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Sandra F. Cornelius

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**BOARD OF REGENTS' AND BOARD OF TRUSTEES'  
PERCEPTIONS OF CURRENT AND DESIRED GOALS  
OF BLACK COLLEGES AND UNIVERSITIES  
IN THE STATE OF TEXAS**

Approved By

**DISSERTATION**

*William J. Mealy*  
Presented in Partial Fulfillment of the Requirements for  
the Degree Doctor of Education in the Graduate School  
of Texas Southern University

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By

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1987

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Date

**BOARD OF REGENTS' AND BOARD OF TRUSTEES'  
PERCEPTIONS OF CURRENT AND DESIRED GOALS  
OF BLACK COLLEGES AND UNIVERSITIES  
IN THE STATE OF TEXAS**

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By  
**Sandra F. Cornelius, Ed.D.**

**Sandra F. Cornelius**

**1987**

The purpose of this study was to determine and analyze the current and desired goals of Black colleges and universities as perceived by their board of regents and trustee members within the state of Texas. The sample for this study included six black colleges and universities in the state of Texas. Since the population of black colleges and universities was small, the sampling technique used was the total available sample. The instrument utilized for this study was the Institutional Goal Inventory (IGI), a nationally-standardized research instrument. This inventory is designed to measure most of the important kinds of goals held by a broad spectrum of American institutions of higher education -- public universities, church-related schools, independent colleges, and two-year institutions. In order to determine if a significant difference existed between board of regents and board of trustees perceptions with respect to current goals (what "Is") and desired goals (what "Should Be"), the t-Test was employed.

The results indicated that through the t-test, significant differences were found between the current and desired goal mean perceptions of the respondents on the twenty IGI goals. This study demonstrated the ability of a goal inventory such as the IGI, in identifying the current and desired goals of black colleges and universities and in determining the current and desired goals of the tasks, commitments, and directions in the state of Texas higher education institutions. The findings generated by this study would be of practical value to administrators and planners of black colleges and universities.

**BOARD OF REGENTS' AND BOARD OF TRUSTEES'  
PERCEPTIONS OF CURRENT AND DESIRED GOALS  
OF BLACK COLLEGES AND UNIVERSITIES  
IN THE STATE OF TEXAS**

By

**Sandra F. Cornelius, Ed.D.**

**Texas Southern University, 1987**

**Professor William L. Nealy, Advisor**

Based on the findings, recommendations for further study are appropriate:

1- The purpose of this study was to determine and analyze the current and desired goals of Black colleges and universities as perceived by their board of regents and trustee members within the state of Texas. The sample for this study included six black colleges and universities in the state of Texas. Since the population of black colleges and universities was small, the sampling technique used was the total available sample. The instrument utilized for this study was the Institutional Goal Inventory (IGI), a nationally-standardized research instrument. This inventory is designed to measure most of the important kinds of goals held by a broad spectrum of American institutions of higher education — public universities, church-related schools, independent colleges, and two-year institutions. In order to determine if a significant difference existed between board of regents and board of trustees perceptions with respect to current goals (what "Is") and desired goals (what "Should Be"), the t-Test was employed.

The results indicated that through the t-test, significant differences were found between the current and desired goal mean perceptions of the respondents on the twenty IGI goal areas. This study demonstrated the ability of a goal inventory such as the IGI, in delineating the current and desired goals of black colleges and universities and in determining priorities among these goals in light of the tasks, commitments, and directions in the future of black higher education institutions. The findings generated by this study would be of practical value to administrators and planners of black colleges and universities.

## CHAPTER

### Recommendations for Further Study

Based on the findings of this investigation, the following recommendations for further study are appropriate:

1. A study of goals of black colleges should be replicated every four or five years to determine changes in goal perceptions over time.
2. Further research is needed to identify other black colleges and universities and demographics not included in the present study which may account for differences in goal perceptions.
3. Another study should be conducted in order to investigate the goal perceptions of other constituent groups not included in this study. Such a study may include faculty and institutional administrators.

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## ACKNOWLEDGEMENTS

The writer wishes to express her appreciation to the following individuals who

### DEDICATION

assisted in this research: to Dr. William L. Wealy, chairman of the committee,

without whose support, respect, and leadership ability this publication would not

have been possible, Dr. Joseph Jefferson, who devoted many untiring hours,

research expertise, and encouragement from the beginning to the end of this study,

Dr. Ralph Butler for his suggestions and recommendations, Dr. Penoye Thomas,

for her constructive criticism by insisting on clarity to make this study meaningful.

Further appreciation is due Mrs. Audrey Prevost for her excellent typing,

word processing, editing, and proofreading. Her patience and willingness to help

will always be remembered. The writer is also appreciative to Mr. Ali Ataabadi,

Technical Analyst and Coordinator of Academic Computing, for our renewed

friendship and his statistical and computer assistance. Finally, and most

importantly, I thank the Lord for answering my prayers.

## ACKNOWLEDGEMENTS

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---

<sup>1</sup>Carnegie Commission on Higher Education, From Isolation to Mainstream: Problems of the Colleges Funded for Negroes. (San Francisco: Jossey-Bass, 1971), p. 90.

<sup>2</sup>Ibid.

<sup>3</sup>John Egerton, Black Public Colleges: Integration and Disintegration. A Report, Race Relations Information Center (Nashville, Tennessee, June, 1971), p. 32.

## Chapter 1

### INTRODUCTION

Minority colleges and universities are an important part of higher education in Texas as well as the entire United States. However, in some respects they are in a precarious condition today. Approximately one-fourth of all the black students now attending colleges and universities in this country today are enrolled at predominantly black schools.<sup>1</sup> Many of these schools have direct competition from predominantly white state institutions located in the same cities and towns, and others are at least within easy commuting distance of a white college.<sup>2</sup>

Ironic as it may seem, the colleges and universities purposely founded to offer black access to higher education when segregation was the law of the land are now having to compete with traditionally non-white institutions for funding and students. The Carnegie Commission on Higher Education suggests that these colleges today are in a new, awkward situation where they must compete with other colleges while still carrying burdens arising from the legacy of discrimination and poverty.<sup>3</sup> These provide a vivid illustration of the inequities built into

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<sup>1</sup>Carnegie Commission on Higher Education, From Isolation to Mainstream: Problems of the Colleges Funded for Negroes. (San Francisco: Jossey-Bass, 1971), p. 90.

<sup>2</sup>Ibid.

<sup>3</sup>John Egerton, Black Public Colleges: Integration and Disintegration. A Report, Race Relations Information Center (Nashville, Tennessee, June, 1971), p. 32.

"separate-but-equal" doctrine. In almost every case, the black school was there first and in many instances, the states have created the "white competition" in the past few years.<sup>4</sup> In every situation, the schools duplicate some courses and draw funds from the same public treasury. They represent a costly perpetuation of the dual system of higher education. Ultimately, the real test of a state's commitment to equality of opportunity in higher education will be measured by the extent to which black students, faculty, administrators, and trustees are represented in the colleges and universities.

This study was undertaken to provide information relative to the goal perceptions of trustees of black colleges and universities in the state of Texas. The problem currently facing most institutions of higher education, the sector established specifically for blacks, place a heavy burden on all trustees as they are legally charged with the ultimate responsibility for such institutions. Such responsibilities require that the trustee group as a whole and individually be well selected and permitted to function at the maximum degree of their capabilities.

Although a review of the literature reveals a substantial increase in the amount of material being published on the role, function, characteristics, and goals of trustees, studies of trustees relevant to the future and goals of black colleges and universities are practically nonexistent. In the absence of such information, questions would necessarily follow as to whether the trustees appointed to black universities are cognizant of the terminal dilemma of the universities which they serve.

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<sup>4</sup>John D. Millett. "The States Face Issues of Quality in Higher Education," (Speech presented to the Invitational Seminar of the Ohio Statewide Coordinating and Governing Boards, July, 1979).

<sup>4</sup>ibid.



The questions confronting these institutions, as a group and as a segment of higher education are: (1) What role can black colleges and universities play today in a scene increasingly dominated by white well-funded institutions? (2) Are there challenges in American higher educational enterprise to which black colleges and universities can make unique and significant contributions? (3) What is the future of black higher educational institutions and what directions will they take?

During the past few years, the issue of quality education and the black colleges has gained new attention. This is especially true in the state of Texas when much of the financial base support once provided for colleges is no longer available. The state is now attempting to evaluate their colleges with the idea of merger or elimination to manage its financial problems. As one might expect, the smaller non-white colleges are the first to suffer from the state's dilemma.

According to Millett, the quality of education should not be confused with the proposition of different purposes. He further believes that our colleges and universities want to be different from each other but they all want to be described as the same. In addition, he contends that the mission of public colleges and universities should be different from each other, that the different missions should be as clearly defined as possible and that different missions should involve different standards of qualitative evaluation.<sup>5</sup>

Differences cited by Millett are: (1) Some universities have an extensive research and public service mission. (2) Some institutions offer two-year programs; others offer baccalaureate and master's degree programs. (3) Some institutions offer programs in the arts and sciences and a few professional fields; others offer

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<sup>5</sup>John D. Millett. "The States Face Issues of Quality in Higher Education," (Speech presented to the Invitational Seminar of the Ohio Statewide Coordinating and Governing Boards, July, 1979).

an extensive array of professional programs. (4) Some institutions have an urban orientation; others have a regional or even national orientation. (5) Some institutions have open admissions; others practice selective admissions. (6) Some institutions have a limited enrollment size; others seek to accommodate all who present themselves as students. (7) Some institutions enroll predominantly a full-time and residential student body; others enroll predominantly a part-time and commuting student body. (8) Some institutions enroll a predominantly white student body; others enroll a predominantly black student body. (9) Some institutions demand exacting standards of student performance; others establish less exacting standards. (10) Some institutions have more financial resources than other institutions.<sup>6</sup> In conclusion, it is Millett's belief that there is nothing wrong with these differences and recommend that they be preserved. The fundamental need of black colleges and universities, if they are to remain a viable and meaningful part of American higher education, is to delineate their goals and establish priorities among these goals in light of their tasks, commitments and directions in the future.

