of increased value toward research. From the days of total immersion in accounting and CPA exam medals through 1980, there was no question as to the principle value within the culture. In fact, largely due to this value, the use of teaching assistants for undergraduate survey courses continues to be taboo. Thus, the increased attention to improve scholarly production necessary for AACSB accreditation, while maintaining the preeminence of teaching excellence proved a difficult balancing act. The current culture requires excellence in teaching coupled with scholarly productivity for tenure consideration. This has become known as the teacher/scholar model.

There is a stereotypical profile of a business school student culture, characterized by an environment dominated by junior executives. However, one visit to the campus usually disavows the observer of such notions, often to their surprise. The student culture is similar to that of a liberal arts campus in mode of dress, extracurricular interests, social life, and concerns. Issues of academic motivation, interpersonal relations,

career direction, family life, personal lifestyle, and finances seem to dominate as student concerns. There are personal relations built on trust that exist between students and members of faculty and administration. However, social interaction between these groups on campus is usually limited to formal occasions. It is unusual, for instance, to see these groups sharing a table in any of the cafeterias or dining rooms on campus.

Leadership

The literature suggests that strong, active, and visible leadership is a prerequisite to successful strategic planning. Such leadership often is responsible for acceptance of the process by the various stakeholder groups. A cultural shift in leadership styles was obvious as Joseph Cronin assumed the presidency in July, 1991.

Under President Cronin's predecessor, the organizational culture reflected a bureaucratic leadership style bordering on autocracy. Institutional decisions were centralized in the president's office with little discussion or debate beyond the vice presidential level. Much of the President's time was devoted to external constituencies for the purpose of fundraising.

Thus, Adamian was not at all visible in the campus community.

Institutional planning was conducted behind closed doors with little circulation of institutional research and analysis. However, archival studies demonstrate that considerable time and effort was dedicated to long-range and strategic planning. This conclusion is further supported by the current Director of Institutional Planning, Rebecca Clifford. She indicated that she inherited files full of documents related to detailed institutional research and planning efforts. However, Clifford further observed that most of this information was not circulated even among the trustees and officers.

The only community-wide effort at strategic planning, albeit, methodologically flawed, was brought to closure by Adamian through a bureaucratic maneuver, which established his long-time assistant (see Chapter 4) as vice president for planning. In this culture of minimal communication, top down hierarchy, and centralized institutional management, middle administrators were limited to the implementation of policy and procedures. However, within their own sphere of responsibility, they were relatively autonomous and free from upper management oversight.

The culture changed abruptly in July 1991. Under President Cronin, the bureaucratic centralized structure was rapidly replaced by a collegial management model. Advice, counsel, and analysis was sought from every participant group on campus. The new president maintained a highly visible profile on campus, greeting everyone from support staff to faculty by name. Difficult institutional issues such as budget and downsizing were shared widely in order that input from the community could be considered in developing policy. Unprecedented amounts of institutional data were released to participant groups.

The collegial consensus culture so rapidly introduced, like any change, resulted in anxiety and some confusion among upper and middle administration. Some vice presidents perceived their authority and control diminishing as the President communicated directly with middle management. Middle administrators felt somewhat confused as to how to approach a chief executive officer. Furthermore, these individuals were somewhat anxious about the President's personal knowledge and interest in the administration of their responsibilities. Interviewees in each division commented on the adjustment process to this cultural shift with most indicating that

they have moved beyond earlier apprehensions. However, no one was willing to be on record regarding this issue.

Academic Profile

Bentley College is dominated by traditional full-time undergraduate students enrolled in day classes. A smaller evening part-time non-traditional population rounds out the undergraduate student body. In 1992, the full-time undergraduate enrollment was 3,389 with a part-time enrollment of 1,531. The full-time population has declined by approximately 15 percent since 1988. The College has been successful in reversing a three-year (1989-1991) trend of declining undergraduate applications. Over the years of 1992 and 1993, applications have increased approximately 14 percent. The acceptance rate decreased during the same period. Retention, defined as graduating within five years of matriculation, was 74 percent for the full-time 1987 matriculated cohort. Women were retained at slightly higher levels than men. The ethnic sub-cohorts were considered too small for analysis by the investigator.

The size of the part-time undergraduate population is essentially unchanged from 1988. However, the Graduate School has experienced rapid growth during the same period. In 1992, 1,827 part-time and 361 full-time

graduate students were enrolled at Bentley, representing an increase of 25 percent in five years. In 1988, 366 graduate degrees were awarded, increasing to 527 degrees in 1992. Post-baccalaureate degrees constituted 36 percent of the total degrees awarded in 1992.

Middle Administration

Although, as the literature suggests, there is some debate as to the exact definition of middle administration, this investigator classified middle managers as those employees whose primary responsibilities did not include teaching, who were employed on an eleven-month calendar, who had either direct budget responsibility or supervised professional staff, and who served in a liaison capacity between upper management and internal or external participant groups. Sixty-eight middle administrators were identified using this definition. One of the four research questions focused on the influence of strategic planning on unit planning. Because deans and directors are responsible for unit planning at Bentley College, their input was of primary importance to this study.

The cultural and organizational environment in which middle-administrators worked during the development of

the strategic plan, was characterized by a state of transition. The position of vice president for academic affairs and provost changed hands in 1989. A new president came aboard in 1991 followed shortly thereafter by a new vice president for information services. This represented significant leadership change, especially at a historically insular institution.

Managerial Behavior

The strategic planning process served to formally validate an institutional cultural shift that included issues of institutional leadership, values, resource constraint, and communications. The key informant interviews revealed cautious optimism and significant anxiety as prevalent among middle managers.

Although the transition from an authoritative presidential style to one characterized by collegiality and openness created some anxiety, middle managers were optimistic about the new leadership team. The middle managers rated the quality of this administration as the Bentley's second most significant strength. The Director of Administrative Computing Services remarked, "The top administration is young and receptive to new ideas and their approach to education. I see the change already in

the types of people selected to the Board of Trustees. In five years we will be a different place" (Farago, personal interview, 1993). The Director of Career Services stated that "senior administration has taken the posture that they will want to know what is going on and they have made themselves available" (Cummins, personal interview, 1993). The Controller observed that "we are well managed and we know where we want to go" (Silva, personal interview, 1993).

There was unanimous agreement among middle managers regarding their confidence in the leadership of the President and his vice presidents. This pervasive attitude may have helped to ameliorate some of the anxiety regarding the future.

The core values as enumerated in the newly revised mission statement in the strategic plan were as follows:

- A Focus on Students

Bentley's main concern is assisting each student, as an individual, to realize his or her optimum potential.

- Teaching and Scholarship

The College places major emphasis on the quality of its faculty -- academically and professionally qualified teachers and scholars who are devoted to

effective teaching - learning relationships both inside and outside the classroom.

- Student Services

Bentley is dedicated to providing superior student services including well-maintained residential and academic facilities in a safe, suburban, small college atmosphere conducive to a friendly, comfortable collegiate experience.

- Globalization

Bentley is dedicated to preparing students for the international challenges of competition and interaction with diverse cultures in an increasingly global economy.

- Fiscal Responsibility

Prudent management will assure long-term financial stability, while the College maintains tuition significantly below that of comparably accredited institutions.

- Collegiality

Bentley has a commitment to collegiality and teamwork among students, faculty, administrators, trustees, alumni, and the community at large to perpetuate the pride and broad based support upon which our College thrives.

The values relating to students, teaching, and fiscal responsibility were long held in the history of the college. The value placed on scholarship was a result of the College's decision in the early 1980s to acquire accreditation from the American Assembly of Collegiate Schools of Business (AACSB). The values regarding globalization and social commitment were beginning to emerge in the late 1980s. Middle management was confident that these values truly represented the institution. However, a particular aspect of the historically held value regarding collegiality was seriously questioned by this group. Middle managers began to doubt the institutions commitment to them as valued members of the community. In order to examine this concern more closely, it is necessary to first review the future priorities of the College.

The institutional priorities for the period 1992-1997 were documented in the strategic plan as follows:

- Provide a strong education integrating arts and sciences with business studies emphasizing ethics and community service
- Maintain or improve the recognized academic quality of the student body, faculty, and programs at Bentley

- Improve productivity and efficiency and become a more "client" centered college
- Further diversify the faculty, staff, students, and trustees of Bentley College
- Increase Globalization of the curriculum and promote international outreach through faculty and student exchanges, training for foreign managers, international internships, and study abroad programs for Bentley Students
- Strengthen communications and connections with alumni, corporations, other selected universities, the local community, and the state and federal government
- Maintain the financial integrity of the college, contain costs, build the endowment, and reduce tuition dependence

These priorities were finalized in a period of downsizing at the College. Approximately 30 non-teaching faculty positions were eliminated from the payroll. Several of the reductions were accomplished by terminating long-term middle managers. Although faculty positions had also been reduced, this was done through normal attrition. This action, universally recognized as necessary, occurred at an institution with over a 30-year history of phenomenal growth.

Middle managers received the strategic plan with skepticism and anxiety. The priority of improved productivity and efficiency coupled with the priority of cost containment particularly concerned this group. There was widespread agreement among middle managers that the plan was too ambitious. Many were concerned about employee burnout and morale. The Director of Residence Life compared employee relations toward the College to the Japanese corporate model. Dr. Repassy commented that the implied assumption at Bentley had always been that productive employees would always have job security. "Riffing disrupts the culture of the Bentley family" (Repassy, personal interview, 1993). The Registrar observed that "limited human resources and capabilities mean that you often choose the most expedient things first and quality suffers." Ms. Thaeler also noted "for us, a loss of 100 students does not lessen the workload. But the loss of one position can cause major stress" (Thaeler, personal interview, 1993). This view was shared by many of the middle managers, especially those that considered their offices as service units. Most middle managers interviewed believed that the cultural shift away from a social contract between the College and its professional staff would result in decreased personal

loyalty to Bentley. Some individuals speculated that such a shift may result in lower productivity.

These concerns were also shared by some of the officers. The Vice President for Information Services noted that "although the layoffs were managed well, we may have ignored the survivors. There has always been an unspoken contract at Bentley, if you are dedicated to Bentley, you will have a job" (Schwab, personal interview, 1993). The Vice President for Student Affairs commented "we cannot say no (to new initiatives). We drive our people crazy (middle managers who have to implement new programs). We are cutting the work force, but not the work" (Minetti, personal interview, 1993). Thus, upper-management appeared to have shared the concern for the potential adverse affect of the downsizing effort on employee morale, productivity, and burnout.

Historically internal horizontal communications at the middle-management level were quite good. Collaboration between the divisions of Student Affairs, Academic Affairs, and Business and Finance occurred on a routine basis. The acrimony that exists across divisions on many campuses was noticeably absent at Bentley College. The Director of Institutional Planning and Analysis observed that at Bentley "there is no class

system; at other places faculty were above everyone; here everyone is congenial" (Clifford, personal interview, 1993). The Controller commented "we are blessed with financially knowledgeable managers across the campus" (Silva, personal interview, 1993). As middle managers contemplated various means to meet the goals of the strategic plan they frequently referred to collaborative efforts. The Library Director discussed his relationship with the Information Services Division. "We have a good working relationship with them, they have the technical knowledge and we know the connections with the client" (Hayes, personal interview, 1993). The Director of Residence Life commented on strategies to increase retention of undergraduate students from 74 percent to 80 percent (defined as graduating within five years of matriculation). He said, "It is a never ending battle to customize our approach to student development. We need to work even more closely with Academic Affairs regarding support programs (Repassy, personal interview, 1993). A review of sponsored programs, committee structures, and planning efforts validates the finding of significant and frequent horizontal communication at the middle-management level. There are a plethora of programs cosponsored by various offices in Student Affairs and Academic Affairs. Middle managers from the Division of

Student Affairs not only serve on committees reviewing the general education core, they also chair a couple of the committees.

Horizontal communications also appear strong among the officers. The Vice President of Student Affairs remarked that the vice presidents worked so closely that, "they could do each others jobs, perhaps not as well, but they could do it" (Minetti, personal interview, 1993).

Among middle-management there were two exceptions to the strong horizontal communications. The Dean of the Graduate School noted "When I was interviewed by the staff (graduate school) I did not know them. I had been here 16 years. It seemed to me that the Graduate School had been off on their own. They didn't serve on many College-wide committees" (Flynn, personal interview, 1993). Dean Flynn saw the strategic planning exercise as one means of better integrating her staff with other areas of the College.

The offices of Alumni Services and Development were the other exceptions to strong horizontal communications. Many middle managers confessed to having little knowledge of these operations. Most middle managers had little professional contact with their counterparts in this division. It should be noted that the Alumni and Development offices are physically isolated from the

buildings housing faculty and administrative offices. Thus, proximity exacerbates the problem. However, there may be other causes for the poor horizontal communications.

Several middle managers recognized the importance of alumni contributions to the overall fiscal health of the institution. As they discussed the issue of alumni support, many wondered aloud why long-term faculty and administrators who had relationships with many of the alumni were not called upon by their colleagues. There were some signs that strategic planning might begin to facilitate stronger horizontal communications. The Director of Career Services indicated "We are going to be working increasingly more extensively with the Alumni Relations Office in that alumni are going to play a greater programming role in terms of what the office does." The Director of Student Activities and Campus Center observed "We are getting to the point that our young alumni are more committed to the College. This represents a great opportunity for the College" (Kelly, personal interview, 1993).

The opportunities for strategic planning to influence managerial communication also include vertical communication. Most middle managers recognized an improvement of vertical communications with the new

leadership. However, there may still be concerns to be considered by upper-administration. The Dean of Faculty and the Undergraduate College saw a need for better top-down communications. He said, "Personally, I'm well informed, but faculty and staff are not. They need to know how decisions to include and exclude items (from the strategic plan) occurred" (Schlorff, personal interview, 1993). This view seemed to be shared at the vice presidential level as well. The Vice President of Information Services remarked "Collectively we (the officers) do not do a good job of explaining decisions" (Schwab, personal interview, 1993). The President observed that middle managers often perceive his speculative ideas as decisions. "They perceive them (ideas) as decisions where I am putting them out there as options" (Cronin, personal interview, 1993). These misperceptions are likely the result of a transition in leadership style.

The strategic planning exercise offered some opportunities to improve the top-down communications. Focus groups, departmental meetings attended by the officers, and open forums are among the means by which communication has improved, according to several of the middle managers.

Formal Unit Planning

Historically, formal unit planning at Bentley College had been limited primarily to the preparation of annual budgets. Middle managers tended to agree that such limitations were under transition. However, middle managers at the College recognized that with new leadership and an institutional planning process in place, unit plans would soon be required. President Cronin observed "More than half (middle managers) already had plans in their drawers just waiting for someone to ask" (Cronin, personal interview, 1993).

Several of the middle managers interviewed expressed the opinion that although formal planning had affected them personally, it had not yet affected their units. The Director of the Physical Plant indicated "It (strategic planning) has affected me but hasn't affected the operation yet" (Lupi, personal interview, 1993). The Registrar expressed the effect of formal strategic planning on her area by stating, "there has not been a dramatic effect; perhaps there will be more impact in the future" (Thaeler, personal interview, 1993). The Director of Student Activities and LaCava Campus Center stated "Although I have an inherent belief that the process (strategic planning) is good, my office has been unaffected to date. We will catch up with the planning

effort" (Kelly, personal interview, 1993). The Director of Campus Safety responded "The planning process has not affected our area much, although, I am in the process of writing my five year plan now" (Callahan, personal interview, 1993).

Some middle managers at Bentley believed that the strategic plan served to validate the decisions and direction of their particular operations. The Dean of Faculty and the Undergraduate College stated "It (strategic plan) validated what was already happening" (Schlorff, personal interview, 1993). The Dean of Students held the same view: "Strategic planning formally validates the work of Student Affairs" (Yorkis, personal interview, 1993).

Other middle managers at Bentley College thought that the strategic plan facilitated their unit planning in that it served as a guideline for future direction. The Controller commented "Department managers have a tendency to look year-to-year. Planning helps them do that and we will get better at it. The plan allows us to know where we are going" (Silva, personal interview, 1993). The Director of Administrative Computer Systems indicated "In our division we have always had to do long range planning due to long lead time in analysis. Institutional planning has helped in that it provides

guidelines on which to base priorities" (Farago, personal interview, 1993). The Dean of the Graduate School agreed, "I asked for a five year plan from all of the Master of Science Program Directors. Faculty are walking in with new ideas, programs, and courses. I need to know how it all fits together" (Flynn, personal interview, 1993). The Director of Development indicated that the strategic plan "serves as a blue print that answers two frequently asked questions by prospective donors: What is Bentley doing and where is it going?" (Scott, personal interview). The Director of Residence Life indicated that "the strategic planning goals have determined Residence Life's short term projects" (Repassy, personal interview, 1993).

The effect of institutional planning on formal unit planning appeared to be future oriented at the College. Most middle managers were in agreement that the plan would facilitate more unit planning at the College. Middle managers also agreed that the effect of strategic planning would both provide future direction and validate the work of their individual unit.

Summary

The environment in which strategic planning was launched at Bentley College was influenced by a myriad of factors. The College had an impressive history of accomplishment marked by significant growth and expansion. Leadership by its founder for more than forty years resulted in extreme personal loyalty by alumni who dominated the Board of Trustees and key administrative posts.

The Trustees remained insistent upon systematic planning often resulting in some tension with upper management after the move to Waltham. Although, document analysis provides clear evidence that contemporary Bentley is the direct result of detailed long-range planning efforts in the 1950s and 1960s. The significant cultural shift from a largely part-time older student population in Boston to one dominated by a traditional full-time student population was anticipated by the early planners of the Waltham Campus. Their decisions still influence the culture today.