### Statement of the Problem

The purpose of this study was to determine and analyze the process and outcome goals of black colleges and universities in Texas as perceived by their board of regents or trustee members. Since there has been extensive study of traditionally black colleges and universities in America and little study on their governing board members, this research was aimed to increase the specificity of

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<sup>6</sup>Ibid.

data regarding the composite profile of governing board members of historically black colleges. Therefore, this writer believed that the perceptions of critical issues as perceived by the governing board members can threaten the survival of these institutions of higher learning.

### Hypotheses

According to the problem of the study, it was hypothesized that:

- HO<sub>1A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to academic development.
- HO<sub>1B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to academic development.
- HO<sub>2A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to intellectual orientation.
- HO<sub>2B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to intellectual orientation.
- HO<sub>3A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to individual personal development.
- HO<sub>3B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to individual personal development.

- HO<sub>4A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to humanism/altruism.
- HO<sub>4B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to humanism/altruism.
- HO<sub>5A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to cultural/aesthetic awareness.
- HO<sub>5B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to cultural/aesthetic awareness.
- HO<sub>6A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to traditional religiousness.
- HO<sub>6B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to traditional religiousness.
- HO<sub>7A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to vocational preparation.
- HO<sub>7B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to vocational preparation.

- HO<sub>8A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to advanced training.
- HO<sub>8B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to advanced training.
- HO<sub>9A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to research.
- HO<sub>9B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to research.
- HO<sub>10A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to meeting local needs.
- HO<sub>10B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to meeting local needs.
- HO<sub>11A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to public service.
- HO<sub>11B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to public service.

- HO<sub>12A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to social egalitarianism.
- HO<sub>12B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to social egalitarianism.
- HO<sub>13A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to social criticism/activism.
- HO<sub>13B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to social criticism/activism.
- HO<sub>14A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to freedom.
- HO<sub>14B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to freedom.
- HO<sub>15A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to democratic governance.
- HO<sub>15B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to democratic governance.

**HO<sub>16A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to community.

**HO<sub>16B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to community.

**HO<sub>17A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to intellectual/aesthetic environment.

**HO<sub>17B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to intellectual/aesthetic environment.

**HO<sub>18A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to innovation.

**HO<sub>18B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to innovation.

**HO<sub>19A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to off-campus learning.

**HO<sub>19B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to off-campus learning.

**HO<sub>20A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to accountability/efficiency.

**HO<sub>20B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to accountability/efficiency.

### Significance of the Study

Presumably the most distinctive characteristics of the American academic enterprise is its diverse system of higher education. As a component of this system, the black sector makes distinct contributions to American education and, in general, to the American society. About one-fourth of all the students who now attend college in the United States are enrolled in state-supported institutions that were created to serve blacks only. Although institutions have grown by almost seventy-five percent in the past ten years, a closer look tells another story. The black colleges are in imminent danger of losing their identity through integration, merger, reduced status, or outright abolition.<sup>7</sup> Created in the era of legal segregation to provide higher education for blacks, they were designed to be separate and proclaimed to be equal, but none of them ever has been provided with the resources or the support to achieve true parity with the colleges and universities created to serve whites.

*History of Negroes in Texas* (Austin: Jenkins Publishing Company, 1971), p. 41.

<sup>6</sup>*Ibid.*

<sup>7</sup>Johnny R. Hill, The Members of Government Boards of Historically Black Public Colleges and Universities in Profile (New York: McGraw-Hill, 1977), p. 10.

<sup>11</sup>William R. Davis, The Development and Present Status of Negro Education in East Texas (New York: Columbia University Press, 1975), pp. 11-19.



Texas lawmakers, between 1866 and 1900, erected an elaborate panoply of segregation laws that effectively denied blacks their rights as citizens.<sup>8</sup> Beginning with the Constitution of 1866, laws were passed that prohibited blacks from intermarriage with whites, voting, holding public office and serving on juries. Legislators also passed statutes that segregated public facilities such as railroad cars, theaters, restaurants, and hotels. Most importantly, they ensured that the state's educational system was kept separate and, knowingly, unequal.<sup>9</sup> Consequently, the need for qualified teachers became one of the principal reasons for the founding of the denominational colleges in Texas. Whites objected because they believed that education would only serve to make the freedmen arrogant, stubborn, and resentful of their "rightful place in southern society."<sup>10</sup> Few white Texans agreed to teach in the black schools and most did what they could to dissuade northern missionaries. In Texas, as in the South in general, the opposition to northern teachers ranged from social ostracism to more blatant harassment in which the missionaries were refused lodging, denied the sale or rental of real estate for schools, insulted, threatened, beaten, tarred and feathered, or even murdered.<sup>11</sup>

In light of these conditions, white denominational groups and blacks set out to establish a network of institutions of higher education. These denominations

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<sup>8</sup>Alwyn Barr, Black Texans: A History of Negroes in Texas (Austin: Jenkins Publishing Company, 1971), p. 41.

<sup>9</sup>Ibid.

<sup>10</sup>Ibid.

<sup>11</sup>William R. Davis. The Development and Present Status of Negro Education in East Texas (New York: Columbia University Press, 1975), pp. 11-19.

realized that if blacks were to overcome the degradation imposed upon them by two hundred years of servitude, a variety of educational opportunities had to be provided. It was not until 1872 that the benefits of a long, bitter struggle for higher education in Texas were obtained. Founded in Austin by a small group of circuit-riding preachers of the African Methodist Episcopal Church, Paul Quinn College was the first of these schools. The last institution in Texas was established in 1927. During their formative years, these institutions served their constituents well. Between 1930 and 1954, an average of 43 percent of the black students in Texas attended the two state-supported institutions and the other 43 percent attended private college. Those institutions are now threatened by a series of developments characteristic of the post-desegregation era. Worsening economic times and a crisis of confidence are taking a dangerous toll on the black institutions. Texas' two state-supported institutions are losing a share of the best black students as the state's 35 predominantly white institutions scramble under a desegregation plan to recruit more minorities. Additionally, the state's battered economy and the overall rush for greater number of black students has also affected the enrollment at the six church-affiliated private black institutions. These institutions are not only suffering from the impact of a desegregation plan but are also affected by tripled state tuition and limited federal aid to students.

In the state of Texas, the Texas Desegregation Plan, which became effective in September 1983, could cause further harm to the survival of black institutions. Although this plan was established under the assumption that opportunities for minorities in the state's higher education institutions would be enhanced, in fact, it does not. In one respect this plan could enhance educational opportunities for blacks, but on the other hand it creates strong competition between both black and white institutions. Affording students opportunity through attractive financial

assistance by white institutions only enhances the institutions in meeting their quotas. The black institutions underfunded coupled with loss of student crossover to white institutions have had an adverse impact on the growth and development of these institutions.

White universities are drawing more black students, particularly under the desegregation plan by offering scholarship money of which their black competitors have little. Some believe that, if the recruitment of black students to white institutions continues to be successful, there will be little need for the traditionally black institution. The reality of this matter is that the majority of the black students accepted to white institutions barely meets the entrance requirements. Considering this fact, one would have to ask what will happen to the remainder of black students wanting to attend college? Traditionally, black institutions have been classified as open-enrollment universities, meaning they accept most high school graduates. These universities will always have a place in the American society to provide education for black students and white students as well.

If the United States Department of Education would make a sincere effort to enhance opportunities of minorities in this state, it should appropriate the necessary funding, thus allowing the only two state-supported black institutions in the state of Texas an opportunity to match the standards of their white counterparts. When this has been accomplished then can a plan such as the Texas Desegregation Plan accomplish what it has been designed. Otherwise, one could conclude that the United States Department of Education's efforts to enhance the opportunities of black institutions of higher education is one without a true conviction.

This writer believes that the boards of regents and trustees, by virtue of the importance they play, could possess the greatest power in determining the future

of their respective college or university. They must accept the role as a preserver of history and constantly remind themselves and the general community of the contributions made and the critical role black institutions play in making the American society a better place in which to live. It is a well known fact that many students who have pursued higher education would not have gone nor would have qualified for college if black institutions did not exist. Many are of the opinion that a society without education for all makes a society with problems for all. The board of regents and trustees could protect these institutions by creating uniform goals and priorities in order to establish policies and procedures. The intentions of this study were to investigate the current and desired goals of black colleges and universities, as they exist today as perceived by their boards of regents and trustees.

Another factor which justifies the need for this study is that little has been written on the governing board members of traditionally black colleges and universities. Perhaps the findings of this study will add to the literature.

### Assumptions

This study was designed and developed within the framework of the following assumptions:

1. Appropriate responses were obtained from the respondents through the data-gathering instrument used in the study.
2. Knowledge and understanding of regents or trustees' perceptions of institutional goals could be essential in assessing the future direction of black institutions of higher education.
3. The sample subjects were representative of the population designated for this study.

### Limitations

In carrying out this study, the following limitations were observed:

1. The population of the study was confined only to the board of regents and trustees of black colleges and universities in Texas.
2. Only one instrument was used.
3. The findings can only be generalized to the board members of black colleges and universities in the state of Texas.