The period of the late 1970s and the 1980s represented a gradual shift in planning from the physical growth of the institution to the financial health and academic quality of the College. The women's movement

and a strong national economy were two key external variables which facilitated the rapid growth of Bentley College. However, this also represents an unusual period in the history of the College. Although, much planning was being conducted at the College, it appears that an agreed upon institutional plan failed to emerge during this period.

Bentley College approached the 1990s fiscally strong, academically respected, and confident about the future. The Trustees were faced with a search for new leadership due to the retirement of President Adamian. Perhaps based upon the lack of an institutional plan in the 1980s, the Trustees held the development of a strategic plan as a high priority in considering their choice for new leadership.

CHAPTER 6

THE STRATEGIC PLANNING PROCESS

Joseph Cronin assumed the presidency of Bentley College on July 1, 1993. Less than three weeks later the Trustee Planning Committee met with President Cronin, the provost, and several of the vice presidents to discuss the future direction of strategic planning activities at Bentley College. Within that four-hour meeting an organizational framework for the development of a strategic plan was agreed upon between the senior management team and the trustee committee (Smith, personal communication, 1991). Minutes from that initial meeting provide evidence of a carefully considered approach by individuals who were aware of both the potential benefits and possible pitfalls that can result from the planning process.

Involvement of Upper-Management

The trustees determined that the president would serve as the "chief planning officer and must lead the strategy-making process" (Smith, personal communication, 1991, p. 2). This approach is consistent with the

overwhelming view expressed in the literature, regarding the president's role, in successful strategic planning. Perhaps Keller best captures the sentiment of most scholars on this topic. "More efforts at improvement and better planning collapse because of the lack of consistent advocacy by the top leadership and persistent monitoring of divisional plans than for any other reason" (Keller, 1993, p. 166).

A steering committee comprising the chairman of the board, the president, the vice presidents, and the Trustee Planning Committee members was established to oversee the process. The Trustee Planning Committee acknowledged the critical role of other campus constituencies while distinguishing the collegiate process from a corporate model. The trustees stressed that management has the "responsibility to devise strategy, but" faculty should have a significant role unlike a corporate top-down model (Smith, personal communication, 1991, p. 2). This was important, in their view, to the ultimate acceptance of the planning process. Once again, the prevailing opinion among planning scholars supports the concept of a top-down bottom-up strategic process within the academy.

In a survey of 340 colleges and universities it was found that three major factors seem to positively

influence the planning process: "involve the faculty, get the president committed, and define a definite process" (Meredith, Lenning & Cope, 1987, p. 8). However, the trustees and the President also elected to involve other campus constituencies, including middle management. This decision resulted in the active involvement of middle managers in the strategic planning process from the outset.

The chairman of the board "noted that a number of trustees are eager to be involved in planning" (Smith, personal communication, p. 2). This involvement began when the board charged the administration to prepare an analysis of past planning efforts at the college. This document was to be shared with the community to facilitate "a common institutional sense of self" (Smith, 1991, personal communication, p. 2). This particular requirement on the part of the board demonstrated their insight into the importance of considering institutional culture, symbols and, history in the strategic planning process. Also, this was consistent with the historical concern (documented in Chapter 4) for institutional planning demonstrated by the Bentley Board of Trustees. Indeed, trustees were invited to participate in 'SWOT' (strengths, weaknesses,

opportunities, threats) exercises with students, alumni, faculty, and administration.

Eventually, fourteen members of the board actively engaged in one of six SWOT exercises with other members of the Bentley community representing every major constituent group.

The Board also outlined its specific areas of oversight and authority. "The trustees must approve certain components, should they arise, such as new endowed chairs, development targets, and certain new majors" (Smith personal communication, 1991, p. 2). This is consistent with the literature which suggests that the trustees role in strategic planning should be primarily one of symbolic support and oversight, with direct concern for the fiscal strategies as they relate to the long term health of the institution (Frances, Huxel, Myerson & Park, 1987).

The Trustee Planning Committee conducted a comparative analysis of the Bentley College mission statement to those of other business schools. They concluded that, like mission statements of similar institutions, Bentley's was vague and brief leaving the College indistinguishable from the competition (Smith, personal communication, 1991, p. 2). The committee viewed the development of a clear mission statement as

central to the process. Their criticisms of Bentley's mission statement and those of other institutions parallels the findings in the literature. Although mission is universally viewed as necessary in establishing the foundation of a strategic plan, "few colleges identify what they are really good at" (Stafford, 1993, p. 56).

The Board Planning Committee produced a list of content areas to be included in the strategic plan:

- clear definition of the Bentley 'product' or 'outcomes'
- defining key competitors for each school and program;
- capitalizing fully on proven strengths and comparative advantages, including price advantage;
- emphasis on improving student and faculty quality rather than overall growth;
- need to avoid financial deficits;
- readiness for possible takeovers/acquisitions;
- recognition of lengthy time periods necessary for new academic program development;
- facility considerations, including potential acquisition of DeVincenz farm;
- clarification of 'value added' through the Bentley experience;

- increasing the appeal to able students of the marketable, practical skills a Bentley education imparts;
- distinguishing between fixed and variable overhead;
- assessment of size/quality trade-offs in Graduate School (Smith, personal communication, 1991, p. 3).

This list represented an eclectic compilation of concerns that may have reflected the private agendas of the participants more than their analytical and objective considerations of the Bentley environment as it relates to strategic planning. This researcher could not validate this list with concerns outlined in the literature nor in later steps in the Bentley strategic planning process.

Lastly, the Trustee Planning Committee focused their attention on establishing a timetable for the development of a strategic plan, while acknowledging other significant administrative agenda items that competed for time. Essentially, the committee anticipated a process lasting one academic year:

- | | |
|------------|---|
| August 5-6 | President's planning retreat with officers |
| August | Planning meeting regarding capital campaign |

September	Distribution of mission and related issues, Bentley history, current activities, and environmental scan to trustees
October	Executive Committee (of the board) devoted in part to strategic planning
November	Board meeting devoted largely to strategic planning
November	Preparation of first draft of strategic to March plan
April	Review of draft strategic plan by executive committee
May	Review of draft strategic plan by board (Smith, personal communication, 1991, p. 4).

Using one academic year to complete a strategic plan was consistent with the recommendations in the literature. Longer or open-ended time frames can be detrimental to the success of a planning effort (Cope, 1987; Shirley et al., 1987).

President Cronin and the trustees established a foundation for the strategic planning process that addressed issues of institutional leadership, culture, and history. Additionally, these officers determined that a top-down bottom-up organizational approach to

planning was the appropriate model for the planning process. These decisions were critical in determining the level of involvement of middle managers in the strategic planning process.

In What Ways Were Middle Managers Involved in Strategic Planning at Bentley College?

Middle managers appear to have been involved in the strategic planning process from the early stages of the exercise. Although, the decisions to engage in strategic planning and the determination of process were appropriately made by the officers. The strategic planning process began with a series of SWOT focus groups held in the fall of 1991. These eight meetings were attended by 120 students, faculty, administrators, and trustees (G. Thomas, personal communication, November, 1991). Ninety-two participants represented trustees, faculty, students, and alumni. Twenty-eight of the 120 attendees were middle managers as defined in this study. Middle managers represented each division of the College and they were in attendance at each of the eight meetings.

Twenty middle managers were interviewed for this study in late spring 1993, 18 months after the SWOT focus

groups. Eight middle managers participated in both the focus groups and this study.

The summary results of strengths, weaknesses, opportunities, and threats identified during the eight focus groups correlates positively to summary results of the same topics identified during interviews with middle managers. Table 12 reveals that of the top seven strengths identified in the focus groups, five were in common with those identified during interviews with middle managers. Financial stability, quality of faculty, quality of administrators, focus on business education, and institutional management were seen as strengths by both groups. Middle managers identified the location of the College and the work environment as two of the top seven strengths. The focus groups identified teaching and a national reputation in accounting education as two of the top seven strengths.

Four of the top seven weaknesses identified by the focus groups are in common with those of middle managers. Table 13 shows that each group perceived external awareness of the College, lack of diversity, single academic focus, and too many agendas, as significant institutional weaknesses. Middle managers believed that the management of employees, academic quality of students, and institutional management were

weaknesses. The focus groups rounded out their top seven weaknesses as too tuition driven, not client-centered, and a lack of agreement on mission.

Four of the top seven opportunities identified by the focus groups are in common with those of the middle managers. Table 14 shows that each group perceived collaboration with other colleges, a new degree program in environmental management, and increased enrollment of international students as significant institutional opportunities. The middle managers viewed land acquisition, broader institutional name recognition, and institutional leadership as primary opportunities. The focus groups perceived the global economy, executive education, and corporate connections as opportunities.

Four of the top seven threats identified by the focus groups were in common with those of the middle managers. Table 15 shows that each group perceived financial instability, decreasing interest in business education among high school students, losing institutional distinctiveness, and the declining pool of traditional aged students as significant institutional threats. The middle managers viewed downsizing the College, increased international and minority student enrollments, and the inability to maintain a positive work environment as primary institutional threats. The

focus groups perceived increased competition from other schools, the New England economy, and financial aid costs as threats.

The SWOT focus groups were followed by campus discussions centered on a review of the Bentley mission. The officers sought broad input regarding the institutional mission. The President and Provost attended academic department meetings, Faculty Senate meetings, and student meetings to solicit feedback. Additionally, open meetings were held for others, including middle managers, to offer input. Finally, drafts of the evolving mission statement were circulated widely with a request for review from the President.

Middle managers at Bentley are not members of academic departments nor do they hold positions on the Faculty Senate. Thus, their opportunity for involvement in discussions on institutional mission, other than the open meetings, was somewhat dictated by the organizational structure of their administrative unit. For instance, in the Division of Academic Affairs such discussions took place in the Deans' Executive Council (DEC). The membership of this group is limited to six select upper middle managers. In the Division of Student Affairs, the discussions on mission took place at the Divisional Directors Meetings. Although this group

Table 12

Bentley College, Comparative Strengths

=====

Top Seven Strengths (SWOT Exercises)

1. Commitment of faculty and staff
2. Institutional financial health and management
3. Balance between liberal arts and business education
4. Teaching with an emphasis on student mentoring
5. Business niche
6. The physical facilities and campus
7. National reputation in Accounting

Top Seven Strengths (Interviews)

1. Quality faculty
2. Quality administration
3. Focus on business education
4. location
5. Institutional management
6. Work environment
7. Financial condition

Table 13

Bentley College, Comparative Weaknesses

=====

Top Seven Weaknesses (SWOT)

1. Tuition Driven
2. Not Client-centered
3. Poor marketing
4. Lack of diversity
5. Lack of agreement on mission
6. Single academic focus on business programs
7. Attempting to do too much

Top Seven Weaknesses (Interviews)

1. Poor management of people
2. Business education focus
3. Lack of entrepreneurial efforts
4. Quality of students
5. Institutional management
6. Lack of diversity
7. Poor external perception

Table 14

Bentley College, Comparative Opportunities

=====

Top Seven Opportunities (SWOT)

1. Global economy
2. Executive education
3. Collaboration with other colleges
4. Corporate connections
5. International students
6. Environmental management
7. Diversity

Top Seven Opportunities (Interviews)

1. Land purchase
2. Collaboration with other colleges
3. Environmental management
4. Broader name recognition
5. International students
6. Institutional leadership
7. Diversity

Table 15

Bentley College, Comparative Threats

=====

Top Seven Threats (SWOT)

1. Cost of private higher education
2. Loss of distinction as a specialty college
3. Decreasing interest in business among high school students
4. Increased competition from other colleges
5. Poor New England economy
6. Financial aid costs
7. Declining pool of 18 year olds

Top Seven Threats (Interviews)

1. Maintaining enrollments
2. Maintaining financial stability
3. Downsizing
4. Lack of diversity
5. Deteriorating work environment
6. Taking on too much
7. Declining interest in business among high school students

offered broader access than DEC, it too was limited. However, despite the organizational constraints for formal feedback, opportunity for input on the question of mission was provided to middle managers through the open meetings and a general request from the President for written feedback.

Middle managers appear to have been involved in the strategic planning process to varying degrees based upon their responsibilities. Deans and directors, through their membership on policy committees such as the DEC and the Student Affairs Directors group, contributed to the preparation of planning drafts. These individuals provided information and professional opinion related to the development of the strategic plan.

The deans and directors frequently sought information and opinions regarding planning from their direct reports. For example, the Dean of Student Affairs indicated that much of her time is spent meeting with department heads to seek their opinions on the direction of Student Affairs (Yorkis, personal interview, 1993). However, there is not evidence that these deans and directors initiated action or determined direction relative to strategic planning. As the Library Director commented, "we don't set the agenda" (Hayes, personal

interview, 1993). It appears that these functions were maintained by the officers and trustees.

The involvement of other middle management was limited to providing operational information to upper-management. The Registrar commented that her institutional role was to provide service and information to students, faculty, and administrators. Institutional research and enrollment figures were among the data that she provides to upper-management (Thaeler, personal interview, 1993). The Director of Marketing Services described his role as a "consulting position" (Fusco, personal interview, 1993). The Director of Campus Safety indicated that his involvement in the strategic planning effort was limited to making his departmental five-year plan consistent with the institutional plan (Callahan, personal interview, 1993). These comments are representative of middle managers who provide operational information of a factual nature to upper management. Opportunities for offering their opinions on the development of the strategic plan were perceived by them as very limited or inappropriate despite the openness of the process.

Middle managers were involved in the development of strategic planning with varying degrees of influence. Factors such as the planning process, presidential

leadership, organizational structure, middle manager position title, and professional interest, were among the characteristics that affected level of involvement.

All middle managers interviewed had some level of knowledge of the strategic planning efforts at the college. However, the level of involvement in the planning process differed in interesting ways among the middle managers. I have developed a typology of involvement which is presented in Table 16.

Middle managers at Bentley College are generally either providers or confederates. There were eight SWOT exercise that occurred early in the strategic planning process. Eight of the middle managers interviewed for this study provided their opinions through this process. Additionally, open forums dubbed as town meetings were promoted as opportunities for the entire community to provide input. Lastly, all middle managers, as well as other stakeholder groups, were invited to provide critical review, suggestions and, opinions on multiple drafts of the strategic plan. The use of both formal and informal feedback loops appears to have been effective in encouraging opinion from a wide cross section of middle management. Thus, relative to strategic planning more middle managers were defined as confederates than might otherwise be true.

Table 16
 Typology of Middle Management
 Involvement in Strategic Planning

Grouping	Type of Planning Role
Spectator	A middle manager not having any involvement in the strategic planning process except to observe.
Provider	A middle manager who provides operational information to upper management when requested. This information is in the form of reports, statistics, and demographic data. Rarely is this individual informed as to the use of information provided.

Continued, next page

Table 16 (cont.)

Confederate

A middle manager who provides operational information and whose opinions are sought regarding the appropriate data necessary to meet the institutional planning needs. These individuals do not initiate action, determine direction, or seek the opinions of others for inclusion in institutional planning decisions.

Initiator

A middle manager involved in all phases of the strategic planning process. Involvement is characterized by initiating action, recommending direction, seeking input and opinion, anticipating the environmental variables, and evaluating progress.

Those individuals who were determined to be initiators had several similar characteristics. First, their roles seemed to be more closely related to the mission of the college. Second, initiators usually had supervisory responsibility over a greater number of other professional staff than did providers and confederates. Third, initiators usually had more years of professional service with a greater variety of experiences than providers and confederates. It appears that initiators usually bring greater breadth to the planning process while their colleagues bring greater depth in a particular area of expertise. Lastly, the initiators usually had attained a higher level of formal education than their counterparts. A terminal degree was typical of the initiators, while the master's degree was the norm for providers and confederates.

The exceptions to this general typology were typically in technical areas such as budgeting and planning. The middle managers whose primary functions were related to either institutional planning or budgeting were determined to be initiators. They were involved in all aspects of the strategic planning process including the initiation of action, recommendation of direction, anticipation of environmental variables, and evaluation of progress. Yet, the characteristics of

these individuals seems more consistent with those of providers and confederates. They have depth in a technical area, supervise few people, hold the master's degree, and are less directly related to the primary mission of the college.

In What Ways Did Strategic Planning Influence
the Role of Middle Managers in the Formal Institutional
Decision Making Process at Bentley College?

The role of middle management in institutional decision making has been affected in several ways. First the development of a strategic plan has resulted in one institutional vision with one set of goals for a five year period. Second, the strategic planning process resulted in improved lateral communication among middle managers. Third, the strategic planning process resulted in a sense of institutional empowerment among middle managers.

One Institutional Plan

Prior to the adoption of the strategic plan, middle managers were often caught among the conflicting goals of various officers and organizational units. For instance, the Director of Financial Assistance indicated that she

often was caught in the middle of competing demands for limited financial resources between the Undergraduate and Graduate schools. The Director of Financial Assistance viewed her primary role as "dealing with officers to bring them together from entirely different and not always realistic positions" (Molnar, personal interview). Without clear and documented institutional goals, the competition for increasingly scarce resources resulted in a political decision making process.

The strategic plan established clear recruitment and retention goals which served as a foundation for the distribution of financial assistance. Additionally, the plan established a five year budget for financial assistance. Scholarship assistance was identified as the highest priority for the 25 million dollar five-year capital campaign outlined in the strategic plan. The strategic plan served as a foundation from which the Director could make institutional decisions. Although, the political element of such decisions may not be totally eradicated, the introduction of a more rational process was evident.