### Definition of Terms

For purposes of this study, the following definitions were given to clarify their relationship to the investigation:

1. Academic Development. The acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus.
2. Accountability/Efficiency. Includes use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals.
3. Advanced Training. Developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas.
4. Board of Regents. The appointed group of individuals whose primary role is to create policies and procedures for universities, usually appointed by the Governor of the state of state-supported public institutions.

5. Board of Trustees. The elected group of individuals whose primary role is to create policies and procedures for colleges, usually of private institutions affiliated with that institution.
6. Community. Maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators.
6. Cultural/Aesthetic Awareness. Entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities.
7. Current Goals. The respondent's perceptions of the institutions' goals at the time the instrument is administered. They are denoted as "Is" statements in the IGI.
8. Democratic Governance. Decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution.
9. Desired Goals. The respondent's perceptions of what the institution's goals ought to be. They are denoted as "Should Be" statements in the IGI.
10. Freedom. Protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities

17. by faculty or students, and ensuring faculty and students the freedom to choose their own life styles.
11. Humanism/Altruism. Respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally.
12. Individual Personal Development. Identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence.
13. Innovation. A climate in which continuous innovation is an accepted way of life; it means established procedures for readily initiating curricular or instructional innovations; and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance.
14. Intellectual/Aesthetic Environment. A rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.
15. Intellectual Orientation. An attitude about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning.
16. Meeting Local Needs. Providing continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community service activities.

17. Off-Campus Learning. Includes time away from the campus in travel, work-study, VISTA work, etc.; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination.
18. Predominantly Black College/University. The institution of higher learning that was created primarily for black students during the period of segregation.
19. Public Service. Working with governmental agencies in social and environmental policy information, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs.
20. Research. Doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research.
21. Social Criticism/Activism. Providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society.
22. Social Egalitarianism. Has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills.



23. Traditional Religiousness. Intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental — in short, traditional rather than "secular" or "modern."
24. Vocational Preparation. Offering specific occupational curriculums (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning.

### Organization of the Study

Chapter 1 has presented an introduction to this study. This chapter includes the purpose of the study, a statement of the problem, a discussion of the significance of the study, hypotheses, assumptions, limitations, delimitations, and a list of defined terms used in the study. Chapter 2 presents a review of the related research and theoretical literature. Chapter 3 presents the design of the study, sampling procedure, statistical technique utilized, the data gathering instrument, and the proposed approach for methodology. Chapter 4 presents the analysis of statistical data and results. Chapter 5 presents the summary, findings, conclusions, implications, recommendations for implementation, and recommendations for further study.

### Historical Overview of Black Institutions in Texas

To understand better the issues surrounding black institutions in Texas, it seems appropriate to provide an overview of them. Four colleges were reviewed:

Paul Quinn, Wiley College, Huston-Tillotson, Jarvis Christian College, and two universities: Prairie View A & M University and Texas Southern University.

## Chapter 2

### REVIEW OF RELATED LITERATURE

The review of literature was concentrated in four areas. The first area centered around the historical overview of black institutions in the state of Texas. The second focal point was the function, duties, responsibilities, and organizational structure of governing board members. The third focused on the development of a goal inventory. The fourth area reviewed the development of a goal inventory. A brief summary concludes the chapter.

A review of literature illustrated several studies in the field of education on institutional goals. These studies involved the perceptions of trustees, administrators, faculty, students and alumni.

This writer has found these studies to be relevant to the present investigation to the extent that they have provided an adequate background of the interest in studying institutional goals which led and contributed to the development of a conceptual approach to goal definition in educational organizations. However, an historical overview of the institutions studied will offer the greatest background for this study.

#### Historical Overview of Black Institutions in Texas

To understand better the issues surrounding black institutions in Texas, it seems appropriate to provide an overview of them. Four colleges were reviewed:

<sup>13</sup>ibid., p. 21.

<sup>14</sup>ibid., p. 23.

Paul Quinn, Wiley College, Huston-Tillotson, Jarvis Christian College, and two universities: Prairie View A & M University and Texas Southern University.

The Texas Constitution of 1866 and 1876 made it clear that the state was concerned only with the education of whites, thus many northern missionaries and denominational groups took on the responsibility for the education of black Texans. In the beginning, anyone with the desire to share information was appointed to teach. Northern backers soon realized that little was accomplished by this method until the state had a well-trained cadre of black leaders and teachers. Consequently, the need for qualified teachers became one of the principal reasons for the founding of the denominational colleges in Texas.<sup>12</sup> Paul Quinn was the first established, founded by the Colored Methodist Episcopal Church in Austin, Texas, in 1872. The purpose of Paul Quinn College was to develop clergymen and train the newly emancipated Negro slaves.<sup>13</sup> Apparently, the school was not able to attract adequate support in Austin. After five years, the school was relocated to Waco where it struggled to survive as a trade school. Courses were offered in blacksmithing, carpentry, tanning, saddlery, and other skills.

In 1873, Wiley College was founded also by the Methodist Episcopal Church. Its purpose was to meet the educational needs of blacks by promoting education and, where possible, providing teachers and preachers with the basic training necessary to take up the task of educating and evangelizing the masses. Wiley College was named for one of the Freedmen's Aid Society's foremost figures, Bishop Isaac D. Wiley.<sup>14</sup>

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<sup>12</sup>Michael R. Heintz, Private Black Colleges in Texas, 1865-1954 (Brenham: Texas A & M University Press, 1985), p. 20.

<sup>13</sup>*Ibid.*, p. 21.

<sup>14</sup>*Ibid.*, p. 23.

Huston-Tillotson College was established in Austin, Texas, in February of 1877, under the name Tillotson Collegiate & Normal Institute. Founded by the American Missionary Association, its primary task provided elementary, secondary, and college training for blacks in the Austin area. The college was only one of several benevolent projects undertaken by this missionary organization. The association had involved itself in the struggle for racial equality, first as an abolitionist group, then as a relief agency during the Civil War, and finally as an educational organization.<sup>15</sup>

Jarvis Christian College was the last of the black denominational institutions in the state of Texas. The Christian Women's Board of Missions of the Disciples of Christ founded this institution in 1912 in Hawkins, Texas. In 1910, 456 acres near Hawkins, Texas, were donated by Mrs. J. J. Jarvis. She and her husband also were active supporters of the white Disciples institution, Texas Christian University. In appreciation of their gift, this institution was named Jarvis Christian Institute.<sup>16</sup> Jarvis' purpose was to produce men and women especially trained for leadership, not only in the industrial world, but in the professional world as well.<sup>17</sup>

Prairie View A & M University, founded in 1876, was the first black public institution in the state of Texas. First chartered as Prairie View State College, Prairie View was established as an Agricultural and Mechanical College. Corresponding with its establishment under the Provision of the Morrill Land Grant College Act, a similar school for Negro youth to operate under the management of the A & M College Board was established. This was the first effort made by the

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<sup>15</sup>Ibid., p. 26.

<sup>16</sup>Ibid.

<sup>17</sup>Ibid., p. 40.

state of Texas to offer assistance to black public education. In addition, the Morrill Land Grant Act required the teaching of military tactics.

Texas Southern University, formerly known as Houston Colored Junior College, later became the Houston College for Negroes, and finally became Texas Southern University. This university acquired much attention after the courts ruled in favor of the Sweatt case. The Sweatt case attempted to obtain graduate and professional educational opportunities for blacks in the state of Texas.<sup>18</sup> In fact, this institution was created to perpetuate segregated legal education after Herman Sweatt desired to enroll in the University of Texas Law School. The state had not prepared itself for blacks wanting professional education, thus losing the Sweatt case.

The private black institutions in Texas made vital, unique, and lasting contributions to the advancement of black Texans.<sup>19</sup> During the age of Jim Crow, these institutions provided many blacks with their only chance for an education and a better way of life. Compared to the number of private and public institutions, it is quite apparent that the state government did not provide sufficient educational opportunities for its black citizens.

#### Duties, Functions, and Responsibilities of Trustee Members

The literature on higher education is extensive, with reference to information on trustees' duties, functions, responsibilities, and roles. Riley suggests that the boards of governance have a variety of official names. They are commonly known

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<sup>18</sup>Ibid., p. 185.

<sup>19</sup>Ibid.

as Board of Trustees, Directors, Governors, Board of Regents, or State Boards of Higher Education.<sup>20</sup> Three types of governing boards in the United States can be distinguished on the basis of these relationships. They are: (1) the governing board of a single college or university, (2) the governing board of a multi-campus system, and (3) the board of governance that coordinated all of higher education in a particular state.<sup>21</sup>

The governing board of a single college or university is the predominant type in the United States today. Such a board is legally responsible for the affairs of a single institution, public or private. Until well into the present century, when the number of institutions greatly increased, this was almost the only type of board in existence. In structure and purpose it was the prototype for the multi-campus and coordinating boards of governance.

The term Board of Trustees directly states the purpose of the governing board. It is a corporate organization which accepts a responsibility or trust. The trust is the college or university itself. Decisions of the board are by definition, corporate decisions. Legally, there is no aspect of the institution's affairs for which the trustees are not ultimately responsible.

The governing board of the multi-campus system is patterned after the single campus board but has a markedly different relationship to the institutions governed. A multi-campus system can be defined in many ways; Riley offers one of the more widely accepted definitions. A multi-campus system is: (1) one with responsibility for only a portion or segment of higher education in a given state,

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<sup>20</sup>Gary L. Riley, Governing Academic Organizations (Berkeley: McCutchan Publishing Corporation, 1977), p. 228.