The Budget Director commented that typically the College has 10-12 priorities but only the resources to fund one or two (Cwalina, personal interview, 1993). The Controller concurred, "there are never enough

resources to fund all of the good ideas" (Silva, personal interview, 1993). The Director of Administrative Information Systems also indicated that the requests for systems enhancements typically exceeds available resources (Farago, personal interview, 1993). These three middle managers shared a significant frustration in common. When confronted with decisions regarding the allocation of limited resources, these middle managers were uncertain as to the criteria on which decisions were to be made. Prior to an agreed upon strategic plan, the allocation of fiscal and human resources was essentially a political matter. The Budget Director indicated "We did not do resource allocation in that there was no method to determine cost/benefit ratios for various programs. It was an allocation process of politics" (Cwalina, personal interview, 1993). Consequently, decisions regarding new initiatives were often approved on the strength of the individual advancing the proposal rather than in the context of institutional resource availability. This environment may have contributed to the identified weakness of Bentley attempting to accomplish too much too quickly.

The strategic plan provided a rational basis for the evaluation of new programs, initiatives, and affiliations. Additionally, the plan provided a

framework for evaluating existing programs. The Dean of Students commented "historically, we have not been good at eliminating programs as we consider new ideas such as the consideration of a downtown Boston Campus. The business plan being drafted has been interesting and institutional in scope" (Yorkis, personal interview, 1993). The introduction of a rational/analytical decision model represented a significant shift in decision making at the College. Middle managers believed that strategic planning, among other factors, facilitated the shift. Middle managers saw greater opportunity to participate in a rational process than in a political process. Additionally, middle managers felt greater confidence in defending their decisions rationally rather than politically. The Director of Student Activities commented,

Decisions are now based on institutional priorities and we can jump on the band wagon. Community service is now deemed institutionally important so we got involved. Many peripheral add-ons were cut out. It is a matter of determining what gives the biggest bang for the buck (Kelly, personal interview, 1993).

Strategic planning provided a critical institutional guideline heretofore non-existent. Middle managers responsible for financial, technical and human resource

decisions had one institutional set of priorities and goals by which to measure the value of competing programs. The result has been a greater sense of self-confidence in decision making by middle managers.

Lateral Communication

Middle managers clearly see their responsibilities as affecting all other constituencies in the College. The Director of Administrative Systems asserted "We affect every unit of the College to the extent they collect and use information" (Farago, personal interview, 1993). The Dean of Students indicated that "the office touches every area of the College and its external public relations" (Yorkis, personal interview, 1993). The Library Director characterized his unit as "a connections center connecting students, faculty, and administrators to information" (Hayes, personal interview, 1993). The Director for Campus Safety stated "We affect everyone; if it [the campus] were not safe, it would affect everyone" (Callahan, personal interview). The Controller stated that "we deal with 33 department managers to construct and maintain the budget" (Silva, personal interview, 1993). The Director of Marketing Services indicated, "I interact with all of the divisions of the College" (Fusco, personal interview, 1993). The Registrar

described her unit as the "hub of the College, interacting with students from the time they come into the institution until the time they leave this world" (Thaeler, personal interview, 1993). The Director of Career Services explained his office's affect on other units of the College.

We have to work collaboratively with a number of constituencies across this campus. The relative success of the office impacts the Admissions Office because they use us very heavily as a marketing tool in terms of the outcomes of a Bentley education. We have to work effectively with the academic side of the house, too, from the standpoint that those folks are kept aware of what is going on over here. We also work closely with the Alumni Relations Office. Alumni are going to play a more important role in both placement and in programming (Cummins, personal interview, 1993).

The overwhelming perception of Bentley College middle managers is that their units interact with and affect the rest of the College. Those taking exception to this perception desired greater integration. Others felt that despite their operation's minimal affect on the other units of the College, they still were directly involved in institutional management decisions. The

Dean of the Graduate School characterized her unit as isolated from the rest of the College. However, new to the position, Dean Flynn wanted to involve her professional staff on institutional management committees, create a Graduate School Alumni Association, and develop stronger ties with the Development Office (Flynn, personal interview, 1993). The Director of Student Activities and the LaCava Campus Center viewed his operation as having little effect on other units of the College. However, the Director stated "I am able to be involved in campus-wide management due to the collaborative culture of the College" (Kelly, personal interview).

Middle managers, in general, view their units as affecting other units across campus. They often feel that as service operations, they are caught in the middle of competing institutional demands regarding meeting requests for service from other units. The strategic plan appeared to have facilitated improved lateral communications amongst middle managers.

The Vice President for Business and Finance has observed this organizational phenomenon at Bentley.

We stovepipe the way we manage. It starts with divisions and runs right down to the vice presidents, the deans, and some department heads.

There is not enough cooperation between operations. It makes middle management look weak, because at our level we ask why can't they solve these problems, why do they keep bringing everything up to the fourth floor (the vice presidents)? Why can't three or four of them (middle managers) across divisions get together and come up with a brand new idea to save us lots of money? (Lenington, personal interview, 1993)

The historical pattern of communications among middle managers appeared to be governed by organizational structure. As has been documented, the organizational structure of the College is divisional and hierarchal in nature. Middle management communication seemed to be dominated by vertical flow up the chain of command. Prior to strategic planning, middle managers knew little about the institutional budget and even less about the unit budgets outside of their immediate area of responsibility. Thus, a lack of information regarding institutional priorities and resources may have served as an obstacle to lateral communications between middle managers of different divisions. Strategic planning and new presidential leadership has resulted in greater openness regarding institutional finances, priorities, and resources. This cultural shift appears to have

facilitated increased cooperation and communication among middle managers.

The strategic planning process provided new opportunities for lateral communication. The earliest opportunity for such communication was the SWOT exercises conducted in fall 1992. The SWOT process was institutional in scope and focus. Middle managers across divisions had an opportunity to share their perspectives on institutional strengths, weaknesses, opportunities, and threats. Internal communication was viewed by many of the middle managers as an institutional weakness.

There is a big gap between the reality of Bentley and what it is perceived to be. The three divisions (Undergraduate College, Graduate School, School for Continuing and Professional Studies) will need to work together more closely and efficiently.

Currently there is not the necessary knowledge base (regarding the other divisions) in some divisions to bring the schools together. Strategic planning was a good first step toward better communication and understanding. However, continuing this type of communication will be difficult (middle manager, personal interview, 1993).

One of the difficulties in facilitating cross-divisional lateral communication among middle managers

was a recognized lack of formal structures. The only venue for such communication appeared to be the Senior Managers Group. Both middle and upper managers viewed this forum as ineffective. The Vice President for Information stated,

I have observed that at Senior Management Meetings, we do not address the questions on peoples' minds. It is my opinion that there is a real reluctance among middle managers to ask questions in a public forum of that nature (Schwab, personal interview, 1993).

The Dean of Faculty and the Undergraduate College concurred, "The Senior Management Meetings are good but people are afraid to ask questions" (Schlorff, personal interview, 1993).

The development and alumni functions appeared to be isolated from other units of the College. The Dean of Faculty and the Undergraduate College commented "I have no contact with the development office other than a ceremonial role" (Schlorff, personal interview, 1993). The Dean of the Graduate School indicated that although the School is 20 years old, there was no focus on identifying the needs of graduate alumni until she initiated the action. (Flynn, personal interview, 1993). The Director of Student Activities and Campus Center

commented that although many of his staff, and others in Student Affairs, had personal relationships with alumni, their participation at alumni gatherings was rarely requested (Kelly, personal interview, 1993). This sentiment was echoed by several other middle administrators across campus. Only the Director of Financial Assistance and the Director of Career Services indicated that they worked with the offices of Alumni and Development.

Geographic proximity may play a role in the isolation of the Alumni and Development middle managers. Their offices are located on the south campus, sandwiched between a residence complex and the athletic complex. These administrators are physically isolated from their colleagues in other administrative functions.

The strategic planning process facilitated a shift toward more frequent lateral communication among middle managers. However, these managers agreed that it would be difficult to sustain such a shift unless additional formal structures designed to facilitate such communication among this group were introduced.

Empowerment

The strategic plan provides an institutional list of goals and priorities on which middle managers can base

their decisions. This foundation facilitated the development of formal structures that resulted in increased lateral communication. An example of this was the establishment of the Institutional Budget Committee in 1991 by the President. This committee, consisting of a middle manager representing each division, the controller, and the budget director, was charged with reviewing all budget submissions and making recommendations to the officers. The Committee based its budget recommendations on the strategic objectives of the College. The President evaluated the work of the first Budget review committee.

The middle managers appointed to the Committee acted as deputies for the vice presidents. They were the right hands of the vice presidents. They did the detailed analysis. It turned out to be a wonderful staff development tool for middle managers. They learned so much more about Bentley. By the end of process they coalesced. It also reduced the horse trading that went on among the vice presidents (Cronin, personal interview, 1993).

Prior to this Committee, budget reviews were completed by the vice presidents. In the absence of documented institutional goals, this was a political process. (Cronin, personal interview, 1993). The Vice

President for Student Affairs viewed the new process as successful.

The work of the Budget Analysis Committee improved the budget process. This was true because, being a recommending body, they were able to ask tougher questions, and when tough decisions are being made it is important to include the individuals who implement the programs (Minetti, personal interview, 1993).

A middle manager in the Division of Business and Finance evaluated the role of middle management in the budget process.

The involvement of middle managers in the institutional budget review process was a positive move. Initially, the vice presidents felt the Committee was forced upon them. Yet, in the end they got more information because the Committee had more time to ask the analytical questions. Middle managers were able to take the institutional view. Some of the toughest questions were asked by committee members representing the divisions under review (middle manager, personal interview, 1993).

The Budget Director was also pleased with the work of the new Budget Review Committee.

This past budget cycle was much smoother than in previous years. The Budget Review Committee had representatives from each division of the College. Committee members prioritized the "must do," "should do," and "would like to do" budget requests. They agreed to capital budget cuts of two-thirds. In taking an institutional approach to the budget recommendations, the Committee was only \$50,000.00 from balancing a 90 million dollar budget (Cwalina, personal interview, 1993).

The Director of Planning commented that "the budget reflected the strategic goals as outlined in the strategic plan" (Clifford, personal interview, 1993). Due to the existence of a strategic plan, the Budget Review Committee was able to take an institutional perspective. The Budget Director indicated that the work of the Budget Analysis Committee resulted in "the strategic planning profit and loss statement matching the budget which is what sold the Board of Trustees" (Cwalina, personal interview, 1993). Thus, the development of a strategic plan appears to have facilitated the opportunity for middle managers to have greater involvement in institutional budget decisions.

The role of Bentley College middle managers in institutional decision making appeared to have been

informal and collaborative prior to the development of a strategic plan. This cultural phenomena continued after the development of a strategic plan. However, the involvement of middle managers in institutional decisions has been affected in three ways. First, middle managers can now base resource decisions upon a documented institutional set of goals and priorities. Second, middle managers have greater involvement in establishing the College's annual budget. Third, it appears that opportunities for increased lateral communication among middle managers across divisions may be facilitated by strategic planning.

In What Ways Did Strategic Planning
Influence Managerial Behavior in
Middle Managers at Bentley College?

Within the hierarchal structure of the organization, this researcher did not find that strategic planning significantly affected the managerial behavior of middle managers toward those employees for whom they were responsible. However, it appears that the affective behavior of middle managers was influenced by strategic planning. Additionally, the level and type of interpersonal communication between middle managers was

also influenced by strategic planning. Issues of trust, institutional loyalty, and future outlook appeared to be significant factors.

The managerial behavior of middle managers was influenced by the transition from resource abundance to resource containment signaled by strategic planning. However, despite changes in resource availability, the emerging mission of Bentley College was not significantly different than the historical mission of the College.

Bentley College, known since its founding in 1917 for outstanding professional education in accounting and finance, is an independent, non-profit, co-educational institution of higher learning which has successfully integrated a specialization in business and business related education with a broad liberal arts and sciences program (Mission Statement, December 28, 1992).

This mission statement represented incremental change which usually is received more positively than turnaround strategy (Hardy et al., 1987). It appears that the reaffirmation of the historical institutional mission may have ameliorated the behavioral changes among middle managers. The incremental shift in mission resulted in little discernable behavioral change in

middle management toward their employees. The comments of the Director for Campus Safety best summarized the reactions of most middle managers.

The mission statement that came out recently is reasonable. If it changed us to a manufacturing plant, I would definitely raise questions.

However, minor changes in the focus of the mission statement based on the needs of society is fine (Callahan, personal interview, 1993).

The mission statement was accompanied by a set of core values which were to guide the fulfillment of the mission. As listed below these, too, were well received by middle managers.

1. A Focus on Students

Bentley's main concern is assisting each student, as an individual, to realize his or her optimum potential.

2. Teaching and Scholarship

The College places major emphasis on the quality of its faculty -- academically and professionally qualified teachers and scholars who are devoted to effective teaching-learning relationships both inside and outside the classroom.

3. Student Service

Bentley is dedicated to providing superior student services including well maintained residential and academic facilities in a safe, suburban, small college atmosphere conducive to a friendly, comfortable collegiate experience (Core Values, December 28, 1993).

These core values focussed on student development and service. It appears that the core values as enumerated resulted in a shift in managerial behavior from organization building to client service. The new values signalled an end to developing the institutional infrastructure.

In addition to these, the core values included, globalization, social commitment, fiscal responsibility, and collegiality. Most middle managers were not surprised by these values. Formal planning has simply validated what was already happening at the College" (Schlorff, personal interview, 1993).

In some areas we may not see many changes. Our change is not the dramatic change sometimes seen in business. The strategic planning here may have averted significant changes by avoiding serious

problems (Cronin, personal interview, 1993).

Middle managers welcomed the introduction of strategic planning. As has already been reported, most middle managers believed that a strategic plan was necessary in order to establish priorities, chart future direction, and clarify the mission. Most middle managers felt that the strategic plan would validate their work and create opportunities for inclusion in the determination of institutional direction.

However, despite the perception among middle managers and officers that the institutional mission and associated core values represented incremental change, the detail of the plan was disconcerting to many.

Many of the middle managers viewed the strategic plan as an impressive document that validated their worst fears. The plan called for significant improvements and new programs in virtually every functional area of the College. There was near unanimous concern among middle managers that the strategic plan was far too ambitious. Middle managers perceived the document as a yardstick by which their performance would be measured. The most frequent phrase echoed by these individuals was, "Do more with less." This feeling was coupled with a sense of intimidation about suggesting the elimination of work not central to the mission.

This conclusion resulted in middle managers feeling somewhat threatened by the strategic plan. Middle managers began to refer to the plan as a wish list. They demonstrated greater reluctance to be involved in the process. One middle manager captured the feelings of many, "It looks like they included everything anyone said during the process. I'm reluctant to suggest things now for fear they will become goals in the plan" (personal interview, 1993).

Interviews with the officers revealed that they shared the same concerns as the middle managers regarding an overly ambitious strategic plan. The Vice President of Student Affairs recognized the dilemma expressed by middle managers.

We cannot seem to say no to new ideas here. We drive our people crazy. The people who have to implement these programs are overloaded. We are cutting the work force but not the work (Minetti, personal interview, 1993).

The Vice President for Academic Affairs and Provost indicated that our ability to entertain new ideas and programs was limited.

Beyond the new program in International Culture and Economy, Environmental Management,

and our diversity efforts, we can no longer afford pursuing every good idea. We will need to invoke the Graham-Rudman clause. In order to pursue a new idea, you have to eliminate one existing program (Friedman, personal interview, 1993).

The Vice President for Business and Finance also recognized a potential concern in being too ambitious.

If you read what is the worst thing that can happen to a good executive team, it is to put it into overload and they lose it no matter how good they are. They just can't put in the hours and they just can't juggle too many balls at once. You get into trouble. I'm concerned that this could happen. I think we are pushing on too many fronts. I think it would be smart to settle down for a while and not be so ambitious regarding what is new and just make what we have work. In fact, we may even trim back on some things we're doing. I think we're too ambitious (Lenington, personal interview, 1993).

The Vice President for Information Services shared the opinion of her colleagues.

There are more things in the strategic plan than there are resources to accomplish them. I'm worried about the damage to the culture of the institution caused by the layoffs.

Although, we managed the process (of layoffs) as well as possible, we need to pay closer attention to the effect it has had on those who remain (Schwab, personal interview, 1993).

The President, too, recognized that there may have been misperceptions of his intentions regarding new ideas.

The Provost has been very helpful to me.

He said, "You know Joe, you have a lot of good ideas and you throw them out there in a speculative mode. People think that they have to be implemented." They perceive them as decisions, where actually I'm putting them out there as options. But I don't always say they are options (Cronin, personal interview, 1993).

The issue of having too many priorities on the institutional agenda was identified as a significant weakness through the SWOT exercises early in the planning process. This researcher found significant agreement between middle and upper management that the emergent

strategic plan was overly ambitious. Yet, despite early identification of this perceived problem through internal assessment and continued widespread concern among community members, there was little evidence to suggest that this issue would receive attention in subsequent updates to the plan.

Strategic planning influenced the behavior of middle managers in several ways. First, the mission statement reaffirmed the historical mission of the College. This resulted in middle managers experiencing little change in their supervisory role with administrative staff. Thus, their communication and interpersonal relations with staff were essentially unchanged.

The core values listed in the strategic plan influenced middle managers to devote more time and attention to direct service. Additionally, the core values resulted in a decreased effort toward developing new priorities and innovations. Middle managers spent more of their own time tending to direct client service. This resulted in less time developing and maintaining peer professional relations within the College.

Middle managers exhibited a reduction in trust, morale and communication with upper management due to the scope of the plan. Several middle managers were motivated to re-evaluate their relationship with the

College. Most middle managers planned to focus more on unit goals and less on institutional goals.

The characteristic of overachievement noted by both middle and upper management may be a result of institutional history and culture. The period of 1976-1989 was one of unsurpassed growth and accomplishment. Yet, there may have been an unintentional adverse cost to the College.

In What Ways Did the Institutional
Planning History Influence Contemporary
Strategic Planning?

It appears that a period of tension over the issue of planning existed between the Board of Trustees and upper management from approximately 1976-1989. As documented in Chapter 4, the Board of Trustees repeatedly set enrollment limits which were exceeded year after year. The benefits of such excess enrollments were many to a tuition dependent institution.

Bentley College was able to fund innovative projects, build the endowment, expand physical facilities and prepare for specialized accreditation by the American Assembly of Collegiate Schools of Business (AACSB). Such innovation and expansion required continual increases in

faculty and administrative staff throughout this period (Annual Reports, 1976-1989).

However, it is also true that both the Board of Trustees and upper management were obviously aware of the impending demographic decline of traditional aged students. This warning is documented repeatedly in internal reports and memoranda. As late as 1987, the President reported, "in view of demographic changes, planning - - sophisticated strategic planning - - takes on greater importance than ever before" (Adamian, 1987, p. 2).

A history of impressive accomplishment may have facilitated a culture of invulnerability. In hindsight it is apparent that perhaps too little attention was paid to the uncontrollable external variable of demographics. The result was a college entering the 1990s unable to sustain its size and simultaneously maintain its quality. The planning history of 1976-1989 served to increase the magnitude and urgency of the downsizing dilemma of the 1990s. A strategic decision was made to reduce the full-time undergraduate enrollment and improve the selectivity of the entering classes. This strategic decision had significant financial implications that influenced the perceptions of middle managers towards strategic planning.

Downsizing

A shift in managerial behavior from innovation and creativity to one of caution and cost containment was evident. Middle managers across the campus commented that budget planning had evolved to a process of cutting staff, resources and services. One middle manager summarized the budgeting process as "dragging out last year's budget and cutting ten percent" (personal interview, 1993).

The decision to downsize the College was inevitably followed by personnel layoffs. These layoffs occurred at approximately the same time as the College began strategic planning efforts. Thirty administrative employees, some considered as long-term dedicated workers, were given severance packages in what was billed as the first round of layoffs. Soon thereafter, the officers announced that a consulting firm had been retained to analyze the way the college does business. The charge of the consulting firm was to recommend strategies for improving efficiency and reducing costs. Many middle managers associated these moves as part of the strategic planning process. Fear, anxiety, and mistrust began to replace the sense of dedication and loyalty to the College.

The officers have taken on a corporate mentality. They have grossly underestimated the impact of downsizing on the staff. The human toll is great, but they don't seem to care. I can't believe they are treating people like commodities (Middle Manager, personal interview, 1993).

Another characteristic view of the process made middle managers as the scapegoats of the future.

In the past we have been asked to do a lot. Now we are going to be asked to do significantly more and to do it better. The time frame to get things done is rarely sufficient. Our staffs have been cut, our budgets reduced, morale among the survivors is low, and I no longer have job security. In light of all this I have to meet with the consultants to justify my role. And the fourth floor is talking TQM? (Middle Manager, personal interview, 1993).

One middle manager expressed a view held by many, in stating that the fear of more layoffs coupled with the uncertainty of the future created a communication barrier between administrative staff and the officers.

We (middle managers) have suddenly become very vulnerable. On one hand the officers say we are

financially strained. On the other hand, they seem to have money to burn on consultants for everything. I'd like to know how much we waste on consultants each year. There are too many secrets and too little honesty from the fourth floor. As long as that continues, its not safe offering honest opinions (middle manager, personal interview, 1993).

The effect of the planning history strategic planning process and the strategic plan on the managerial behavior of middle managers was most pronounced in their affective behavior and communications, especially with upper management. Along with the downsizing of the student body and the staff, was a downsizing in creativity, morale, and loyalty among the middle managers. Most expressed feelings of fatigue brought about by an increased workload. Many saw institutional survival as the goal. Some referred to those who remained as survivors. Most expressed frustration in feeling forced to reduce time dedicated to developing and maintaining collegial peer relationships. More time was devoted to the direct delivery of basic services by middle management due to the reduction in line staff. All recognized that the days of growth and prosperity were over.

It is difficult to ascertain the degree to which these influences would have occurred in the absence of strategic planning. The internal cultural shift inevitably facilitated by a change in leadership and the external demographic and economic realities certainly played a contributing role in the necessary decisions of a tuition driven institution. However, whether due to the simultaneous occurrences of these events, a flawed process or a lack of foresight regarding the significance of downsizing, the strategic planning process became inextricably tied to the difficult times faced by the College.

In What Ways Did Strategic Planning
Influence the Formal Unit Planning of Middle
Managers Within Bentley College?

Although middle managers recognized the importance of strategic planning at the institutional level, they were unable as a group to identify a relationship between strategic planning and their unit planning. This may be the result of the failed attempt at strategic planning in the late 1980s. The President observed that many middle managers appeared reluctant to share their unit plans.

More than half the people around here already had plans in their desk drawer just waiting for someone to ask. They kept them in the bottom drawer so nobody would discover them (Cronin, personal interview, 1993).

The decentralized, participative planning employed by President Cronin represented a significant shift from the centralized process of the previous administration. As a group, middle managers perceived their roles changing due to strategic planning. However, they did not agree as to the degree of influence strategic planning had on planning at the unit level. The difference in the perceptions of middle managers on this question was most notable between divisions.

Business and Finance

Business and Finance middle managers were most likely to perceive a very direct influence of institutional planning on unit planning. The observations of the Controller best represent the views expressed among middle managers in the Division of Business and Finance.

Department managers have a tendency to look year to year. The strategic planning process

has influenced them to think longer term. Planning has had a very positive affect on the Controller's Office. It allows us to know where we are going. We never had that knowledge in the 1980s (Silva, personal interview, 1993).

Student Affairs

The Student Affairs middle managers perceived an influence on their unit planning with the expectation that this would increase in the future. The Director for Career Services viewed the plan as a guideline for his unit.

The primary way that it (the strategic plan) has affected us is that it has given us the opportunity to have insight and guidance as to where the institution sees itself going in the next four or five years. That is very, very helpful because you now have the key directions or planning assumptions that you can work from in terms of your own operation. You can make decisions about what you need to reorient in your organization to be able to support the mission and goals

of the institution (Cummins, personal interview, 1993).

The Director of Residence Life held a similar view as to the influence of strategic planning on unit planning.

Strategic planning has influenced our planning in Residence Life a great deal. The institution has identified the long-term goals. We are now in the process of making sure our short-term projects support these goals. The quarterly reports we file force accountability to the planning goals. This has been very positive. It will continue to be positive as long as the Strategic Plan does not change abruptly in the future (Repassy, personal interview, 1993).

The Dean of Students believed that as budgets get tied closer to the strategic plan, unit planning will be increasingly influenced.

As the College becomes more sophisticated in the area of strategic planning, the budgets of individual departments will have to be defended on the basis of their contributions to the achievement of institutional goals.

I expect that the annual budget process will serve as a formal validation of the

link between effective unit planning and institutional strategic planning (Yorkis, personal interview, 1993).

The Director of Student Activities and LaCava Campus Center also recognized the link between unit budget planning and the institutional strategic plan.

In the past I have been a seat of the pants planner. Yet, I have an inherent belief that the strategic planning process is good. There is definitely more long-range planning going on now. The affect has been positive in that our budget cuts have been less than what they might have been without a strategic plan in place (Kelly, personal interview, 1993).

The Vice President of Student Affairs was in agreement with middle managers in his division, yet maintained an institutional perspective. The Vice President believed that the most important influence of the strategic plan on unit planning was in the manner it affected other divisions and their consideration for student support services.

The strategic plan officially validated the importance of Student Affairs' contribution to the College. Although, it was always

understood, it was never officially stated in the past. In terms of the Division of Student Affairs, we gained the most from this process. The faculty and administrative staff did not object to the emphasis on student development (Minetti, personal interview, 1993).

The Student Affairs administrators believed that the strategic plan directly affected their unit plans and budget considerations, and it confirmed their legitimacy as important components of the educational mission of the College. Most of the middle managers in the division anticipated that the relationship between institutional strategic planning and individual unit planning would grow stronger as the process took root at the College.

Academic Affairs

The middle managers in Academic Affairs were not as unanimous in their opinions as to the influence of strategic planning on unit planning. While some believed the institutional planning process clearly influenced their unit planning, others saw the effect in future terms. Among the individuals who perceived an influence at the outset of the process was the Dean of the Graduate School.

Being new to the position, this past year I had to base my budget on the past. Yet, I'm asking my staff to do more and I'm not taking things away. I need to know the priorities. I asked for a five-year plan from all of the directors of the Master of Science programs. I did this for mental health. I've had faculty walking in with new course ideas. I need to know how it fits in. The strategic plan should do that for me (Flynn, personal interview, 1993).

The Director of Financial Assistance anticipated that the strategic plan would influence her unit planning in the future given the nature of her operation.

My departmental planning is based upon three primary questions. First, will the annual plan enhance student service? Second, will it enhance our position with the competition? Third, how many people will it affect? In other words, are the programs macro or micro. Certainly, if I can have some idea as to the resources I will have over five years rather than the annual cycle we're on now, my planning will be enhanced. Additionally, the institutional recruiting and retention

goals will make clearer the decisions about targeted financial assistance (Molnar, personal interview, 1993).

The Undergraduate Registrar also perceived the influence of strategic planning on her organization as future oriented.

There has not been a dramatic effect.

Perhaps there will be more of an impact in the future. The institutional process has not been clearly communicated.

It is hard to relate that process to support staff. Institutional planning will feel like a nebulous cloud until it is reduced to specifics (Thaeler, personal interview, 1993).

The Dean of Faculty perceived a need for on-going planning. However, he shared the Undergraduate Registrar's concern for improved feedback in order to insure the appropriate link between institutional and unit planning.

Some people see things in the plan and run with them. We need on-going planning. People had lots of input but little feedback. There is no institutional planning group. How will the plan be updated? Personally,

I am well informed. However, faculty and staff are not. They need to know how decisions to include and exclude items occurred (Schlorff, personal interview, 1993).

The Academic Affairs administrators were more cautious in their assessment of the influence strategic planning had at the unit level. However, all of those interviewed recognized the importance of this link relative to the attainment of the strategic goals. These administrators anticipated a stronger connection between unit and strategic planning in the near future.

Information Services

The administrators in Information Services indicated that their unit planning was already directly related to institutional goals and objectives. Thus, they did not perceive that strategic planning affected their unit planning. This observation was based upon the nature of their operation. Due to rapid changes in technology, it was necessary for these administrators to develop multi-year unit plans. The Director of Administrative Services explained that the strategic planning process has helped them.

In our division, we have always had to do long-range planning due to long lead times in analysis and

technology acquisition. Institutional planning has helped that. It provides guidelines on which to base priorities. It gives us parameters to guide our thinking (Farago, personal interview, 1993).

The Vice President for Information Systems agreed with this assessment. She indicated "Our activities are consistent with the strategic plan" (Schwab, personal interview, 1993).

Development Services

The middle managers in the Development Services Division perceived the planning process as having a direct link to their unit planning. The Director of Capital Gifts related strategic planning to his ability to seek external funding.

People (potential donors) want to know, what is the College doing? Where is it going? The plan that is in place articulates the goals of the institution. Some of these goals will be supported by the Development Office. We have been included in the planning process and can therefore plan more effectively as a department (Scott, personal interview, 1993).

The Director of Public Relations shared this view. One of the challenges of her office has been to attempt to coordinate one external vision of Bentley College.

When I arrived at Bentley College it seemed that each academic division of the College coordinated their marketing program independent of the other. The result was a series of mixed messages to the constituencies we were attempting to attract. Without a strategic plan everyone was in the position to claim that their message was the right one. The strategic plan clarifies how we want to be perceived. Our ability to plan a coordinated campaign is greatly enhanced by the strategic plan (Hurley, personal interview, 1993).

The administrators in the Development Services Division perceived a direct relationship between the institutional strategic planning process and their ability to plan more effectively at the unit level.

Summary

Strategic planning at Bentley College was required by the Board of Trustees and initiated by the President in July, 1991. President Cronin, after initial meetings with Trustees, launched a strategic planning effort which

symbolized his leadership style. The planning effort represented a bottom-up top-down process involving every stakeholder group.

Specifically, the strategic planning process facilitated changes in the role of middle managers at Bentley College. More planning and financial information was made available to middle managers. SWOT exercises served as a unique opportunity for input into decisions which affected the future direction of the College. The creation of the Budget Review Committee consisting of middle managers resulted in direct participation in institutional decision making.

Middle managers welcomed strategic planning as a necessary process to meet the challenges faced by the institution. However, these same individuals were somewhat threatened by what they perceived to be an overly ambitious plan. Middle managers' affective behavior and communications with upper management appeared to be most influenced in an adverse manner by a perceived institutional failure to balance the desired goals and the available resources.

The impact of strategic planning on the formal unit planning of middle managers appeared to be in transition at the time of this study. Most middle managers indicated that their unit planning had been influenced in

significant ways by the planning process. Some middle managers believed that the influence of strategic planning on unit planning had not yet occurred. However, most of the middle managers interviewed for this study anticipated that the strategic plan would influence their unit plans in the future.

Improved communications from the officers to middle management regarding planning decisions, personal accountability, and the future planning process seemed to be issues that this group believed would improve the opportunity for successful attainment of the institutional goals.

CHAPTER 7

IMPLICATIONS OF THE INFLUENCES OF STRATEGIC PLANNING ON THE MANAGERIAL BEHAVIOR OF MIDDLE ADMINISTRATORS

Strategic planning is a process employed by institutions of higher education across the United States for the purpose of meeting the future challenges of a changing environment. The role of middle managers in higher education has increased since the academy has moved from the periphery to the center of American society over the past forty years. This study focussed on the influences of strategic planning on the role of middle-management at Bentley College.

The Relational Influences of Strategic Planning and Managerial Behavior:

Findings

The perceptions of middle managers regarding strategic planning served as a foundation for the analysis of the relational influences of strategic planning and managerial behavior at Bentley College. Middle managers at Bentley College were generally

supportive of the strategic planning efforts. Although, most managers perceived strategic planning as limited to the production of a document designed to chart a five year course of action. Most administrators interviewed spoke of strategic planning as being potentially helpful in getting through the lean years. Only one middle manager viewed strategic planning as a process-oriented endeavor designed to change the way an institution thinks of itself in relation to its environment.

The Role of Middle Management in Strategic Planning

All middle managers interviewed had some level of knowledge of the strategic planning efforts at the College. Middle managers participated in SWOT exercise, open forums, and critical reviews of draft plans. However, as suggested in the literature, middle managers also relied on informal networks as an important vehicle for input (Dill, 1984).

Presidential leadership was a critical factor influencing the depth and breadth of middle management involvement in the strategic planning process. The President established a planning philosophy of inclusion at the outset of the process. Requests for planning information went directly from the President's Office to middle managers. The President was instrumental in

bringing middle managers in personal contact with trustees. Open forums for planning discussions as well as formal feedback loops were established by the President. Finally, the President communicated his own personal accessibility to middle managers.

This particular leadership philosophy and practice may have accounted for a relatively well informed and involved corp of middle managers throughout the College. However, other influences did result in the typology of involvement presented in Chapter six.

The organizational structure of the College, as well as the unique features of each administrative division influenced the opportunities for involvement in strategic planning by middle managers. The Bentley College administrative structure was characterized by a pyramidal hierarchy. Strong correlations were found between this culturally ingrained structure and the level of involvement of middle managers in strategic planning. It was found that generally the higher up the hierarchy a middle manager was positioned, the more access to strategic planning knowledge they possessed. Similar positive correlations were found between position in the hierarchy and the degree of influence on planning outcomes. An emergent typology (Table 16, p. 204) defined by the author may be instructive in understanding

the involvement of middle managers in strategic planning at other institutions.

Differences in the level of involvement in the strategic planning process were found among middle managers at similar positions in the institutional hierarchy across administrative divisions. These differences may be the result of variations in organizational structure and formal feedback loops among the administrative units. For instance, Student Affairs administrators interviewed for this study recounted active involvement in the shaping of strategic goals and direction unmatched by respondents from any of the other units. The Student Affairs Division has a flatter organizational structure relative to the other administrative units of the College. Additionally, the Division has perhaps the most inclusive formal feedback loop, the weekly Directors Meeting. This meeting, chaired by the divisional vice president, includes every director in the division and middle managers from other administrative divisions. Interestingly, the level of satisfaction and confidence in the strategic planning process was found among Student Affairs middle managers.

Issues of presidential leadership, planning philosophy, organizational structure, and formal feedback loops resulted in a typology of involvement among middle

managers. The level of involvement ranged from one of operational support to one of policy recommendations. Decision-making responsibilities were restricted to upper management and the Board of Trustees.

Managerial Behavior

Strategic planning influenced managerial behavior among middle manager across divisions in similar ways. The strategic planning process confirmed an end of institutional growth, a period of staff reductions, and an affirmation of the College's core mission. Reductions in force resulted in an increased level of anxiety, mistrust of upper management, anger and personal insecurity among middle managers. A decrease in peer communication and openness with upper management were also experienced by middle managers. The strategic planning process coupled with new presidential leadership signalled a significant shift in institutional culture and communication.

Strategic planning resulted in middle managers shifting their behavior from innovation and creativity to one of caution and cost containment. Although urged by upper management to view the period of constraint as a challenge, most perceived the shift as a burden. The

most notable influences on managerial behavior were in the affective domain.