<sup>21</sup>Ibid.

(2) one with more than one campus, (3) one with a system-wide executive who does not have specific responsibility for a single campus.

Axelrod, as well as many others, feels that a trustee's responsibilities, as a group or singularly, include (a) providing financial support to the college through personal contributions or through providing information which is useful in the development of new sources of revenue, (2) planning, (3) determining board institutional policy, and (4) serving as an ambassador of the college.<sup>22</sup> Further responsibilities, Axelrod suggests, are specified as follows:

1. Selection, nurture and termination of the president
2. Financial support and management
3. Maintenance and expansion of the physical plant
4. Public relations
5. Clarification of purpose
6. Assessment of performance
7. Bridging the gap between community and campus
8. Preservation of institutional independence
9. Court of final appeal
10. Self-evaluation.<sup>23</sup>

Although Axelrod is quick to point out that trustees' duties vary with the type of institution they serve, there are certain responsibilities applicable to all. Those

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<sup>22</sup>Nancy R. Axelrod, A Guide for New Trustees (Washington, D.C.: ERIC Document Reproduction Service, ED 184 435, 1980), p. 6.

<sup>23</sup>Ibid.

responsibilities are (1) the board is a legislative body that is responsible for determining policy; (2) the board serves as legal custodian of the college and all of its assets; (3) the board appoints the chief executive officer and confirms other administrative and academic appointments; (4) the board receives reports of its committees; (5) the board grants degrees; (6) the board serves as a final court of appeal; (7) the board acts as a self-disciplining group; (8) the board serves as a final court of appeals; and (9) the authority of the board rests with the board as a whole.<sup>24</sup>

In a report by the Carnegie Commission on Higher Education, a board of trustees is viewed as "at its best" when exercising the following functions.

1. It holds and interprets the "trust" — the responsibility for the long run welfare of the total institution; it defines the purposes to be followed and the standards to be met; it is the guardian of the mission of the campus; it evaluates overall performance;
2. It acts as a buffer between society and the campus; resisting improper external interference and introducing a necessary contact with the changing realities of the surrounding society; it is the principal gate-keeper for the campus and its judgment about what is improper interference on one hand and what is constructive adjustment on the other; is of utmost importance to the conduct of the institution;
3. It is the final arbiter of internal disputes involving the administration, the faculty, and the students — the court of last resort for most disagreements;

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<sup>24</sup>Ibid.



4. It is an agent of change in what is historically a conservative institution, deciding what changes should be permitted, what change should be encouraged and when;
5. It is the basic responsibility for the financial welfare of the campus and above all;
6. It provides for governance of the institution -- even if it no longer actively governs in detail; it appoints and removes the president and other chief officers, and arranges for the administrative structure.<sup>25</sup>

Regardless of how the responsibilities of trustee boards are described, such responsibilities are usually implemented through a number of trustee committees. How many committees? The best answer is the minimum necessary to get the job done. Depending on the size of the board and the importance of involving every member in some aspect of committee work, the number of committees will still depend on objectives or work to be done.<sup>26</sup> Starting with the fact that a board is legally and morally responsible for the long-term welfare of the institution, the board has no limit on the range and depth of its concerns. But the board cannot succeed if it tries to do everything. It, therefore, must depend on the president and the staff for recommendations. It is no service to the president, however, simply to adopt recommendations without a scrutiny and discussion and without

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<sup>25</sup>Carnegie Commission on Higher Education. Governance of Higher Education: Six Priority Problems. (New York: McGraw-Hill Co., April, 1980), p. 32.

<sup>26</sup>J. L. Zwingle, Effective Trusteeship. Guidelines for Board Members (Washington, D.C.: ERIC Document Reproduction Service, ED 184 436, 1979), p. 10.

expenditure of time before formal meetings to assure an adequate group of issues. Thus committee work becomes urgently important. According to Zwingle, almost any board could settle for four standing committees: an executive committee, a nominating committee, a committee on educational affairs, and a committee on finance and audit.<sup>27</sup> In addition, however, ad hoc committees should be appointed in accordance with the needs of the institution. These needs will be determined by the current priorities demanding attention. Board committees can be expanded to include representation of various special interest groups or to include individuals of special competence to assist with a problem or project.

The Executive Committee is charged with the general supervision of the affairs of the college, exercising all of the powers of the entire board of trustees in the transaction of business of the college between meetings. The Executive Committee has the power to authorize all expenditures, prepare an annual budget for the approval of the board, nominate all persons for faculty ranks, fix the salaries of such persons, arrange the curriculum and report its recommendations to the entire board for action. The committee is further charged with nominating persons for election to the board and for election of the officers of the college. The Educational Committee has responsibility for providing and implementing a development program for the college. The committee on finance has control over the purchase, custody, investment, and sale of all endowment and other funds of the college.<sup>28</sup>

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<sup>27</sup>Ibid.

<sup>28</sup>Ibid.

Herron feels that a trustee board averages in size. In the public sector, the size of the board is determined by legislation. The range in function and responsibility among the public boards may vary. In a simple state, there may be a board of twelve members responsible for a multi-campus university. The regional colleges and universities in that state may have separate boards of twelve persons or may be grouped under one board for that special type of institution. The state community colleges may have separate boards of twelve members each. Thus perhaps ten community colleges may have local boards with a total membership of more than one hundred, while the state university and the regional institutions together may have only two dozen regents. Yet at the same time, that state may have a coordinating board of twelve or fifteen members who have statutory concern for the total program of higher education.

#### Social and Economic Characteristics

Although consensus is difficult to obtain when describing what characteristics or qualities make a good trustee, there are certain qualities or strong attributes which authors stress as necessary to characterize excellence both with reference to the individual trustee and the trustee body as a whole. In describing such necessary attributes of a trustee, Rauh states that

He is a man of stature in his community and in his vocation although not necessarily widely known. He has achieved his stature through his sound judgment and inquiring mind. While holding strong views and convictions, he respects those who hold different ones . . . He has a deep commitment to higher education, but

<sup>29</sup>Morton A. Herron, *Trusteeship* (Yellow Springs, Ohio: The Atlanta Press, 1973), p. 65.

<sup>30</sup>*Ibid.*

especially to the institution to which  
he serves.<sup>29</sup>

Trustees should possess the following qualifications: (1) a college education, (2) an active interest in the institution, (3) a genuine interest in higher education, (4) the ability to attend meetings regularly and to work in behalf of the institution, (5) reasonable economic stability, (6) a good reputation in business or professional life and (7) a good reputation in the community for sound character and moral judgment.<sup>30</sup>

While these qualifications are not necessarily limited to a small spectrum of society, the membership of governing boards is quite limited in actual practice. Men who controlled businesses, finances, and industries constituted an inordinately high percentage of trustees. In general, trustees are males in their fifties, white, well-educated and financially well-off. As a group, they personally succeed in American society.

Board membership is, of course, partially determined by the method of selection employed. Public and private institutions differ in the way in which they select their trustees. In the public sector, the governor of the state normally chooses the members of the state-financed public boards. In some cases, however, members are elected by the general public. This is particularly true in the case of the public community college where the local district elects the board of trustees of other institutions, and 11.3 percent of the male trustees. Community governors. State governing boards of ten include at least one ex-officio member.

<sup>29</sup>Morton A. Rauh, College and University Trusteeship (Yellow Springs, Ohio: The Atlanta Press, 1979), p. 65.

<sup>30</sup>*Ibid.*

These are usually governors, superintendents of public instruction, and presidents of the institution.<sup>31</sup> In some cases, legislative representatives serve in an ex-officio role, especially where the governor wishes to have direct linkage between the board and the state's budget committee.

Private institutions follow a pattern of self-perpetuating boards of trustees. That is, the boards select their own membership. Occasionally, the president of the institution is entitled to make recommendations to the board. Similarly, alumni associations may have the right to elect one or two trustees. However, with a median number of twenty-four members on private college and university boards, administrative and alumni candidates are clearly in the minority.<sup>32</sup>

Hartnett's study found that trustees as a whole frequently came from the more prestigious occupations of medicine, law, and education although most often they were found in business executive posts. At private institutions, almost half of the trustees were executives of manufacturing, merchandising, or investment concerns.<sup>33</sup> Women, however, more often held positions in helping occupations (for example, community volunteer work, education) than in business-related professions compared with 6.7 percent of those women trustees at other institutions. With reference to male trustees, 42.5 percent were found to be in business-related professions. Regarding employment in the field of education, Hartnett found 36.5 percent of the women trustees of women's institutions, 18 percent of the women trustees of other institutions, and 11.3 percent of the male trustees. Community

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<sup>31</sup>Gerald Burns. Trustees in Higher Education: Their Functions and Coordination (New York: Independent College Funds of America, 1976), p. 45.

<sup>32</sup>Riley, op. cit., p. 33.

<sup>33</sup>Rodney T. Hartnett, "The New College Trustees," New York Times, 13 January 1969, p. 20.

volunteer work was found to be the profession of 26.1 percent of women trustees of women's institutions, 30 percent of the women trustees of women's institutions, and 0.2 percent of the male trustees.<sup>34</sup>

Many psychologists and sociologists have documented the influence of one's personal life on his actions and decisions. Matthews observed that:

Human beings perceive that what goes on about them within a frame of reference is determined by their total previous experiences. The world that we experience is not just "given," it is influenced by what our parents taught us as children, by our friendships and group memberships, our occupations, our formal education, and so on. We thus obtain a directional guide that focuses our attention on those things which fit into established patterns of thought and filters out experiences which do not. In a similar fashion, we develop tendencies, called attitudes, to react in a certain way to stimuli.