The staff reductions associated with the strategic planning process resulted in a sense of job insecurity for many middle managers. These middle managers considered themselves and their colleagues who lost their jobs as extremely loyal to Bentley. Many middle managers described feelings of confusion, anger, ambiguity, and uncertainty. Several middle managers perceived themselves and their colleagues as future victims of an emergent overly ambitious strategic plan.

The changes in affective behavior facilitated by the strategic planning process resulted in managerial behavioral changes. Middle managers spent less time cultivating and maintaining informal institutional networks and feedback loops. They focussed more time and attention on the delivery of basic services. Middle managers assumed more responsibility for the completion of line staff tasks due to reductions in force. Middle managers reported greater reluctance to communicate openly and honestly with upper management for fear of being viewed as part of the problem.

Cognitively most middle managers agreed that the period of containment and downsizing may have been inevitable with or without strategic planning. However,

emotionally many viewed the strategic planning process as neglecting the human toll and the implied social contract between dedicated staff and the College.

Formal Institutional Decision Making

There were significant differences in the perceived influence of strategic planning on unit planning among middle managers from different administrative units of the College. Issues of institutional history, professional responsibilities, and established unit planning practices may account for these differences.

Middle managers who were employed at Bentley more than six years had personal memories of the failed strategic planning effort of the late 1980s. These individuals were far more likely to perceive little influence of strategic planning on unit planning. Many of these individuals carefully tied their unit plans to institutional strategic goals in the late 1980s only to see the process wither. Past experience and institutional history resulted in a wary group.

Middle managers with position responsibilities which were fiscally oriented were much more likely to perceive a direct relationship between strategic and unit planning. Respondents from the Divisions of Business and Finance and Development viewed strategic planning as

necessary for effective unit planning. Middle managers from the Divisions of Academic Affairs and Student Affairs did not see an immediate influence. However, these respondents speculated that strategic planning was likely to influence unit planning in the future.

As was indicated in the literature, the allocation of resources based upon strategic goals appeared to be the focus of attention among middle managers across divisions (Cope, 1987). The establishment of the Budget Review Committee may have been a critical step toward linking unit planning to the strategic plan. Many middle managers perceived that their unit budgets would be evaluated largely on the ability to advance the strategic institutional goals. The continued linkage of unit planning to strategic planning appeared to be dependent on a linkage between resource allocation and strategic goals.

A Discussion of the Findings

Middle managers at Bentley College are generally supportive of the strategic planning efforts. Although, most managers perceived strategic planning as the production of a document designed to chart a five-year course of action. Most administrators interviewed spoke

of strategic planning as being potentially helpful in getting through the lean years. Only one middle manager viewed strategic planning as a process-oriented endeavor designed to change the way an institution thinks of itself in relation to its environment. There were no significant differences in the perception of strategic planning between members of different administrative units of the college. The exception to this finding was the perceived influence of institutional strategic planning on unit planning.

Faculty and students have governance systems which serve as vehicles for their formal input in decision making at the institutional level. Upper administration has been delegated broad institutional decision-making responsibilities by the Board of Trustees.

Middle managers at Bentley College had only one institutional forum relating to the decision-making process. The Senior Managers Group consisted of middle managers representing every unit on campus. Upper management called this group together on occasion, established the meeting agenda, and ran the meeting. Middle managers perceived that this was a meeting at which one received information rather than shared ideas and opinions on the issues of the day.

The strategic planning process provided middle managers an opportunity for inclusion in the formal institutional decision making process. Middle managers identified two tangible forums for this level of participation in the institutional decision-making process. First the SWOT exercises brought many middle managers face to face with trustees for the first time in their Bentley careers. The opportunity for various stakeholder groups to directly hear each others concerns for the future of the college can only result in more complete information on which decisions are ultimately made. If strategic planning is to take root as a process rather than serve simply as the production of a plan, than similar innovative feedback loops will gain permanence.

One such institutional opportunity resulting, in part, from the strategic planning process, the Budget Review Committee, appears to have changed the level of involvement of middle management in institutional decision making at Bentley. This committee of middle managers representing each division of the college was established by the President. The committee is charged with reviewing the budget submissions from all cost centers of the college and making fiscal, human resource, and capital expenditure recommendations to the officers.

Prior to strategic planning the officers of the College assumed this responsibility. Beyond the benefit of relieving the officers of a burdensome and time consuming task, this proved to be an opportunity for middle management professional development. These individuals were asked to look beyond their particular unit and to take an institutional perspective. The budget proposals were evaluated based upon their consistency to the College's strategic goals.

Strategic planning at Bentley College served to facilitate opportunities for wider participation of middle managers in the institutional decision making process. This was especially true in the critical link between resource allocation and successful strategic planning.

The Role of Middle Managers in Higher Education

Middle managers have played an increasingly visible role in the administration of colleges and universities since the end of World War II. Today this group serves critical functions in virtually every facet of college administration. The middle manager typically is a specialist who has never taught (except academic administrators) college students.

Middle management usually does not have as formal a role in institutional governance as that of faculty, students, upper-management, and trustees. This lack of formal structure may impede effective bottom-up communication, as well as, efficient participation in institutional concerns. Due to the specialist nature of the middle managers' role, the institution may suffer without more formal and effective feedback loops. Strategic planning offers an opportunity, through internal assessment of strengths and weaknesses, to evaluate bottom-up communication. As evidenced in this study, the planning process also offers the opportunity to improve such communication.

As federal and state governments, as well as, society in general hold higher education to more stringent standards of accountability, the requirements for maintaining the public trust will increase. The burden for meeting, maintaining, and documenting regulatory compliance with a host of externally mandated laws and policies rests most heavily on middle managers. The ability to recruit, enroll, and retain a qualified student body requires specialists in marketing, publications, and educational support services. The necessity to maintain financial stability through fund raising, investment strategies, and prudent purchased

services requires more specialized knowledge. These represent but a few of the critical functions carried out by middle managers in independent colleges today.

The literature on the study of middle managers in higher education is inadequate. As institutions of higher education move toward the next century with fewer customers, greater competition, and limited resources, a fuller understanding of the role of middle management within the academy will be necessary.

A Relationship to the Literature

The findings of this study are, in general, consistent with the trends found in the literature. Where there were direct correlations of this study to the literature, they have been documented in preceding chapters. Several key trends were particularly critical to this study.

The literature search in chapter 3 reflected the confluence of institutional history and culture, organizational theory, leadership, and process as they pertain to successful strategic planning. The importance of these critical factors was evident in the Bentley College case study. The document analysis of archival records revealed a significant history of successful strategic planning. A change in leadership was mentioned

repeatedly by interviewees as a significant catalyst for strategic planning. The selection of an open community-wide process was instrumental in influencing the roles of middle managers at Bentley College.

The literature did not address the influence of strategic planning on the managerial behavior of middle administrators. This study did not find any consideration of such a relationship by the initiators of strategic planning at Bentley College. However, most interviewees were able to provide detailed testimony of how their roles were influenced by the planning process. Furthermore, many interviewees expressed the opinion that their roles would be influenced even more in the future. Institutional decision making, budgeting, and unit planning were significant areas of influence.

The literature reported several potential motives for the introduction of strategic planning. Among them were, turnaround strategy, incremental strategy, and change strategy. Bentley College appeared motivated by incremental strategy. The College was financially strong, competitive, and stable. Bentley did not significantly alter its mission nor did it opt for a new academic program mix. The goals outlined in the five-year plan reflected a reaffirmation of its historical

mission as a specialist institution focussed on business education.

The literature cautioned that strategic planning should be viewed as a process rather than a product. The Bentley College experience reflected a process-oriented approach to planning. Interviewees reported that they were actively engaged in various revisions of the institutional plan, as well as, their unit plans. The College plans to update the strategic plan annually.

In Consideration of Strategic Planning

With the motivation of incremental strategy and the arrival of new leadership, Bentley College initiated a strategic planning effort in the summer of 1991. Although, there was no acrimonious debate about the future direction of the College, concern for institutional drift was common among stakeholder groups. It is the general perception within the College community that strategic planning has been successful in charting a future course which is supported by all constituencies.

Middle managers confirmed that the selection of an open and inclusive planning process engendered their support. It is evident that the strengths, weaknesses, opportunities, and threats discovered during the planning

process were congruent with those listed by middle managers during this study. It was not possible for this researcher to determine if the assessments of these middle managers were influenced by the results of the planning process or if their beliefs influenced the SWOT exercise. Nevertheless, the consistency between the individual evaluation of these middle managers and the strengths, weaknesses, opportunities, and threats outlined in the strategic plan provided evidence of a focussed institution.

The literature suggested that a top-down bottom-up approach to strategic planning is the model most likely to result in support from various stakeholder groups. This case study supports such a conclusion. However, this case study also underscored the importance of institutional culture, history, and leadership.

Summary

A descriptive research technique, the case study, was used in the dissertation. The design focused on the study of relational influences of strategic planning and middle managerial behavior at a private college. Bentley College was selected because it has a reputation of being a well managed institution and it had initiated a

strategic planning process. Major data sources included archival data, college documents, internal memoranda and, key-informant interviews. The four questions that guided this analysis were:

1. In what ways were middle managers involved in strategic planning at Bentley College?
2. In what ways did strategic planning influence the role of middle managers in the formal institutional decision making process at Bentley College?
3. In what ways did strategic planning influence the managerial behavior of middle managers at Bentley College?
4. In what ways did strategic planning influence the formal unit planning of middle managers within Bentley College?
5. In what ways did the institution planning history influence contemporary strategic planning?

The strategic planning literature has focused attention on managerial behavior from the perspective of leadership. Fewer studies address the faculty role in successful strategic planning. Occasional reference to the role of middle management in strategic planning appears in the literature. However, to date, there appears to be a lack of studies whose central focus is to

analyze the role of middle management in the strategic planning process.

There are a variety of factors that should be considered by higher educational institutions contemplating strategic planning. Appropriate planning process, institutional culture and history, and institutional leadership are among the key considerations documented in the literature. This study suggests that it may also be prudent to consider the relationship between strategic planning as a process and the institutional roles of middle managers. The results of this study suggest that strategic planning may influence the managerial behavior of middle administrators.

The study produced tentative findings in that the case study considered only one institution. Furthermore, the data are primarily non-quantitative. The interview results represent the judgements of those who participated in the study. The analysis was based upon qualitative inquiry. Although the analysis and conclusions are not predictive, they do offer insights on the influence of strategic planning on the managerial behavior of middle administrators at a small independent college.

Although the relationship of strategic planning and the managerial behavior of middle administrators differs

based upon the level of involvement in the planning process, certain trends did emerge. The findings are summarized in the following way:

1. Middle managers were involved in all aspects of strategic planning, except the determination of future direction.
2. Strategic planning facilitated increased involvement of middle managers in the institutional decision making process.
3. The strategic planning process facilitated an increased understanding among middle managers of each others unit priorities and goals.
4. Strategic planning facilitated increased unit planning.
5. Institutional history and culture influenced contemporary strategic planning.

Evolving Management Practices in Higher Education

This study represented one small step in understanding the emerging patterns of management practices within small, independent colleges in the United States. Although the conclusions of this study should be tested in larger institutional samples, some forecasting is possible.

The projected future of declining institutional resources and increased competition will result in campus leaders continuing to adopt innovative management practices from the business environment to higher education. The emphasis will be on improving the effectiveness and efficiency of management practices as they apply to customer (the student) satisfaction, public accountability, and financial stability. A focus on administrative organizational structure, delivery of service, and capacity to adapt to a changing environment will be likely among independent colleges and universities.

Changing roles, new responsibilities, and a more significant institutional perspective will represent emergent patterns for administrative personnel. New philosophies such as total quality management will be adopted at a more rapid pace by institutions of higher education. This will require the administrator of the future to maintain a generalist's knowledge as a management professional as well as their traditional specialist technical knowledge.

The emerging demands on colleges and universities will require campus leaders to develop stronger formal structures for lateral and bottom-up communication. These new structures will facilitate wider participation

in institutional decision making and future-oriented planning. Organizational governance and decision making will represent an eclectic cross-section of the political, rational, and collegial models. Small independent institutions characterized by organized anarchy will be less prepared to survive the challenges of the 1990s.

Presidential leadership will continue to be a key factor in the relative success of small independent colleges. However, the campus chief executive officer will be preoccupied by the external demands of fund raising, public relations, and political advocacy. These leaders will increasingly rely on their subordinates for the day-to-day management of the college. As this inevitable cultural shift occurs, the role of middle manager will become more critical to the overall success of the institution.

Suggested Areas for Future Research

The questions for future research reinforce the significance of this study. What are the roles of middle managers in effective strategic planning? In what ways are managerial behavior and decision making of middle managers influenced on campuses of higher education? In

what ways do institutional size, organizational type, and presidential leadership style affect the role of middle managers?

This study begins to address the first two questions above. The researcher believed that an indepth case analysis would produce useful information. The researcher hopes that the results of this study will provide data which will be helpful in developing a broad survey regarding specific study questions. It may be useful to replicate this study at a public college and a research university. It appears that formal strategic planning may affect the managerial behavior and decision making of middle-level administrators. However, this preliminary finding needs to be tested with a large sample. Future studies should test for variances based on institutional size, type, and presidential leadership style. Additionally, it will be important to distinguish the type of strategic planning, such as, turnaround strategy, survival planning, and incremental planning.

Further studies to determine the broader role of middle-level administrators in higher education are also necessary. The relationship of this group to faculty, students, upper-level administration, staff, and external constituencies are all in need of study. Lastly, a study to determine the degree to which the role of middle-level

administrators is expanding beyond that of policy implementation to include a role in policy development may be instructive.

A fuller understanding of the emerging role of middle managers may be beneficial in clarifying the growing organizational complexity of higher education institutions. Such an understanding is necessary before an evaluation of this group's contributions to the academy can be fully considered.

APPENDIX A

CORRESPONDENCE

LETTER SENT TO THE PRESIDENT OF THE CASE STUDY
INSTITUTION REQUESTING PERMISSION TO STUDY THE COLLEGE

Dr. Joseph Cronin, President
Bentley College
Waltham, MA 02154-4705

Dear Dr. Cronin:

I am writing this letter to request your permission to include Bentley College in a study of the involvement of mid-level administrators in the strategic planning process. This study will be the basis for my doctoral dissertation at the University of Massachusetts.

The current literature discusses the growing importance of strategic planning in higher education. Much research addresses the characteristics and major components of strategic planning. Additional studies address the diverse roles of middle management within the Academy. However, there is very little scholarship which focuses on the interrelationships between strategic planning and the managerial behavior of mid-level administrators.

It has been suggested to me that the institution selected for this study should have a president knowledgeable of and committed to the strategic planning process. Although presidential leadership is not the focus of this study, your leadership experience in business and higher education will provide a rare perspective.

I would appreciate the opportunity to interview you and mid-level administrators at Bentley College between May and July 1993. I appreciate your consideration of my request.

Sincerely,

Gregory J. Hall
Enc. Interviews

INTERVIEWS

Upper Management

President

Vice President for Academic Affairs

Vice President for Alumni and Development

Vice President for Business and Finance

Vice President for Student Affairs

Middle Management

Chairs, Academic Departments

Controller

Dean of Faculty

Dean of Graduate School

Dean of Student Affairs

Director of Admissions

Director of Alumni Affairs

Director of Development

Director of Enrollment Management

Director of Financial Assistance

Director of Information Systems

Director of Library

Director of Physical Facilities

Director of Public Relations

Director of Residence Life

Director of Student Activities

Director of Student Records and Registrar

SAMPLE OF LETTER SENT TO PARTICIPATING
MIDDLE MANAGERS PRIOR TO THE INTERVIEW

Dr. H. Lee Schlorff
Dean of Faculty
Bentley College
Waltham, MA 02154-4705

Dear Dr. Schlorff:

Dr. Cronin has granted me permission to study the roles of mid level administrators at Bentley College. Specifically, this study will examine managerial decision making, budgeting, planning and collegial relationships. The study will be used by the researcher as part of a doctoral dissertation at the University of Massachusetts, Amherst. Because of your significant administrative role at Bentley it was suggested that I confer with you. An appointment for us to meet has been scheduled for May 1, 1993.

Enclosed please find a brief outline of the topics I would like to discuss during our interview. Pilot testing indicates that the interview will last approximately one hour. Although I will take notes during the interview, I will not quote you directly nor make any reference to you personally without your prior permission. I will also request your approval to tape record our discussion as a means to validate the accuracy and completeness of my notes.

I hope this letter clarifies the purpose of the research. If you need to reach me prior to our meeting, please call my office at 891-2147.

Your assistance with this study is deeply appreciated.

Sincerely,

Gregory J. Hall

cc: Outline of Topics

APPENDIX B

INTERVIEW QUESTIONS FOR ADMISSIONS ADMINISTRATORS

The literature of higher education suggests that the roles of middle level administrators have increased in numbers and importance over the past two decades. The purpose of this study is to examine the management practices of middle level administrators and their inherent contributions to the successful operation of the college.

I would very much appreciate your willingness to share any written documents related to your responsibilities. Such documents as organizational charts, planning and budgeting reports, unit goals and objectives, etc., would be very helpful. Most especially valued are your insights, perspective and opinions

DISCUSSION QUESTIONS

- I. What do you see as the role of an Admissions Officer at Bentley? In what ways does this role affect other units of the College? In what ways does the role of an Admissions Officer at Bentley differ from that of an Admissions Officer at other colleges and universities? How would you describe the mission of the Admissions Office at Bentley?
- II. What is your assessment of the strengths and weaknesses of Bentley? What affects do the relative strengths have on your recruitment planning for undergraduate students? Graduate students? What effects do the relative weaknesses have on your recruitment planning for undergraduate students? Graduate students?
 - A. In what ways do the strengths and weaknesses of Bentley affect your student profile?
 - B. In what ways do the strengths and weaknesses of Bentley affect your ability to recruit and retain professional staff?