Frames of reference and attitudes are, of course, heavily influenced by the dominant values and beliefs of the society in which a person lives. But the frames of reference and attitudes of the member of the same society vary considerably. Each belongs to or identifies himself with different groups; each has different experiences, and a different life history. Identical events will take on different meanings and will therefore result in differing behavior.<sup>35</sup>

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<sup>34</sup>Ibid., p. 34.

<sup>35</sup>Donald R. Matthews, The Social Background of Political Decision Makers (New York: Random House, Inc., 1974), pp. 2-3.

In different words, Chafetz describes much the same phenomena:

Human beings try to make sense out of their world by lumping together a variety of individual cases, labeling them and then reacting to categories of phenomena. It is certainly impossible for people to react to the myriad of stimuli around them on an individual basis. Therefore, they categorize phenomena on the basis of outstanding attribute or a few salient features that a number of individual cases seem to have in common. Often they then proceed to react to the category rather than the individual phenomena. Particularly when we don't know people well we tend to react to them on the basis of a small number of relatively obvious characteristics. Chief among these are probably gender, race (or ethnicity), dress (or lifestyle in general), occupation (or social class), and age.<sup>36</sup>

To a degree, there is no problem with reacting to others on the basis of the obvious characteristics they project, i.e., gender, dress, age, social class, and rigidly prescribing such characteristics to those individuals. Nonetheless, there may be a problem with those who believe that female trustees, by virtue of stereotyping, are not as capable as male trustees in decision-making.

Minority trustees are also victims of stereotyping. Lacey suggests that in our continuing effort to improve the quality of higher education, it is necessary to

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<sup>36</sup>Janet Saltzman Chafetz, Masculine/Feminine or Human? (Ithaca, Illinois: F. E. Peacock Publishers, Inc., 1974), p. 30.

<sup>37</sup>*ibid.*, p. 24.

<sup>38</sup>*ibid.*, p. 26.

assess the roles of those individuals who govern our educational systems.<sup>37</sup> The direction of institutions of higher education with regard to quality and type of education provided to students, especially females and minorities, is rapidly undergoing numerous changes and acquiring new dimensions. This is especially applicable to community colleges where more than half of all entering freshmen, half of all the women seeking higher education, and more minorities than all of the four-year colleges and universities combined are currently being served. Higher education analysts have projected that twenty-five to forty percent of the population will be minority in the next one or two decades.<sup>38</sup> During the time of expanding minority enrollment, it is believed by Lacey that this is also an opportune time for the total educational community to give greater recognition to the importance of minority trustees and to study more carefully the responsibility, authority, and powers delegated to these trustees.

Lacey conducted a study to provide the educational community with a view of major concerns and issues of minority trustees. The study suggested that of an estimated four thousand community college trustees, approximately four hundred to four hundred fifty were minority and stresses the importance of more documented data on minority regents.<sup>39</sup> In addition, he states that minority trustees are not well represented or distributed and they often serve singularly or on boards that are almost exclusively non-minority.

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<sup>37</sup>Jerry Lacy, "Roles and Responsibilities of Community College Trustees: Minority Trustee Perspectives," Trustee Quarterly, Vol. 10, Number 2, Spring 1986, p. 25.

<sup>38</sup>Ibid., p. 24.

<sup>39</sup>Ibid., p. 26.



The following list gives items or areas in descending rank order of agreement among minority trustees studied:

1. The board should have a concise set of by-laws which provide clear duties for the officers of the board and spells out the procedures by which the board transacts its business.
2. The board members should use their status in the community to bring about better understanding of the college's aims and programs.
3. The board should have an orientation program for new members to familiarize them with board policies and goals.
4. The board should evaluate the chief executive officer annually.
5. Working relations between the chief executive officer and the board are clearly defined and understood.
6. Board meetings should be characterized by free discussion, general participation and active thinking together.
7. The board should not allow faculty members to have a voice in formulation of district policy.
8. Board meetings should deal primarily with policy formulation, review of plans, making board authorizations, and evaluating the work.
9. The board should conduct an annual review of its own organization and work.<sup>40</sup>

Another finding of the study was the minority trustees' ranking of the responsibilities of board members in order of importance. The listing is as follows:

1. Establishing institutional policies
2. Selecting and terminating, if necessary, the chief executive officer

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<sup>40</sup>Ibid., p. 28.

3. Evaluating the performance of the chief executive officer
4. Establishment of a budget
5. Fulfilling trustee committee assignment
6. Serving public relations functions for the college
7. Communicating the needs of the district to state officials
8. Taking personnel actions including the hiring and firing of administrators and faculty
9. Determining if the college district is meeting the needs of community groups
10. Deciding on changes in the curriculum.<sup>41</sup>

Franzel concludes that minority trustees are well-educated and long-time residents of their community college districts. They are in administrative, professional and business/managerial positions, are knowledgeable about educational issues and are committed to providing quality education to all our students in higher education, but they have special concerns about minority students.<sup>42</sup>

#### Selected Studies of Institutional Goals

A study of institutional goals conducted by Osmunson examined the goals of higher education suggested by college and university presidents in their inaugural addresses. In this study, he compared the goals stated during two periods of time and classified them under nine major headings: citizenship, cultural training, individual development, involvement in community service, knowledge

<sup>41</sup>Ibid.

<sup>42</sup>Arthur Franzel. "Trustees Development is Everyone's Business." AGB Reports, 1984, Vol. 25, Number 5, pp. 20-22.

transmission, leadership training, moral and religious training, research and spirit of place (character of the university or university atmosphere).<sup>43</sup> In both periods, knowledge transmission was mentioned more frequently than other categories. During the earlier period, more presidents mentioned cultural training, while presidents made more mention of research and leadership during the later years. Osmunson concluded that presidents during the later period showed greater awareness of certain major goals of higher education as revealed in their inaugural addresses.

In another study, the Bureau of Applied Social Research at Columbia University surveyed the academic deans of all accredited two- and four-year colleges and universities in the United States.<sup>44</sup> A questionnaire containing 64 goal statements derived from college catalogs was utilized. The goal statements were grouped under six areas: service, basic changes, utilization and development of human resources, growth, cooperation, and leadership. The respondents were asked to indicate the degree of emphasis given to each goal based on 62 percent responses. The results indicated that although certain goals were strongly emphasized universally, different types of institutions had different goals.

By factor analysis, the goals were found to be interrelated and five broad "goal structures" were identified: (1) orientation toward research and instruction, (2) orientation toward instrumental training, (3) orientation toward social development of students, (4) democratic orientation (particularly campus governance), and

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<sup>43</sup>Robert Osmunson, "Higher Education as Viewed by College and University Presidents." School and Society, 98: 367-370, October, 1970, p. 17.

<sup>44</sup>Patricia Nash, "The Goals of Higher Education," An Empirical Assessment (New York: Bureau of Applied Social Research, Columbia University, 1968), pp. 3-33.

(5) orientation toward development of resources. The results of the study included the following:

1. Colleges, public and private, with larger undergraduate populations had high scores on orientation toward research and instruction.
2. Selectivity of a college highly correlated with the orientation toward research and instruction.
3. Orientation toward instrumental training was more characteristic of public two-year institutions and larger state-supported schools with non-selective admission policies than four-year colleges.
4. Women's colleges, private institutions, and smaller institutions scored high on orientation toward social development of students.
5. Church-related institutions and private two-year colleges ranked lowest in democratic governance while women's colleges and public institutions tended to emphasize this goal.
6. There was no relationship between the size of the institution and the emphasis on democratic orientation, but selectivity and democratic orientation were positively correlated.
7. Public colleges and universities scored higher on orientation toward development of resources than did less selective schools and colleges with larger undergraduate populations.<sup>45</sup>

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<sup>45</sup>Richard Peterson, Toward Institutional Goal-Consciousness (Princeton, New Jersey: Educational Testing Service, 1977), p. 11.

<sup>47</sup>Edward Gross and Paul Grambsch, University Goals and Academic Power (Washington, D.C.: American Council on Education, 1978), p. 113.

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<sup>45</sup>Ibid.

### Development of a Goals Inventory

Using the notion of goals as a conceptual tool in "deliberating, determining, and evaluating policy and practice in educational organizations," several studies were conducted to identify and determine the goals of institutions of higher education.<sup>46</sup> Several of the institutions studied found their goals to be interrelated.

### Gross and Grambsch Study

Gross and Grambsch did a major study on perceived and preferred goals at 68 non-denominational, doctorate-granting universities across the country.<sup>47</sup> They used an inventory consisting of 47 goal statements, 17 of which dealt with "output" goals grouped under four categories (student-expressive, student-instrumental, research, and direct service) and the rest with four categories of "support" goals (adaption, management, motivation, and position).

Output goals were defined as "those goals of the university which immediately or in the future are reflected in some product, service, skill, or orientation which will affect (and is intended to affect) society."<sup>48</sup> Support goals were those activities that do not contribute directly to goal attainment but rather are concerned with maintaining the system itself.

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<sup>46</sup>Richard Peterson, Toward Institutional Goal-Consciousness (Princeton, New Jersey: Educational Testing Service, 1977), p. 11.

<sup>47</sup>Edward Gross and Paul Grambsch, University Goals and Academic Power (Washington, D.C.: American Council on Education, 1978), p. 113.

<sup>48</sup>Ibid.

Gross and Grambsch asked each of the respondents to state the relative degree to which each goal on the list was important (strongly emphasized) at his university and perceived goal rankings were derived from their responses. Respondents were also asked the relative degree to which they thought a goal should be important and preferred goal rankings were derived from these responses.

Based on 51 and 40 percent return rates for faculty and administrators, respectively, the results of the study showed that a support goal, "protect the faculty's right to freedom," ranked as the first perceived (is) and preferred (should be) goal for both faculty and administrators. Only one directly student-related goal as found to be closely related to the scholarly interests of faculty and to the emphasis is given to pure research. When one considered that 18 of the 47 goals listed in the questionnaire referred directly to students, it was significant to note the relatively low ranking percentile given to almost all student-related goals. In most cases, preferred goals involving students did not differ markedly from the perceived goal ranking. Although they ranked lower in many instances on the preferred goals than on the perceived goals, often the preferred ranked lower.<sup>49</sup>

Gross and Grambsch also found distinct differences in the goal structures of private and public universities. They found that private schools emphasized preserving institutional character conducting, pure research, protecting academic freedom, providing faculty with maximum opportunity to pursue their careers in a manner satisfactory to them, gaining institutional prestige, accommodating only students of higher potential and other elitist goals more than public universities did. Public universities gave more emphasis to preparation of students for useful

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<sup>49</sup>Ibid.

careers, applied research, extension and special adult training programs, cultural leadership in the community, local needs and problems, acceptance of all qualified high school graduates, student government, and activities, undergraduate education, external validating bodies, faculty contributions to the institution, harmony among different parts of the university and low costs. However, education priorities and goals of the major public universities resembled those of the private institutions and the smaller public universities. There was less difference between the perceived and preferred goals of the private institution than the perceived and preferred goals of the public institution.<sup>50</sup> Higher education, as presently structured and defined, will require continuing and substantial adjustments during much of the remainder of this century. Obviously, the ability to make these adjustments appears to be influenced by the institutional effort to develop a clear definition of educational goals. To respond to the demands created by the new realities in higher education, the Carnegie Commission stresses the importance of defining or clarifying educational goals.<sup>51</sup> As higher education passes from its "golden age to its age of survival," Kerr believes that the key to adapting constructively to changing circumstances is self-renewal which must always be considered in terms of purposes and goals of individual institutions.<sup>52</sup>

Clear conceptions of goals have numerous uses. According to Peterson, they can serve as bases for policy formulation and as general decision guides, in addition

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<sup>50</sup>Ibid., pp. 202-233.

<sup>51</sup>Carnegie Commission on Higher Education, Priorities for Action: Final Report (New York: McGraw-Hill, 1973), p. 33.

<sup>52</sup>Clark Kerr, "What We Might Learn from Climateristic," Daedalus, 2: 1-7, Winter, 1975, p. 26.

to being used in planning, evaluation, management information system, and implementing accountability.<sup>53</sup>

### Summary

This chapter has presented a review of related literature involving selected studies of institutional goals and development of a goals inventory. Implications of the study are included in addition to recommendations for implementation and recommendations for further study.

(1) The selected studies of institutional goals stressed the importance of goals in educational organizations and the need to define and interpret these goals for their various publics or constituencies. The development of a comprehensive goals inventory provided a conceptual approach to the process of institutional goal definition.

Based on the review of selected studies, the writer concludes that black institutions need careful, thorough, and extensive self-study of their goals and priorities. There is a lack of substantive research about these institutions, especially with regard to their goals and priorities as perceived by their board of regents and trustees. The importance of a clear conception of goals, the utility of a goals definition, the significance of the role of the college trustees or regents in goal determination, and the paucity of substantive research concerning the goals and priorities of black educational institutions have provided the foundation for this study.

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<sup>53</sup>Richard Peterson, The Crisis of Purpose: Definition and Uses of Institutional Goals (Princeton, New Jersey: Educational Testing Service, 1971), p. 9.



institutions were state-supported universities and four were private church-affiliated colleges. The sample population responded to a questionnaire which supplied data suitable for analysis. Chapter 3

METHODOLOGY

Data Gathering Instrument

The purpose of this chapter is to determine and analyze the current and desired goals of minority colleges and universities in Texas as perceived by their boards of regents and trustees. This chapter consists of five major sections: (1) design of the study, (2) selection of population and sampling procedure, (3) the data gathering instrument, (4) the collection procedure, and (5) the statistical procedure employed in the study and summary.

Type of Design

For this study, a descriptive research survey analysis was used. Best states that descriptive research describes conditions as they exist.<sup>54</sup> It involves the description, recording, analysis, and interpretation of conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing non-manipulated variables. This design is felt to be appropriate for the undertaking of this study.

Population and Sample

The population for this study consisted of 115 board of regents and trustee members of six black colleges and universities in the state of Texas. Two of the

<sup>57</sup>Richard E. Peterson and Norman F. Ohi, Formulating College and University Goals: A Guide for Using the Institutional Goals Inventory (Princeton: Educational Resources, 1977), p. 513.

<sup>54</sup>John W. Best, Research in Education, 4th Ed. (New Jersey: Prentice-Hall, Inc., 1981), p. 25.

institutions were state-supported universities and four were private church-affiliated colleges. The sample population responded to a questionnaire which supplied data suitable for analysis.

The standard core content of the IGI contains 90 goal statements -- four for Data Gathering Instrument and ten miscellaneous goal statements, each reflecting

The instrument that was employed to collect the data for this study was the Institutional Goals Inventory (IGI) published by the Educational Testing Service. The IGI is a nationally-standardized instrument, meeting high criteria of psychometric development, reliability, and validity. According to Borg and Gall, validity is the degree to which an instrument measures what it purports to measure.<sup>55</sup> Kerlinger discussed three types of validity: (1) content, (2) criterion-related, and (3) construct.<sup>56</sup> For this instrument, all three types of validity and reliability were established by a task group at the Educational Testing Service chaired by Norman P. Uhl.<sup>57</sup> This inventory is designed to measure most kinds of goals held by a broad spectrum of American institutions of higher education.

The conceptual framework of the instrument consisted of 20 goal areas, 13 of which are referred to as "Outcome" goals and seven as "Process" goals. "Outcome" goals are conceived as the ends that the institutions might be seeking to achieve,

#### Collection Procedure

<sup>55</sup>Walter R. Borg and Meredith D. Gall, Educational Research: An Introduction, 3rd Ed. (New York: Longman, Inc., 1979), p. 211.

<sup>56</sup>Frank N. Kerlinger, Foundations of Behavioral Research, 2nd Ed. (New York: Holt Rinehart and Winston, Inc., 1973), p. 457.

<sup>57</sup>Richard E. Peterson and Norman P. Uhl, Formulating College and University Goals: A Guide for Using the Institutional Goals Inventory (Princeton: Educational Testing Service, 1977), p. 5-13.

or public service programs. Goals relating to educational process and campus climate which, when attained, might facilitate reaching the outcome goals, are conceived as "Process" goals.

The standard core content of the IGI contains 90 goal statements -- four for each of the 20 goal areas -- and ten miscellaneous goal statements, each reflecting a goal judged to be sufficiently important to warrant a single item only. For each goal statement, the respondents will be asked to make both Is and Should Be ratings along a Likert-type five-point "importance" scale; that is, they were asked to indicate their perception of how important the goal currently is and also their opinion about how important it should be.

The 20 goal areas in the IGI are outlined and described in the manual by "outcome" and "process" goals. The "outcome" goals are: Academic Development, Intellectual Orientation, Individual Personal Development, Humanism/Altruism, Cultural/Aesthetic Awareness, Traditional Religiousness, Vocational Preparation, Advanced Training, Research, Meeting Local Needs, Public Service, Social Egalitarianism, and Social Criticism/Activism. The "process" goals are: Freedom, Democratic Governance, Community, Intellectual/Aesthetic Environment, Innovation, Off-Campus Learning, and Accountability/Efficiency.

### Collection Procedure

The population of this study consisted of board of regents and trustees of select group of six black colleges and universities in the state of Texas. The president of each school was contacted by letter to provide a listing of regents or trustee members for the 1986-1987 term. A cover letter explaining the purpose of the study, along with a self-addressed envelope and questionnaire, was mailed to each participant. Each respondent was asked to complete the Institutional Goals

Inventory by using the following scale for two categories, "Is" importance and "Should Be" importance on each item.

1 = of importance, or not applicable

2 = of low importance

3 = of medium importance

4 = of high importance

5 = of extremely high importance

### Statistical Analysis

The statistical technique that was employed in analyzing the data for this study was the t-test for independent groups. The hypotheses were tested at .05 or better level of significance.

	Number	Percentage
Paul Quinn College	7	9.5
Wiley College	27	36.5
University	8	10.8
Jarvis Christian College	14	18.9
Huston-Tillotson	13	17.6
Total	74	100.0

### Demographic Data

The institutions studied are shown in Table 1. Among the responding institutions, the highest rate of response, 36.5%, came from Wiley College. 17.6% had an enrollment of 501-1,000 and 14.9% had an enrollment of over 4,000.

**Table 1**

**Institutions of Board of Regents  
and Board of Trustee Members  
(N = 74)**

<b>Institution</b>	<b>Number</b>	<b>Percentage</b>
Paul Quinn College	7	9.5
Prairie View A&M University	5	6.8
Wiley College	27	36.5
Texas Southern University	8	10.8
Jarvis Christian College	14	18.9
Huston-Tillotson	13	17.6
<b>Total</b>	<b>74</b>	<b>100.0</b>

Table 2 indicates the size of the institutions studied. It indicates that 67.6% of the institutions studied had an enrollment size of 500 or below, 17.6% had an enrollment of 501-1,000 and 14.9% had an enrollment of over 4,000.