- C. In what ways do the strengths and weaknesses of Bentley affect collegial relationships between the Admissions Office and other units on campus? e.g. faculty, upper administration, students, alumni

III. Over the next five years what do you see as the major challenges for Bentley College? In what ways will these challenges affect your responsibilities as an Admissions Officer?

- A. Of the challenges that you have enumerated, which ones do you feel Bentley College can influence? In what ways do you believe Bentley can influence these challenges?
- B. Specifically, in what ways can the Admissions Office influence any of the previously mentioned challenges?

IV. Over the next five years what do you see as the primary opportunities on which Bentley can capitalize? In what ways might these opportunities affect your responsibilities as an Admissions Officer?

- A. Of the opportunities enumerated, which ones do you feel hold the greatest potential benefit to Bentley? Why?
- B. Specifically, in what ways can the Admissions Office realize any of the previously mentioned opportunities?

V. Please describe the resource allocation process (fiscal, human and capital equipment) within the Office of Admissions.

- A. In what ways do professional staff request resources?
- B. With what frequency and in what manner are resource allocations evaluated?

VI. In what ways has institutional planning affected the administration of the Admissions Office?

- A. In what ways has institutional planning affected the organizational structure of the Admissions Office?
 - B. In what ways has institutional planning affected the development of unit plans within the Admissions Office.
 - C. In what ways has institutional planning affected resources (fiscal, human and capital equipment) allocation within the Admissions Office.
- VII. Describe your role in developing, implementing and evaluating planning initiatives within the Admissions Office.
- VIII Describe your role in developing, implementing and evaluating planning initiatives college wide.

BIBLIOGRAPHY

- Albert, K. J. (1983). The Strategic Management Handbook. New York: McGraw-Hill.
- Anderson, R. D. (September 1951). [Personal Communication}. Bentley College Archives.
- Annual Report of Bentley College. (1977). Unpublished report.
- Annual Report of Bentley College. (1978). Unpublished report.
- Annual Report of Bentley College. (1979). Unpublished report.
- Annual Report of Bentley College. (1980). Unpublished report.
- Annual Report of Bentley College. (1976). Unpublished report.
- Annual Report of Bentley College. (1975). Unpublished report.
- Annual Report of Bentley College. (1971). Unpublished report.
- Annual Report of Bentley College. (1972). Unpublished report.
- Annual Report of Bentley College. (1973). Unpublished report.
- Annual Report of Bentley College. (1974). Unpublished report.
- Annual Report of Bentley College. (1981). Unpublished report.
- Annual Report of Bentley College. (1989). Unpublished report.
- Annual Report of Bentley College. (1990). Unpublished report.
- Annual Report of Bentley College. (1991). Unpublished report.

- Annual Report of Bentley College. (1992). Unpublished report.
- Annual Report of Bentley College. (1982). Unpublished report.
- Annual Report of Bentley College. (1988). Unpublished report.
- Annual Report of Bentley College. (1983). Unpublished report.
- Annual Report of Bentley College. (1987). Unpublished report.
- Annual Report of Bentley College. (1984). Unpublished report.
- Annual Report of Bentley College. (1986). Unpublished report.
- Annual Report of Bentley College. (1985). Unpublished report.
- Arns, R. G. & Poland, W. (1980). The role of program review in academic and fiscal planning, Integrating Academic Planning and Budgeting In A Rapidly Changing Environment. Boulder, CO: NCHEMS.
- Austin, A. E. (1984),. Work Orientation of University Mid-level Administrators: Commitment to work role, institution, and career. ASHE ERIC HE 017354. 5-42.
- Austin, A. E. (1983) Colleges and universities as workplaces: Analysis and review of the literature. ERIC Document HE 016 475, 1-30.
- Bacharach, S. B., & Lawler, E. J. (1980). Power and politics in organizations: The social psychology of conflicts, coalitions, and bargaining. San Francisco: Jossey-Bass.
- Baldrige, J. V., Curtis, D. V., Ecker, G., & Riley, G. L. (1978). Policy making and effective leadership: A national study of academic management. San Francisco: Jossey-Bass.
- Baltes, P. C. (1988). Fiscal stress and implications for planning. Planning for Higher Education. 16(4), 3-18.

- Bentley, H. C. (1947). [Personal Communication]. Bentley College Archives.
- Bentley, H. C. (1948). [Personal Communication]. Bentley College Archives.
- Bentley, H. C. (1950). [Personal Communication]. Bentley College Archives.
- Bess, J. L. & Lodeahl, T. M. (1969, Spring). Career patterns and satisfactions in university middle-management. Educational Record, 220-229.
- Birnbaum, R. (1988). How colleges work the cybernetics of academic organization and leadership. San Francisco, CA: Jossey-Bass Publishers.
- Bolman, L. G., & Deal, T. E. (1984). Modern approaches to understanding and managing organizations. San Francisco: Jossey-Bass.
- Boothe, D., (1982). The department chair. AAHE Report, 1982.
- Botstein, L., (1990, March/April). The college presidency: 1970 - 1990. Change, 35-40.
- Bourgeois, L.J., III. (1984). Strategic implementation: Five approaches to an elusive phenomenon. Strategic Management Journal, 5, 241-64.
- Brandt, S. C. (1983). Strategic planning in emerging companies. Reading, MA: Addison-Wesley Inc.
- Burns, M. A. (1982). Who leaves the student affairs field? NASPA Journal. 20, 90-120.
- Burns, J. M. (1978). Leadership. New York: Harper and Row.
- Cameron, K. S. (1986). A study of organizational effectiveness and its predictors. Management Science. 32(1), 87-112.
- Cameron, K. S., Whetten, D. A., Kim, M. U., & Chaffee, E. E., (1987). The aftermath of decline. Review of Higher Education. 10(3), 126-138.
- Cameron, K. S. (1983). Strategic responses to conditions of decline: Higher education and the private sector. Journal of Higher Education, 54(4), 359-80.

- Cameron, K. S. (1986b). A study of organizational effectiveness and its predictors. Management Science, 32, 87-112.
- Cameron, K. S. (1986a). Effectiveness as paradox: Consensus and conflict in perceptions of organizational effectiveness. Management Science, 32, 539-553.
- Camillus, J. C. (1986). Strategic planning and management control. Lexington, MA: D.C. Heath & Co.
- Caret, R. L., Dumont, R., & Myrant, M. (1988). Developing a strategic academic staffing plan based upon a rationale of institutional reduction. Planning for Higher Education, 16(2), 61-69.
- Carroll, A. B. (1976, Autumn). The role conflict phenomenon: Implications for department chairmen and academic faculty. Improving College and University Teaching, 24(4), 245-246.
- Carroll, J., et al. (1984). Revising a college's planning system: Translating theory into practice. Planning for Higher Education, 13(1), 23-28.
- Chaffee, E. E. (1984, April). Successful strategic management in small private colleges. Journal of Higher Education, 55(2), 212-238.
- Chaffee, E. E. (1985). The concept of business strategy: From business to higher education. In J. Smart (Ed.), Higher Education: Handbook of Theory and Research, Vol I, New York: Agathon Press.
- Chan, S. S. (1986, June). Making strategic planning work. Paper presented at the AIR 1986 Annual forum.
- Chandler, A. (1962). Strategy and structure: Chapters in the history of American industrial enterprise. Cambridge: MIT Press.
- Clark, B. R. (1983b). The higher education system: Academic organization in cross-national perspective. Berkeley: University of California Press.
- Clark, B. R. (1972). The organizational saga in higher education. Administrative Science Quarterly, 17, 178-184.

- Clark, B. R. (1983a). The higher education system academic organization in cross-national perspective. Los Angeles, CA: University of California Press.
- Clifford, R. (1993 June). [Interview with executive assistant to the president and director of institutional planning and analysis at Bentley College].
- Cohen, M. D., March, J. G., & Olsen, J. P. (1972). Garbage can model of organizational choice. Administrative Science Quarterly, 17, 1-25.
- Cohen, M.D. & March, J.G. (1974). Leadership and ambiguity: The American college president. New York: McGraw-Hill.
- Cope, R. (1981). Strategic planning, management and decision-making. Washington, D.C. American Association for Higher Education.
- Cope, R. (1986). Information system requirements for strategic choices, In P.M. Callan (Ed.), Environmental Scanning for Strategic Leadership, New Directions for Institutional Research Series, No 52, San Francisco: Jossey-Bass.
- Cope, R. (1987). Opportunity from strength: Strategic planning clarified with case examples. ASHE-ERIC Higher Education Report No. 8. Washington, D.C.: Association For the Study of Higher Education.
- Cope, R. G. (1978). Strategic policy planning: A guide for college and university administrators. Englewood, Colorado: The Ireland Corporation.
- Cope, R., Meredith, M., Lenning, O., & Borton, N. (1987, November). Strategic planning, management, and leadership: Clarification and case examples. Paper presented at a conference of the Pacific Northwest Association for Institutional Research, Eugene, Oregon.
- Cope, R. (1989). High involvement strategic planning. Oxford U.K. and Oxford Ohio: Basil Blackwell and The Planning Forum.
- Cope, R. (1985). A contextual model to encompass the strategic planning concept: Introducing a newer paradigm. Planning in Higher Education, 13(3), 13-20.

- Corson, J. J. (1960). Governance of Colleges and Universities. New York: McGraw-Hill.
- Cronin, J. (1993 June). [Interview with president of Bentley College].
- Culletin, (1974). [Consultants' Report]. Bentley College Archives.
- Cummins, B. (1993 June). [Interview with director of the office of career services at Bentley College].
- Curtin, et al. (1952). [Consultants' Report]. Bentley College Archives.
- Dill, D. D. (1984). The nature of administrative behavior in higher education. Educational Administration Quarterly, 20, 69-99.
- Drucker, P. (1985). Innovation and entrepreneurship. London: William Heinemann.
- Farago, P. (1993 June). [Interview with director of administrative systems at Bentley College].
- Flynn, P. (1993 June). [Interview with dean of the graduate school at Bentley College].
- Fox, V. F., and Staw, B. M. (1979). The trapped administrator: Effects of job insecurity and policy resistance upon commitment to a course of action." Administrative Science Quarterly, 24, 449-471.
- Friedman, P. (1993 June). [Interview with vice president of academic affairs and provost at Bentley College].
- Gould, J.W. (1964). The academic deanship. New York: Teachers College Press, Columbia University.
- Gray, D. H. (1986, January-February). Uses and misuses of strategic planning. Harvard Business Review, 89-97.
- Green, J. S., Levine, A. & Associates, (1985). Opportunity in adversity how colleges can succeed in hard times. San Francisco, CA: Jossey-Bass Publishers.

- Groff, W. H. (1986). Institutional research and assessment of the external environment. In J. Losak (Ed.), Applying Institutional Research in Decision Making, New Directions for Community Colleges No. 56. San Francisco: Jossey-Bass.
- Hardy, C. (1988). Turnaround strategies in universities. Planning For Higher Education, 16.
- Hardy, C., Langley, A., Mintzberg, H. & Rose, J. (1983). Strategy formation in the university setting. Review of Higher Education, 6(4), 407-17.
- Hardy, C., Langley, A., Mintzberg, H. & Rose, J. (1983). Strategy formation in the university setting. Review of Higher Education. 6(4), 407-433.
- Hayes, S. (1993 June). [Interview with director of the library at Bentley College].
- Hayes, R. H. (1985, November-December). Strategic planning--forward in reverse, Harvard Business Review, 111-119.
- Heydinger, R. B., (Ed.) (1980). Academic planning for the 80s. New Directions for Institutional Research No. 7. San Francisco: Jossey-Bass.
- Hurley, E. (1993 June). [Interview with director of public affairs at Bentley College].
- Hussain, K.M. (1976). Institutional resource allocation models in higher education. Paris: OECD.
- Kapel, D. E. (1979). The education deanship: A further analysis. Research in Higher Education, 10(2), 99-12.
- Keeley, M. (1980) Organizational analogy: a comparison of organismic and social contract models. Administrative Science Quarterly 25(4), 337-362.
- Keller, G. (1983). Academic strategy. Baltimore: The Johns Hopkins Press.
- Kells, H.R. (1980). Self study processes: A guide for postsecondary institutions. Washington, D.C.: The American Council on Education.
- Kelly, G. (1993 June). [Interview with director of student activities at Bentley College].

- Kotler, P. & Murphy, P.E. (1981). Strategic planning for higher education. Journal of Higher Education, 52(5), 470-489.
- Lelong, D. & Shirley, R. (1984). Planning identifying the focal points for action. Planning for Higher Education 12(4).
- Lenington, R. (1993 June). [Interview with vice president for business and finance at Bentley College].
- Lenz, R.T. & Lyles, M. (1986). Managing human problems in strategic planning systems. The Journal of Business Strategy, 6(4), 57-66.
- Lindsay, M. M. (1952). [Personal Communication]. Bentley College Archives.
- Lindsay, M. M. (1961). [Personal Communication]. Bentley College Archives.
- Lindsay, M. M., Morison, T. L., & Anderson, R. D. (1951). [Personal Communication]. Bentley College Archives.
- LRPC, (1976). p. 12.
- Lupi, J. (1993 June). [Interview with director of physical plant at Bentley College].
- Lysons, A. (1990). Taxonomies of higher educational institutions predicted from organizational climate. Research in Higher Education, 31(2), 115-128.
- McMillen, L. (1988, January 27). Strategic planning leads to streamlined programs and new images. Chronicle of Higher Education, 34(20).
- Meredith, M. (1993). What works (and doesn't) in Planning. Planning for Higher Education. 22(1), 28-30.
- Meredith, M. (1985, May). Strategic planning and management: A survey of practices and benefits in higher education.
- Micek, S. S., Ed. (1980). Integrating Academic Planning and Budgeting in a Rapidly Changing Environment. Boulder, CO: NCHEMS.

- Millett, J. D. (1962). The academic community: An essay on organization. New York: McGraw-Hill.
- Minetti, R. (1993 June). [Interview with vice president for student affairs at Bentley College].
- Mintzberg, H. (1987, July-August). Crafting strategy. Harvard Business Review, 66-77.
- Molnar, M. (1993 June). [Interview with director of financial assistance at Bentley College].
- Montgomery, J. R. (1990). Leadership in middle administration. ERIC Document HE 023698, 3-15.
- Morison, T. L. (1965). [Personal Communication]. Bentley College Archives.
- Morison, T. L. (1965). [Twenty-year Plan]. Bentley College Archives.
- Morrison, J. L., & Cope, R. G. (1985). Using futures research techniques in strategic planning: A simulation." Planning for Higher Education, 13(2), 5-9.
- Morrison, J. L. (1987). Establishing an environmental scanning/forecasting system to augment college and university planning. Planning For Higher Education, 15.
- Morrison, J. L. (1986, December). Environmental scanning activities in higher education. Paper presented at the 1986 meeting of AAHE.
- Morrison, J., Renfro, W. & Boucher, W. (1984). Futures Research and the Strategic Planning Process, Washington, D.C. Association for the Study of Higher Education.
- Neumann, A. (1987, November). Strategic leadership: The changing orientations of college presidents. Paper presented at the annual meeting of the Association for the Study of Higher Education, Baltimore, Md.
- Okun, K. A. (1981). Dean's perceptions of their ability to promote change in schools of education. Unpublished doctoral dissertation, The University of Michigan.
- Parekh, S. B. (1977). Long range planning. New York: Change Magazine Press.

- Perkins, J. A. (Ed.). (1973b). The University as an Organization. New York: McGraw-Hill.
- Perkins, J. A. (1973a). Organization and functions of the university. In J. A. Perkins (Ed.), The University as an Organization. New York: McGraw-Hill.
- Peterson, M. (1984). In a decade of decline: The seven Rs of planning. Change, 16(4), 42-46.
- Peterson, M. W. (1980). Analyzing alternative approaches to planning. In Improving Academic Management: A Handbook of Planning and Institutional Research, edited by Paul Jedamus, Marvin Peterson, and Associates. San Francisco: Jossey-Bass.
- Petrello, G. J. (1986, October). An analysis of formal long range and strategic planning as a guide for effective leadership.
- Repassy, G. (1993 June). [Interview with director of residence life at Bentley College].
- Schlorff, L. (1993 June). [Interview with dean of faculty/undergraduate college at Bentley College].
- Schmidtlein, F. A. & Milton, T. H. (1989). College and university planning: perspective from a nation-wide study. Planning For Higher Education. 17(3), 1-19.
- Schwab, S. (1993 June). [Interview with vice president for information services at Bentley College].
- Scott, R. A. (1978). Lords, squires, and yeomen: Collegiate middle-managers and their organizations. Washington: AAHE-ERIC/Higher Education Research Report No. 7.
- Shirley, R. et al. (1987, Winter). Evaluation of institutional planning. New Direction for Institutional Research, 56.
- Shirley, R. C. (1982, February). Identifying the levels of strategy for a college or university. Paper presented at an NCHEMS seminar.
- Shirley, R. C. & Fredericke, V. I. (1978). Establishing academic program priorities. Journal of Higher Education, 49.

- Shugert, J. (1993 June). [Interview with vice president for development and alumni affairs at Bentley College].
- Silva, P. (1993 June). [Interview with controller at Bentley College].
- Smart, J. C. (1989). Organizational decline and effectiveness in private higher education. Research In Higher Education. 30(4), 387-401.
- Spikes, W. F. (1985, November). Utilizing the concepts of strategic planning in an educational setting. American Association For Adult and Continuing Education.
- Stafford, R. (1993), Sheep in wolves' clothing, or how not to do strategic planning. Planning for Higher Education. 22(1), 55-59.
- Steeple, D.A. (1986). Institutional revival: Case histories. New Directions for Higher Education Series, No. 54. San Francisco: Jossey-Bass.
- Stroup, H. (1966). Bureaucracy in Higher Education. New York: Free Press.
- Thaeler, J. (1993 June). [Interview with undergraduate registrar of Bentley College].
- Trustees Minutes (1976). pp. 5-8. Bentley College Archives
- Turner, P. V. (1987). Campus Cambridge, MA: The MIT Press.
- Whetten, D. A. (1984). Effective administrators: Good management on the college campus. Change, 16, 39-43.
- Yorkis, K. (1993 June). [Interview with dean of student affairs at Bentley College].
- Yost, M. Developing a management information system. Bethesda, MD: ERIC Document Reproduction Service, ED 265 870.
- Zammuto, R. F. (1984), Are the liberal arts an endangered species? Journal of Higher Education. 55(2), 184-211.

Other Sources

- Abell, D. (1980). Defining the business: The starting point of strategic planning. New York: Prentice Hall.
- Ackoff, R. L. (1970). A concept of corporate planning. New York: John Wiley and Sons.
- Aggarwal, R. (1987). Adapting corporate planning techniques, Innovative Higher Education, Vol II.
- Albert, K. J. (1983). The Strategic Management Handbook. New York: McGraw-Hill.
- Anderson, R. E. (1977). Strategic policy changes at private colleges. New York: Teachers College Press.
- Ansoff, I. H., Declerick, R., & Hayes, R. (1976). From strategic planning to strategic management. New York: John Wiley & Sons.
- Ansoff, I. H. (1965). Corporate strategy: An analytical approach to business policy for growth and expansion. New York: McGraw-Hill.
- Arns, R. G. & Poland, W. (1980). The role of program review in academic and fiscal planning, Integrating Academic Planning and Budgeting In A Rapidly Changing Environment. Boulder, CO: NCHEMS.
- Arns, R.G., & Curran, F.A. (1982). Information system requirements for strategic planning and implementation. Paper presented at the 1982 CAUSE National Conference, Hilton Head Island, South Carolina.
- Astin, A. W. (1977). Four critical years: Effects of college on beliefs, attitudes, and knowledge. San Francisco: Jossey-Bass.
- Astley, W. G., & Fombrun, C. (1983). Collective strategy: social ecology of organizational environments. Academy of Management Review, 8(4), 576-87.
- Austin, A. E. (1983) Colleges and universities as workplaces: Analysis and review of the literature. ERIC Document HE 016 475, 1-30.

- Austin, A. E. (1984),. Work Orientation of University Mid-level Administrators: Commitment to work role, institution, and career. ASHE ERIC HE 017354. 5-42.
- Austin, A. E. (1985). Factors contributing to job satisfaction. ERIC document HE 018507, 1-19.
- Bacharach, S. B., & Lawler, E. J. (1980). Power and politics in organizations: The social psychology of conflicts, coalitions, and bargaining. San Francisco: Jossey-Bass.
- Baker, M. E. (1982). A distributed information strategy. Paper presented at an Association for Institutional Research forum.
- Baldrige, J. V., Curtis, D. V., Ecker, G., & Riley, G. L. (1978). Policy making and effective leadership: A national study of academic management. San Francisco: Jossey-Bass.
- Baldrige, J. V. (1971). Power and conflict in the university: Research in the sociology of complex organizations. New York: Wiley.
- Baltes, P. C. (1988). Fiscal stress and implications for planning. Planning for Higher Education. 16(4), 3-18.
- Baumgartel, H. (1976). Evaluation of management development efforts in the university setting: Problems, Programmes, and Research Model. New Frontiers in Education - Delhi, 23,32,33.
- Below, P., Morrisey, G., & Acomb, B. (1988). The executive guide to strategic planning. San Francisco: Jossey-Bass.
- Bennis, W., & Nanus, B. (1985). Leaders: The strategies for taking charge. New York: Harper & Row.
- Bess, J. L. (1981, March). Intrinsic satisfaction from academic versus other professional work: A comparative analysis. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, in Washington, D.C. ED 203 805.
- Bess, J. L. (1982). University organization: A matrix analysis of the academic professions. N.Y.: Human Sciences Press.

- Bess, J. L. & Lodeahl, T. M. (1969, Spring). Career patterns and satisfactions in university middle-management. Educational Record, 220-229.
- Besse, R. M. (1973). A comparison of the university with the corporation. In J. A. Perkins (Ed.), The University as an Organization. New York: McGraw-Hill.
- Birnbaum, R. & Inman, D. (1984, September/October) The relationship of academic bargaining to changes in campus climate. Journal of Higher Education, 55(5).
- Birnbaum, R. (1988). How colleges work the cybernetics of academic organization and leadership. San Francisco, CA: Jossey-Bass Publishers.
- Blau, P. M. (1972). The organization of academic work. New York: Wiley.
- Bok, D. (1986). Higher Learning. Cambridge, MA: Harvard University Press.
- Boland, W.R. (1971). Size, organization, and environmental mediation: A study of colleges and universities. In Academic Governance, edited by J.V. Baldrige. Berkeley: McCutchan Publishing Company.
- Bolman, L. G., & Deal, T. E. (1984). Modern approaches to understanding and managing organizations. San Francisco: Jossey-Bass.
- Boothe, D., (1982). The department chair. AAHE Report, 1982.
- Botstein, L., (1990, March/April). The college presidency: 1970 - 1990. Change, 35-40.
- Bourgeois, L.J., III. (1984). Strategic implementation: Five approaches to an elusive phenomenon. Strategic Management Journal, 5, 241-64.
- Bourgeois, L.J., III. (1985). Strategic goals, perceived uncertainty, and economic performance in volatile environments. Academy of Management Journal, 28(3), 548-73.
- Boyer, E. L. (1987). College the undergraduate experience in America. New York, NY: Harper & Row Publishers.

- Brandt, S. C. (1983). Strategic planning in emerging companies. Reading, MA: Addison-Wesley Inc.
- Bryson, J. M. (1988). Strategic planning for public and nonprofit organizations. San Francisco: Jossey-Bass Inc.
- Buchanan, B., II. (1974, July-August). Government managers, business executives, and organizational commitment. Public Administration Review, 4, 339-347.
- Burns, J. M. (1978). Leadership. New York: Harper and Row.
- Burns, M. A. (1982). Who leaves the student affairs field? NASPA Journal. 20, 90-120.
- Buxton, T. H.; Pritchard, K. W.; & Buxton, B. M. (1976, Spring). University Presidents: Academic Chameleons." Educational Records, 57(2), 79-86.
- Callan, P. M., Ed. (1976). Environmental leadership for strategic leadership. New Directions for Institutional Research No. 52. San Francisco: Jossey-Bass.
- Cameron, K. S. (1986a). Effectiveness as paradox: Consensus and conflict in perceptions of organizational effectiveness. Management Science, 32, 539-553.
- Cameron, K. S. (1986b). A study of organizational effectiveness and its predictors. Management Science, 32, 87-112.
- Cameron, Kim S. (1978). Measuring organizational effectiveness in institutions of higher education. Administrative Science Quarterly, 23, 604-629.
- Cameron, K. S. (1985). Institutional effectiveness in higher education: An introduction. Review of Higher Education, 9, 1-4.
- Cameron, K. S. (1983). Strategic responses to conditions of decline: Higher education and the private sector. Journal of Higher Education, 54(4), 359-80.
- Cameron, K. S. & Chaffee, E. E. (1983). The aftermath of decline. Washington, D.C.: National Institute of Education.

- Cameron, K. S. (1986). A study of organizational effectiveness and its predictors. Management Science, 32(1), 87-112.
- Cameron, K. S., Whetten, D. A., Kim, M. U., & Chaffee, E. E., (1987). The aftermath of decline. Review of Higher Education, 10(3), 126-138.
- Camillus, J. C. (1986). Strategic planning and management control. Lexington, MA: D.C. Heath & Co.
- Caplow, T. & McGee, R. J. (1958). The Academic Marketplace. New York: Basic Books.
- Caret, R. L., Dumont, R., & Myrant, M. (1988). Developing a strategic academic staffing plan based upon a rationale of institutional reduction. Planning for Higher Education, 16(2), 61-69.
- Carnegie Council on Policy Studies in Higher Education. (1980). Three Thousand Futures. San Francisco, CA: Jossey-Bass Publishers.
- Carnegie Commission on Higher Education. (1973). Governance of higher education: Six priority problems. New York: McGraw-Hill.
- Carnegie Commission on Higher Education. The purposes and the performance of higher education in the United States.
- Carroll, A. B. (1976, Autumn). The role conflict phenomenon: Implications for department chairmen and academic faculty. Improving College and University Teaching, 24(4), 245-246.
- Carroll, J., et al. (1984). Revising a college's planning system: Translating theory into practice. Planning for Higher Education, 13(1), 23-28.
- Caston, G. (1977). Conflicts within the university community. Studies in Higher Education, 21(1), 3-8.
- Chaffee, E. E. (1985). The concept of business strategy: From business to higher education. In J. Smart (Ed.), Higher Education: Handbook of Theory and Research, Vol I, New York: Agathon Press.
- Chaffee, E. E. & Tierney, W. G. (1988). Collegiate cultures and leadership strategies. New York: Macmillan Publishing Company.

- Chaffee, E. E. (1984, April). Successful strategic management in small private colleges. Journal of Higher Education, 55(2), 212-238.
- Chan, S. S. (1986, June). Making strategic planning work. Paper presented at the AIR 1986 Annual forum.
- Chandler, A. (1962). Strategy and structure: Chapters in the history of American industrial enterprise. Cambridge: MIT Press.
- Clark, B. R., Ed. (1984). Perspectives on higher education. Los Angeles, CA: University of California Press.
- Clark, B. R. (1972). The organizational saga in higher education. Administrative Science Quarterly, 17, 178-184.
- Clark, B. R. (1983a). The higher education system academic organization in cross-national perspective. Los Angeles, CA: University of California Press.
- Clark, B. R. (1983b). The higher education system: Academic organization in cross-national perspective. Berkeley: University of California Press.
- Clark, Burton (1972). The organizational saga in higher education. Administrative Science Quarterly, 17() p.
- Clugston, R. M. (1986, February). Strategic planning in an organized anarchy the emperor's new clothes?, Association for the Study of Higher Education Annual meeting, San Antonio, TX.
- Cohen, M. D., March, J. G., & Olsen, J. P. (1972). Garbage can model of organizational choice. Administrative Science Quarterly, 17, 1-25.
- Cohen, M.D. & March, J.G. (1974). Leadership and ambiguity: The American college president. New York: McGraw-Hill.
- Cope, R. (1986). Information system requirements for strategic choices, In P.M. Callan (Ed.), Environmental Scanning for Strategic Leadership, New Directions for Institutional Research Series, No 52, San Francisco: Jossey-Bass.

- Cope, R. (1985). A contextual model to encompass the strategic planning concept: Introducing a newer paradigm. Planning in Higher Education, 13(3), 13-20.
- Cope, R., Meredith, M., Lenning, O., & Borton, N. (1987, November). Strategic planning, management, and leadership: Clarification and case examples. Paper presented at a conference of the Pacific Northwest Association for Institutional Research, Eugene, Oregon.
- Cope, R. (1989). High involvement strategic planning. Oxford U.K. and Oxford Ohio: Basil Blackwell and The Planning Forum.
- Cope, R. G. (1978). Strategic policy planning: A guide for college and university administrators. Englewood, Colorado: The Ireland Corporation.
- Cope, R. (1987). Opportunity from strength: Strategic planning clarified with case examples. ASHE-ERIC Higher Education Report No. 8. Washington, D.C.: Association For the Study of Higher Education.
- Cope, R. (1981). Strategic planning, management and decision-making. Washington, D.C. American Association for Higher Education.
- Corson, J. J. (1979, June). Management of the college or university: It's different. Topical Paper no. 16, Center for the Study of Higher Education, University of Arizona.
- Corson, J. J. (1960). Governance of Colleges and Universities. New York: McGraw-Hill.
- Cote, L. (1984, April). Presidential roles: A comparative analysis of their relative importance as perceived by college and university presidents and governing board chairpersons.
- Demerath, N.J.; Stephens, R.W.; & Taylor, R.R. (1967). Power, presidents, and professors. New York: Basic Books.
- Dewey, J. (1929). The sources of a science of education. New York: Liveright Publishing Corp.
- DiBiasio, D. (1986). Higher education under study: A comparable analysis of six statewide reports. Paper presented at ASHE annual meeting.

- Dill, D. D. (1984). The nature of administrative behavior in higher education. Educational Administration Quarterly, 20, 69-99.
- Diran, K. M. (1978). Management information systems: The human factor. Journal of Higher Education, 49, 273-282.
- Douglas, J. M., Krause, L. A. & Winogora, L. (1980). Workload and productivity bargaining in higher education. Monograph No. 3, National Center for the Study of Collective Bargaining, City University of New York.
- Drucker, P. (1973). Management. New York: Harper and Row.
- Drucker, P. F. (1974). Management: Tasks, responsibilities, and practices. New York: Harper & Row.
- Drucker, P. (1985). Innovation and entrepreneurship. London: William Heinemann.
- Edelman, M. (1967). The symbolic uses of power. Urbana: University of Illinois Press.
- Enarson, H. L. (1975). The art of planning. Educational Record, 56, 170-74.
- Etzioni, A. (1961). A comparative analysis of complex organizations: On power, involvement, and their correlates. New York: The Free Press of Glencoe, 1st edition.
- Feldman, M. S., & March, J. G. (1981). Information in organizations as signal and symbol. Administrative Science Quarterly, 26, 171-186.
- Fox, V. F., and Staw, B. M. (1979). The trapped administrator: Effects of job insecurity and policy resistance upon commitment to a course of action." Administrative Science Quarterly, 24, 449-471.
- Frances, C., Huxel, G., Meyerson, J., & Park, D. (1987). Strategic decision making: Key questions and indicators for trustees. Washington, D.C.: Association of the Governing Boards of Universities and Colleges.
- Geiger, L. G. (1963). Higher education in a maturing democracy. Lincoln, NE: University of Nebraska Press.

- Ginsberg, A., & Venkatraman, (1985). Contingency perspectives of organizational strategy: A critical review of the empirical research. Academy of Management Review, 10(3), 421-34.
- Gleick, J. (1987). Chaos: Making a new science. New York: Viking Penguin.
- Gould, J.W. (1964). The academic deanship. New York: Teachers College Press, Columbia University.
- Grant, G. & Riesman, D. (1978). The Perpetual Dream. Chicago, IL: University of Chicago Press.
- Gray, B. (1988). Collaborating. San Francisco: Jossey-Bass, Inc.
- Gray, D. H. (1986, January-February). Uses and misuses of strategic planning. Harvard Business Review, 89-97.
- Green, J. S., Levine, A. & Associates, (1985). Opportunity in adversity how colleges can succeed in hard times. San Francisco, CA: Jossey-Bass Publishers.
- Groff, W. H. (1985, July). Strategic planning and management. Paper presented at the Annual meeting for Management Institute of College and University Executives, Snowmaus, CO.
- Groff, W. H. (1986). Institutional research and assessment of the external environment. In J. Losak (Ed.), Applying Institutional Research in Decision Making, New Directions for Community Colleges No. 56. San Francisco: Jossey-Bass.
- Gross, E., & Grambsch, P. V. (1974). Changes in University Organization, 1964-1971. New York: McGraw-Hill.
- Hackman, J. R. & Oldham, G. R. (1980). Work Redesign. Reading, Mass.: Addison-Wesley Publishing Company.
- Hardy, C. (1988). Turnaround strategies in universities. Planning For Higher Education, 16.
- Hardy, C., Langley, A., Mintzberg, H. & Rose, J. (1983). Strategy formation in the university setting. Review of Higher Education, 6(4), 407-17.

- Hardy, C., Langley, A., Mintzberg, H. & Rose, J. (1983). Strategy formation in the university setting. Review of Higher Education, 6(4), 407-433.
- Hayes, R. H. (1985, November-December). Strategic planning--forward in reverse, Harvard Business Review, 111-119.
- Hayes, R. M. (1986). Strategic planning for information resources in the research university, Research Quarterly, 25(4), 427-31.
- Hearn, J. C., & Heydinger, R. (19) Scanning the university's external environment--objectives, constraints, possibilities. Journal of Higher Education, 56(4), 419-45.
- Henderson, A. & Henderson, J. (1974). Higher education in America: problems, priorities, prospects. Washington: Jossey-Bass.
- Heydinger, R. B., (Ed.) (1980). Academic planning for the 80s. New Directions for Institutional Research No. 7. San Francisco: Jossey-Bass.
- Hills, F. S., & Mahoney, T. A. (1978). University budgets and organizational decision making. Administrative Science Quarterly, 23, 454-465.
- Hoadley, J.A., & Zimmer, B.E. (1982). A corporate planning approach to institutional management: A preliminary report on the RMIT experience. Journal of Tertiary Education Administration, 4(1), 15-26.
- Hodgkinson, H. L. (1971). College governance: The amazing thing is that it works at all. Report 11. Washington, D.C.: ERIC Clearinghouse on Higher Education.
- Hofstadter, R. (1963). Anti-intellectualism in American life. New York: Alfred A. Knopf, Inc.
- Hull, M. H., Jr. (1985). The university and economic studies. Journal of Social and Economic Studies, 10, 481-497.
- Hussain, K.M. (1976). Institutional resource allocation models in higher education. Paris: OECD.
- Jedamus, P. & Peterson, M. W., et al. (1980). Improving academic management. San Francisco, Jossey-Bass.