**Table 2**

**Size of Institutions of Board of Regents  
and Board of Trustee Members  
(N = 74)**

Size of Institution	Number	Percentage
500-Below	50	67.6
501-1,000	13	17.6
Over 4,000	11	14.9
Total	74	100.0

Age groups of responding board members are shown in Table 3. There were six (8.1%) between the ages of 26 to 35 years old, there were nine (12.2%) between the ages of 36 to 45 years old, there were 19 (25.7%) between the ages of 46 to 55 years old and 56 to 65 years old. The greatest number of respondents were in the over 65-year-old group.

**Table 3**  
**Age of Board of Regents**  
**and Board of Trustee Members**  
**(N = 74)**

Age of Participant	Number	Percentage
26 - 35	6	8.1
36 - 45	9	12.2
46 - 55	19	25.7
56 - 65	19	25.7
Over 65	21	28.4
Total	74	100.0

Years of service as regent members or trustee members is presented in Table 4. Five (6.8%) were among the group serving their institutions from one or below years. Those serving their institutions six to ten years and eleven to fifteen years ranked highest, followed by those who had from sixteen or more years of service.

**Table 4**  
**Years of Service of Board of Regents**  
**and Board of Trustee Members**  
**(N = 74)**

<b>Years of Service</b>	<b>Number</b>	<b>Percentage</b>
1 - Below	5	6.8
1 - 5	11	14.9
6 - 10	21	28.4
11 - 15	21	28.4
16 - Over	16	21.7
<b>Total</b>	<b>74</b>	<b>100.0</b>



Highest degree earned is shown in Table 5. Respondents having earned doctorates included 21 (28.4%) and 29 (39.2%) and 19 (25.7%) reported they had master's and bachelor's degrees, respectively.

Table 5

Highest Degree Earned  
of Board of Regents  
and Board of Trustee Members  
(N = 74)

Highest Degree Earned	Number	Percentage
B.S.	14	26.7
M.S.	29	39.2
Dr.	21	28.4
M.D.	5	6.8
Total	74	100.0
Teacher	2	2.7
Medical	8	10.8
Mail Carrier	2	2.7
Total	74	100.0

### Summary

Profession of board members is shown in Table 6. By professional type, 30 (40.5%) of the responding board members were ministers, 17 (23.0%) were school administrators, 8 (10.8%) were business executives, 8 (10.8%) were medical doctors, and 6 (8.1%) were attorneys.

**Table 6**

**Profession of Board of Regents  
and Board of Trustee Members  
(N = 74)**

<b>Profession</b>	<b>Number</b>	<b>Percentage</b>
Minister	30	40.5
Attorney	6	8.1
Business Executive	8	10.8
School Administrator	17	23.0
Architect-Engineer	1	1.4
Teacher	2	2.7
Medical	8	10.8
Mail Carrier	<u>2</u>	<u>2.7</u>
<b>Total</b>	<b>74</b>	<b>100.0</b>

## Summary

This study determined if there was a significant difference in the goal perception of board of trustees and board of regents for minority colleges and universities. The population for this study consisted of board of trustees and regent members from seven institutions located in the state of Texas.

All board members were surveyed by letter of communication through the United States mail. The Institutional Goals Inventory was used to collect the data. The t-test was used to determine if any significant difference exists among the goal perceptions.

regents and board of trustee members from black colleges and universities in the state of Texas. Since the population of black colleges and universities were small, the sampling technique used was the available sample which included all of the population.

One hundred fifteen (115) board or regent and board of trustee members were sent questionnaires through the mail and seventy-four (74) usable responses were returned. This represented a 64% rate of return. Two colleges declined participation in the study; otherwise all eight black colleges and universities in the state of Texas would have been represented.

The complete list of institutions identified for this study consists of two state-supported public universities and four church-related private colleges. They are as follows:

Prairie View A&M University

Texas Southern University

Wiley College

Huston-Tillotson College

Paul Quinn College

A list of the institutions identified for the study by control/level, total enrollment, and percentage of blacks attending are in appendix C.

## Chapter 4

### ANALYSIS OF DATA

The purpose of this study was to determine and analyze the process and outcome goals of black colleges and universities in the state of Texas as perceived by their board of regents or trustee members. The population used in this study were board of regents and board of trustee members from black colleges and universities in the state of Texas. Since the population of black colleges and universities were small, the sampling technique used was the available sample which included all of the population.

One hundred fifteen (115) board or regent and board of trustee members were sent questionnaires through the mail and seventy-four (74) usable responses were returned. This represented a 64% rate of return. Two colleges declined participation in the study; otherwise all eight black colleges and universities in the state of Texas would have been represented.

The complete list of institutions identified for this study consists of two state-supported public universities and four church-related private colleges. They are as follows:

Prairie View A&M University

Texas Southern University

Wiley College

Huston-Tillotson College

Paul Quinn College

### Jarvis Christian College

A list of the institutions identified for the study by control/level, total enrollment, and percentage of blacks attending appears in Appendix C.

The instrument used to measure the perception of the board of regents and board of trustees was the Institutional Goals Inventory. The standard core content of the IGI consisted of ninety (90) goal statements, each reflecting a goal considered to be sufficiently important to warrant a single item only. In determining the rank order of the goals, only the statements comprising the twenty (20) goal areas were considered. Goal area means and standard deviations were the basic summary results from the administration of the IGI.

From each of the twenty (20) goal areas, goal mean and standard deviation for "Is" and "Should Be" responses were calculated by using a Statistical Package for the Social Sciences program. Based on goal area means, the importance rankings of the goal areas (from highest to lowest "Is" and "Should Be" values) were established.

In order to analyze the data, the t-test for independent sample was used. The .05 level of confidence was established as the criterion for supporting or non-supporting the null hypotheses throughout this study.

**HO<sub>1A</sub>:** There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to academic development.

**HO<sub>1B</sub>:** There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to academic development.

The results of the t-test comparison between board of regents and board of trustees for the academic development outcome goal is presented in Table 7. The perceptions of board members are shown as related to what is and what should be. The mean score for the board of regents was 14.2500 and 13.8387 for board of trustees as related to what is. Standard deviation scores for the board of regents was 2.989 and 2.789 for board of trustees. When the t-value 0.46 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 16.4167 and 15.4032 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 3.059 and 2.939 for board of trustees. When the t-value 1.09 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 1 was supported. It was concluded that there was no significant difference in the perceptions of the academic development goal by both board of regents and board of trustees as related to what is and what should be.

HO<sub>2B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to intellectual orientation.

The results of the t-test comparison between board of regents' and board of trustees' for the intellectual orientation outcome goal is presented in Table 8. The

Table 7

**t-Test Comparison Between Board of Regents and  
Board of Trustees for Academic Development  
Outcome Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
<b>Academic Development - Is</b>					
Board of Regents	12	14.2500	2.989	72	0.46
Board of Trustees	62	13.8387	2.789	72	
<b>Academic Development - Should Be</b>					
Board of Regents	12	16.4167	3.059	72	1.09
Board of Trustees	62	15.4032	2.939	72	

\* Significant at .05 level      CV = 1.980

\*\* Significant at .01 level      CV = 2.617

**HO<sub>2A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to intellectual orientation.

**HO<sub>2B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to intellectual orientation.

The results of the t-test comparison between board of regents' and board of trustees' for the intellectual orientation outcome goal is presented in Table 8. The

perceptions of board members are shown as related to what is and what should be. The mean score for the board of regents was 12.3333 and 13.1129 for board of trustees as related to what is. Standard deviation scores for the board of regents was 3.750 and 3.229 for board of trustees. When the t-value 0.46 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 15.9167 and 15.3871 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 2.843 and 2.614 for board of trustees. When the t-value 0.63 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 2 was supported. It was concluded that there was no significant difference in the perceptions of the intellectual orientation goal by both board of regents and board of trustees as related to what is and what should be.

- \* Significant at .05 level      CV = 1.980
- \*\* Significant at .01 level     CV = 2.617

HO<sub>2A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to individual personal development.

HO<sub>3B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to individual personal development.

The results of the t-test comparison between board of regents' and board of trustees' for the individual personal development outcome goal is presented in



Table 8

t-Test Comparison Between Board of Regents and  
Board of Trustees for Intellectual Orientation  
Outcome Goal

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
Intellectual Orientation - Is Board of Regents	12	12.3333	3.750	72	0.75
Board of Trustees	62	13.1129	3.229	72	
Intellectual Orientation - Should Be Board of Regents	12	15.9167	2.843	72	0.63
Board of Trustees	62	15.3871	2.614	72	
* Significant at .05 level		CV = 1.980			
** Significant at .01 level		CV = 2.617			

HO<sub>3A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to individual personal development.

HO<sub>3B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to individual personal development.

The results of the t-test comparison between board of regents' and board of trustees' for the individual personal development outcome goal is presented in

Table 9. The perceptions of board members are shown as related to what is and what should be. The mean score for the board of regents was 14.0833 and 14.0323 for board of trustees as related to what is. Standard deviation scores for the board of regents was 4.358 and 3.397 for board of trustees. When the t-value 0.05 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 16.3333 and 15.7581 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 2.640 and 3.098 for board of trustees. When the t-value 0.60 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 3 was supported. It was concluded that there was no significant difference in the perceptions of the individual personal development goal by both board of regents and board of trustees as related to what is and what should be.

\* Significant at .05 level CV = 1.980

\*\* Significant at .01 level CV = 2.517

HO<sub>4A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to humanism/altruism.

HO<sub>4B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to humanism/altruism.