- Jencks, C. & Riesman, D. (1977). The academic revolution. Chicago, IL: University of Chicago Press.
- Johnson, L. G. (1984). The high-technology connection: Academic/industrial cooperation for economic growth. Washington, D.C.: ASHE-ERIC Research Report No. 6.
- Jonsen, R. W. (1984). Small colleges cope with the eighties. Journal of Higher Education, 55(2), 171-83.
- Jonsen, R. W. (1986). The environmental context for post secondary education. In P. Callan, (Ed.) Environmental Scanning for Strategic Leadership, New Directions for Institutional Research No. 54. San Francisco: Jossey-Bass.
- Kanter, R. M. (1979). Changing the shape of work: Reform in academe. Current Issues in Higher Education.
- Kanter, R. M. (1978). The changing shape of work: Psychosocial trends in America. Current Issues in Higher Education.
- Kapel, D. E. (1979). The education deanship: A further analysis. Research in Higher Education, 10(2), 99-12.
- Katz, D. & Kahn, R. L. (1966). The social psychology of organizations. New York: John Wiley and Sons.
- Katz, M. B. (1987). Reconstructing American education. Cambridge, MA: Harvard University Press.
- Keeley, M. (1980) Organizational analogy: a comparison of organismic and social contract models. Administrative Science Quarterly 25(4), 337-362.
- Keller, G. (1983). Academic strategy. Baltimore: The Johns Hopkins Press.
- Kells, H.R. (1980). Self study processes: A guide for postsecondary institutions. Washington, D.C.: The American Council on Education.
- Kirby, A., ed. (1984), Forbes, O. Z. The middle management professional. Career Perspectives In Student Affairs. NASPA monograph, Jan., p. 39-46.

- Kolenbrander, H. M. (1983). Internal politics and strategies of implementing change with limited resources. Planning for Higher Education, 11(4), 5-9.
- Kotler, P. & Murphy, P.E. (1981). Strategic planning for higher education. Journal of Higher Education, 52(5), 470-489.
- Kotler, P. (1982). Marketing for nonprofit organizations. New York: Prentice Hall.
- Ladd, E. C., Jr. (1979). The work experience of American college professors: Some data and an argument. Current Issues in Higher Education.
- Ladd, E. C., Jr. & Lipset, S. M. (1976). Survey of the social, political, and educational perspectives of American college and university faculty. Final report. Storrs: University of Connecticut, ERIC ED 278.
- Lahti, R. (1973). Innovative college management. San Francisco: Jossey-Bass.
- Larkin, P. & Clagett, Craig. (1981). Sources of faculty stress and strategies for its management. Office of Institutional Research, Prince George's Community College, Largo, Maryland. ED 201 250.
- Lelong, D. & Shirley, R. (1984). Planning identifying the focal points for action. Planning for Higher Education 12(4).
- Lenning, O. T. (1987, February). Successful strategic planning. Presentation at the Annual Conference of the Christian College Coalition Academic Deans, Chicago, Illinois.
- Lenz, R.T. & Lyles, M. (1986). Managing human problems in strategic planning systems. The Journal of Business Strategy, 6(4), 57-66.
- Lewis, G. A. (1985). A comparative analysis of governance in U.S. colleges and universities. Dissertation Abstracts International (University Microfilms International No. 3058).
- Light, D., Jr. (1974). Introduction: The structure of the academic professions. Sociology of Education, 47(1), 2-28.

- Lindbloomj, C.E. Spring (1959). The science of muddling through. Public Administration Review, 19, 79-88.
- Luthans, F. (1986). Fifty years later: What do we really know about managers and managing? Presidential Address at the Annual Meeting of the Academy of Management, 15 August, Chicago, Illinois.
- Lutz, F. W. (1982). Tightening up loose coupling in organizations of higher education. Administrative Science Quarterly, 27, 653-669.
- Lysons, A. (1990). Taxonomies of higher educational institutions predicted from organizational climate. Research in Higher Education, 31(2), 115-128.
- March, J. G. (1982). Emerging developments in the study of organizations. Review of Higher Education, 6, 1-18.
- March, J. G. (1984). How we talk and how we act: Administrative theory and administrative life. In T. J. Sergiovanni and J. E. Corbally (eds.), Leadership and Organizational Culture. Urbana: University of Illinois Press.
- Marshall, R. S. (1976). Faculty views of the university's organizational legitimacy: A case study, ED 139, 353.
- Martin, J. R. (1985). Reclaiming a conversation the ideal of the educated woman. New Haven, CT: Yale University Press.
- Masland, A. T. (1985). Organizational culture in the study of higher education. Review of Higher Education, 8, 157-168.
- Masoner, D. J., et al. (1987). A call for strategic planning: The two year college imperative. Community College Review, 14.
- McCarty, Donald J. & Reyes, Pedro. (1986). Governing academic organizations: The academic dean and the president review the current state of college governance. Paper presented at the AERA Annual Meeting.
- McClellan, B. E. & Reese, W. J., Ed. (1988). The social history of American education. Chicago, IL: University of Illinois Press.

- McMillen, L. (1988, January 27). Strategic planning leads to streamlined programs and new images. Chronicle of Higher Education, 34(20).
- Meeth, L.R. (1971). Administration and leadership. In Power and Authority: Transformation of Campus Governance, edited by H.L. Hodgkinson and L.R. Meeth. Washington: Jossey-Bass.
- Meredith, M. (1985, May). Strategic planning and management: A survey of practices and benefits in higher education.
- Meredith, M. (1993). What works (and doesn't) in Planning. Planning for Higher Education. 22(1), 28-30.
- Meredith, M., Lenning, O. & Cope, R. (1988, May). After six years, does strategic planning make any difference? Paper presented at a forum of the Association for Institutional Research, Phoenix, Arizona.
- Meredith, M., Cope, R. & Lenning, O. (1987). Differentiating bona fide strategic planning from other planning. Boulder, Colo.: University of Colorado. Ed 287 329.
- Micek, S. S., Ed. (1980). Integrating Academic Planning and Budgeting in a Rapidly Changing Environment. Boulder, CO: NCHEMS.
- Miller, J. L. (1983). Strategic planning as pragmatic adaptation. Planning for Higher Education, 12(1), 17-24.
- Millett, J. D. (1978). New Structures of Campus Power. San Francisco, CA: Jossey-Bass Publishers.
- Millett, J. D. (1962). The academic community: An essay on organization. New York: McGraw-Hill.
- Mintzberg, H. (1987, July-August). Crafting strategy. Harvard Business Review, 66-77.
- Mintzberg, H. (1979). The structuring of organizations. Englewood Cliffs, N.J.: Prentice-Hall.
- Mitroff, I. (1983). Stakeholders of the organizational mind. San Francisco: Jossey-Bass.

- Montgomery, J. R. (1990). Leadership in middle administration. ERIC Document HE 023698, 3-15.
- Morgan, G. (1986). Images of organizations. Nebury Park, California: Sage Publications.
- Morgan, G. (1986). Images of organizations. Beverly Hills, Calif.: Sage.
- Morrison, J. L., & Cope, R. G. (1985). Using futures research techniques in strategic planning: A simulation." Planning for Higher Education, 13(2), 5-9.
- Morrison, J. L. (1986, December). Environmental scanning activities in higher education. Paper presented at the 1986 meeting of AAHE.
- Morrison, J. L. (1987). Establishing an environmental scanning/forecasting system to augment college and university planning. Planning For Higher Education, 15.
- Morrison, J., Renfro, W. & Boucher, W. (1984). Futures Research and the Strategic Planning Process, Washington, D.C. Association for the Study of Higher Education.
- Mortimer, K. P., Gunne, M. G., & Leslie, D. W. (1976). Perceived legitimacy of decision making and academic governance patterns in higher education: A comparative analysis. Research in Higher Education, 4(3), 273-290.
- Naisbitt, J. Megatrends: Ten directions transforming our lives. New York: Warner Books.
- Neumann, A. (1987, November). Strategic leadership: The changing orientations of college presidents. Paper presented at the annual meeting of the Association for the Study of Higher Education, Baltimore, Md.
- Newman, J. H. (1982). The idea of a university. Notre Dame, IN: University of Notre Dame Press.
- Newman, F. (1985). Higher education and the American resurgence. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Nolen M. and Smith, J. D. (1985, October). Implementing strategic planning: A case study.

- Norris, D. M. & Poulton, N. L. (1987) A guide for new planners. Ann Arbor, Michigan: The Society for College and University Planning, University of Michigan.
- Ohmae, K. (1982). The mind of the strategist: The art of Japanese business. New York: McGraw-Hill.
- Ohmae, K. (1983). The strategic triangle and business unit strategy. The McKinsey Quarterly, 9-24.
- Okun, K. A. (1981). Dean's perceptions of their ability to promote change in schools of education. Unpublished doctoral dissertation, The University of Michigan.
- Olson, M., Jr. (1982). The logic of collective action. In B. Barry and R. Hardin (Eds.), Rational man and irrational society? Beverly Hills, Calif.: Sage.
- Padgett, J. F. (1980). Managing garbage can hierarchies. Administrative Science Quarterly, 25, 583-604.
- Pailthorp, K. (1986). Examples of strategic planning at several levels. In P. Callan (Ed.), Environmental scanning for strategic leadership, New Directions for Institutional Research No. 52. San Francisco: Jossey-Bass.
- Parekh, S. B. (1977). Long-range planning. New York: Change Magazine Press.
- Parsons, T. & Platt, G. M. (1968). The academic profession: A pilot study. Washington: National Science Foundation.
- Perkins, J. A. (Ed.). (1973b). The University as an Organization. New York: McGraw-Hill.
- Perkins, J. A. (1973a). Organization and functions of the university. In J. A. Perkins (Ed.), The University as an Organization. New York: McGraw-Hill.
- Peter B. & Kenen, R. H. (1978, April). Who thinks who's in charge here: Faculty perceptions of influence and power in the university. Sociology of Education, 51(2), 113-123.
- Peters, R.S., Ed. (1977). John Dewey reconsidered. Boston, MA: Routledge & Kegan Paul Ltd.

- Peterson, M. (1984). In a decade of decline: The seven Rs of planning. Change, 16(4), 42-46.
- Peterson, M. W. (1980). Analyzing alternative approaches to planning. In Improving Academic Management: A Handbook of Planning and Institutional Research, edited by Paul Jedamus, Marvin Peterson, and Associates. San Francisco: Jossey-Bass.
- Peterson, M. (1986). Continuity, challenge, and change: An organizational perspective on planning past and future. Planning for Higher Education, 14(3), 6-15.
- Peterson, M. W.; Cameron, K. S.; Mets, L.; Jones, P.; & Ettington, D. (1986). The organizational context for teaching and learning: A review of the research literature, Ann Arbor: University of Michigan.
- Petrello, G. J. (1986, October). An analysis of formal long range and strategic planning as a guide for effective leadership.
- Pfeffer, J. (1981). Management as symbolic action: The creation and maintenance of organizational paradigms. Research in Organizational Behavior, 3, 1-52.
- Richardson, R. C., & Rhodes, W. R. (1983). Building commitment to the institution. In G. B. Vaughn and Associates, Issues for Community College Leaders in a New Era. San Francisco: Jossey-Bass.
- Richman, B. M., & Farmer, R. N. (1974). Leadership, goals, and power in higher education: A contingency and open-systems approach to effective management. San Francisco: Jossey-Bass.
- Ross, D. (1977). Faculty qualifications and collegiality: The role of influence in university decision-making. Research in Higher Education, 6(3), 201-214.
- Rourke, F. E., and Brooks, G. E. (1964). The 'managerial revolution' in higher education. Administrative Science Quarterly, 9, 154-181.
- Schein, E. (1985). Organizational culture and leadership. San Francisco: Jossey-Bass, Inc.
- Schein, E. H. (1985). Organizational culture and leadership: A dynamic view. San Francisco: Jossey-Bass.

- Schiepp, P. A., Ed. (1951). The philosophy of Alfred North Whitehead. New York: Tudor Publishing Company.
- Schmidtlein, F. A. & Milton, T. H. (1989). College and university planning: perspective from a nation-wide study. Planning For Higher Education, 17(3), 1-19.
- Scott, R. A. (1979b). Robots or reinsmen: Job opportunities and professional standing for collegiate administrators in the 1980's. Current Issues in Higher Education.
- Scott, R. A. (1978). Lords, squires, and yeomen: Collegiate middle-managers and their organizations. Washington: AAHE-ERIC/Higher Education Research Report No. 7.
- Scott, R. A. (1979a, Winter). Beleaguered yeomen: Comments on the condition of collegiate middle-managers. College and University, 54(2), 89-95.
- Shirley, R. C. (1982, February). Identifying the levels of strategy for a college or university. Paper presented at an NCHEMS seminar.
- Shirley, R. et al. (1987, Winter). Evaluation of institutional planning. New Direction for Institutional Research, 56.
- Shirley, R. C. & Fredericke, V. I. (1978). Establishing academic program priorities. Journal of Higher Education, 49.
- Simon, H. (1987). Making management decisions: The role of intuition and emotion. Executive, 1(1), 57-64.
- Smart, J. C. (1978, September-October). Diversity of academic organizations: Faculty incentives. The Journal of Higher Education, 49(5) 403-419.
- Smart, J. C. (1989). Organizational decline and effectiveness in private higher education. Research In Higher Education, 30(4), 387-401.
- Solomon, B. M. (1985). In the company of educated women. New Haven, CT: Yale University Press.
- Solomon, L. C. & Tierney, M. L. (1977, July/August). Determinants of job satisfaction among college administrators. Journal of Higher Education, 48(4), 412-431.

- South, S. S. (1981). Competitive advantage: The cornerstone of strategic thinking. Journal of Business Strategy.
- Spikes, W. F. (1985, November). Utilizing the concepts of strategic planning in an educational setting. American Association For Adult and Continuing Education.
- Stafford, R. (1993), Sheep in wolves' clothing, or how not to do strategic planning. Planning for Higher Education. 22(1), 55-59.
- Stauffer, T. M. (1981). Quality-higher education's principle challenge. Washington, DC: American Council on Education.
- Steeple, D. A. (1986). Institutional revival: Case histories. New Directions for Higher Education Series, No. 54. San Francisco: Jossey-Bass.
- Steeple, D. W., (1988). Successful strategic planning: case studies. San Francisco, Jossey-Bass.
- Steinbruner, J. D. (1974). The cybernetic theory of decision. Princeton, N.J.: Princeton University Press.
- Steiner, G. (1979a). Strategic planning. New York: Macmillan.
- Steiner, G. A. (1979b). Contingency theories of strategy and strategic management. In Strategic Management: A New View of Business Policy and Planning, edited by D. Schendel and C.W. Hofer. Boston: Little Brown.
- Stonewater, B. B. (1977). Faculty and administrator perceptions of power and influence in university decision-making. Unpublished doctoral dissertation, Michigan State University.
- Stroup, H. (1966). Bureaucracy in Higher Education. New York: Free Press.
- Sun T. (in translation). (1980). The art of war. Edited by James Clavall, New York: Delacorte.
- Thomas, G. S. (1978). Organizational commitment: Sources and implications for the development of middle managers. Unpublished doctoral dissertation, Cornell University.

- Toftoy, C. (1987). How CEOs set strategic direction for their organizations. Oxford, Ohio: Planning Forum.
- Toll, J. S. (1985). Strategic planning: An increasing priority for colleges and universities. Change, 14(3), 36-37.
- Toombs, W. & Marlier, J. (1981, April). Career changes among academics: Dimensions of decision. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, Ed 202 423.
- Touraine, A. (1974). The academic system in American society. New York: McGraw.
- Trachtenberg, S. J. (1985). Positioning for survival. Planning for Higher Education, 13(4), 1-3.
- Uhl, N. P. (1983). Using research for strategic planning. New Directions for Institutional Research No. 37. San Francisco: Jossey-Bass.
- Volkwein, J. F. Campus autonomy and its relationship to measures of university quality. Journal of Higher Education, 57(5), 510-527.
- Waddell, W. (1976). The outline of strategy. Oxford, Ohio: Planning Forum.
- Walker, D. E. (1979). The effective administrator: A practical approach to problem solving, decision making, and campus leadership. San Francisco: Jossey-Bass.
- Weick, K. E. (1976). Education organizations as loosely coupled systems. Administrative Science Quarterly, 21, 1-19.
- Whetten, D. A. (1984). Effective administrators: Good management on the college campus. Change, 16, 39-43.
- Whetten, D. A., & Cameron, K. S. (1985). Administrative effectiveness in higher education. Review of Higher Education, 9, 35-49.
- Whitehead, A.N. (1927). The aims of education and other essays. New York: The MacMillan Company.

- Wisniewski, R. (1977, March). The dean of education and the looking-glass self. Paper presented at the Annual Meeting of the Society for Professors of Education, Chicago, Illinois.
- Wollter, P. (1989). Academic planning in higher education: strategic and long term planning. Monograph.
- Wood, M. M. (1985). Trusteeship in the private college. Baltimore: Johns Hopkins University Press.
- Yost, M. Developing a management information system. Bethesda, MD: ERIC Document Reproduction Service, ED 265 870.
- Zammuto, R. F. (1984), Are the liberal arts an endangered species? Journal of Higher Education. 55(2), 184-211.
- Zimmerman, W. D. (1969). An end to collegial governance in colleges and universities? AGB Reports, 11, 21-26.