Table 9

**t-Test Comparison Between Board of Regents and  
Board of Trustees for Individual Personal Development  
Outcome Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
<b>Individual Personal Development - Is</b>					
Board of Regents	12	14.0833	4.358	72	0.05
Board of Trustees	62	14.0323	3.397	72	
<b>Individual Personal Development - Should Be</b>					
Board of Regents	12	16.3333	2.640	72	0.60
Board of Trustees	62	15.7581	3.098	72	

\* Significant at .05 level CV = 1.980

\*\* Significant at .01 level CV = 2.617

**HO<sub>4A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to humanism/altruism.

**HO<sub>4B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to humanism/altruism.

The results of the t-test comparison between board of regents' and board of trustees' for the humanism/altruism outcome goal is presented in Table 10. The perceptions of board members are shown as related to what is and what should be. The mean score for the board of regents was 12.1667 and 12.9355 for board of trustees as related to what is. Standard deviation scores for the board of regents was 3.639 and 3.125 for board of trustees. When the t-value 0.76 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 15.2500 and 14.5000 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 3.361 and 3.588 for board of trustees. When the t-value 0.67 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 4 was supported. It was concluded that there was no significant difference in the perceptions of the humanism/altruism goal by both board of regents and board of trustees as related to what is and what should be.

HO<sub>5A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to cultural/aesthetic awareness.

HO<sub>5B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to cultural/aesthetic awareness.

The results of the t-test comparison between board of regents' and board of trustees' for the cultural/aesthetic awareness outcome goal is presented in Table 11. The perceptions of board members are shown as related to what is and

what should be. The mean score for the board of regents was 11.5667 and 11.9839 for board of trustees as related to what is. Standard deviation scores for the board of regents was 2.83 and 3.125 for board of trustees. When the t-value 0.33 was compared with the critical value 1.980 at the probability level of .05 with 72

**Table 10**  
**t-Test Comparison Between Board of Regents and Board of Trustees for Humanism/Altruism Outcome Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Freedom	t-Value
Humanism/Altruism - Is					
Board of Regents	12	12.1667	3.639	72	0.76
Board of Trustees	62	12.9355	3.125	72	
Humanism/Altruism - Should Be					
Board of Regents	12	15.2500	3.361	72	0.67
Board of Trustees	62	14.5000	3.588	72	

\* Significant at .05 level CV = 1.980

\*\* Significant at .01 level CV = 2.617

**HO<sub>5A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to cultural/aesthetic awareness.

**HO<sub>5B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to cultural/aesthetic awareness.

The results of the t-test comparison between board of regents' and board of trustees' for the cultural/aesthetic awareness outcome goal is presented in Table 11. The perceptions of board members are shown as related to what is and

what should be. The mean score for the board of regents was 11.6667 and 11.9839 for board of trustees as related to what is. Standard deviation scores for the board of regents was 2.839 and 3.070 for board of trustees. When the t-value 0.33 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 13.7500 and 13.1774 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 2.927 and 2.731 for board of trustees. When the t-value 0.66 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 5 was supported. It was concluded that there was no significant difference in the perceptions of the cultural/aesthetic awareness goal by both board of regents and board of trustees as related to what is and what should be.

- \* Significant at .05 level CV = 1.980
- \*\* Significant at .01 level CV = 2.617

HO<sub>5A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to traditional religiousness.

HO<sub>5B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to traditional religiousness.

Table 11

**t-Test Comparison Between Board of Regents and  
Board of Trustees for Cultural/Aesthetic Awareness  
Outcome Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
<b>Cultural/Aesthetic Awareness - Is</b>					
Board of Regents	12	11.6667	2.839	72	0.33
Board of Trustees	62	11.9839	3.070	72	
<b>Cultural/Aesthetic Awareness - Should Be</b>					
Board of Regents	12	13.7500	2.927	72	0.66
Board of Trustees	62	13.1774	2.731	72	

\* Significant at .05 level      CV = 1.980

\*\* Significant at .01 level      CV = 2.617

**HO<sub>6A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to traditional religiousness.

**HO<sub>6B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to traditional religiousness.

The results of the t-test comparison between board of regents' and board of trustees' for the traditional religiousness outcome goal is presented in Table 12. The perceptions of board members are shown as related to what is and what should be. The mean score for the board of regents was 10.9167 and 11.9516 for board of trustees as related to what is. Standard deviation scores for the board of regents was 3.579 and 2.911 for board of trustees. When the t-value 1.09 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 12.7500 and 13.0484 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 4.693 and 3.096 for board of trustees. When the t-value 0.28 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 6 was supported. It was concluded that there was no significant difference in the perceptions of the traditional religiousness goal by both board of regents and board of trustees as related to what is and what should be.

HO<sub>7A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to vocational preparation.

HO<sub>7B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to vocational preparation.

The results of the t-test comparison between board of regents' and board of trustees' for the vocational preparation outcome goal is presented in Table 13. The



Table 12

**t-Test Comparison Between Board of Regents and  
Board of Trustees for Traditional Religiousness  
Outcome Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
Traditional Religiousness - Is					
Board of Regents	12	10.9167	3.579	72	
Board of Trustees	62	11.9516	2.911	72	1.09
Traditional Religiousness - Should Be					
Board of Regents	12	12.7500	4.693	72	
Board of Trustees	62	13.0484	3.096	72	0.28
* Significant at .05 level		CV = 1.980			
** Significant at .01 level		CV = 2.617			

**HO<sub>7A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to vocational preparation.

**HO<sub>7B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to vocational preparation.

The results of the t-test comparison between board of regents' and board of trustees' for the vocational preparation outcome goal is presented in Table 13. The

perceptions of board members are shown as related to what is and what should be. The mean score for the board of regents was 12.7500 and 11.9355 for board of trustees as related to what is. Standard deviation scores for the board of regents was 3.817 and 3.115 for board of trustees. When the t-value 0.80 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 15.4167 and 14.0323 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 3.088 and 3.459 for board of trustees. When the t-value 1.29 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 7 was supported. It was concluded that there was no significant difference in the perceptions of the vocational preparation goal by both board of regents and board of trustees as related to what is and what should be.

\*\* Significant at .01 level CV = 2.617

HO<sub>8A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to advanced training.

HO<sub>8B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to advanced training.

The results of the t-test comparison between board of regents' and board of trustees' for the advanced training outcome goal is presented in Table 14. The perceptions of board members are shown as related to what is and what should be.

Table 13

**t-Test Comparison Between Board of Regents and  
Board of Trustees for Vocational Preparation  
Outcome Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
Vocational Preparation - Is					
Board of Regents	12	12.7500	3.817	72	0.80
Board of Trustees	62	11.9355	3.115	72	
Vocational Preparation - Should Be					
Board of Regents	12	15.4167	3.088	72	1.29
Board of Trustees	62	14.0323	3.459	72	

\* Significant at .05 level      CV = 1.980

\*\* Significant at .01 level      CV = 2.617

**HO<sub>8A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to advanced training.

**HO<sub>8B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to advanced training.

The results of the t-test comparison between board of regents' and board of trustees' for the advanced training outcome goal is presented in Table 14. The perceptions of board members are shown as related to what is and what should be.

The mean score for the board of regents was 9.5000 and 9.3387 for board of trustees as related to what is. Standard deviation scores for the board of regents was 4.210 and 3.680 for board of trustees. When the t-value 0.14 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 11.0000 and 10.9355 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 3.861 and 4.164 for board of trustees. When the t-value 0.05 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 8 was supported. It was concluded that there was no significant difference in the perceptions of the advanced training goal by both board of regents and board of trustees as related to what is and what should be.

- \* Significant at .05 level      CV = 1.980
- \*\* Significant at .01 level      CV = 2.617

HO<sub>9A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to research.

HO<sub>9B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to research.

The results of the t-test comparison between board of regents' and board of trustees' for the research outcome goal is presented in Table 15. The perceptions of board members are shown as related to what is and what should be. The mean

Table 14

t-Test Comparison Between Board of Regents and  
Board of Trustees for Advanced Training  
Outcome Goal

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
Advanced Training - Is Board of Regents	12	9.5000	4.210	72	0.14
Board of Trustees	62	9.3387	3.680	72	
Advanced Training - Should Be Board of Regents	12	11.0000	3.861	72	0.05
Board of Trustees	62	10.9355	4.164	72	

\* Significant at .05 level CV = 1.980

\*\* Significant at .01 level CV = 2.617

**HO<sub>9A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to research.

**HO<sub>9B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to research.

The results of the t-test comparison between board of regents' and board of trustees' for the research outcome goal is presented in Table 15. The perceptions of board members are shown as related to what is and what should be. The mean

score for the board of regents was 10.8333 and 9.8710 for board of trustees as related to what is. Standard deviation scores for the board of regents was 3.512 and 3.739 for board of trustees. When the t-value 0.82 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 13.8333 and 11.1129 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 3.157 and 4.208 for board of trustees. When the t-value 0.05 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 9 was supported. It was concluded that there was a significant difference in the perceptions of the research goal by both board of regents and board of trustees as related to what is and what should be.

- \* Significant at .05 level      CV = 1.980
- \*\* Significant at .01 level    CV = 2.617

HO<sub>10A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to meeting local needs.

HO<sub>10B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to meeting local needs.

The results of the t-test comparison between board of regents' and board of trustees' for the meeting local needs outcome goal is presented in Table 16. The perceptions of board members are shown as related to what is and what should be.

Table 15

**t-Test Comparison Between Board of Regents and  
Board of Trustees for Research  
Outcome Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
Research - Is Board of Regents	12	10.8333	3.512	72	0.82
Board of Trustees	62	9.8710	3.739	72	
Research - Should Be Board of Regents	12	13.8333	3.157	72	2.12
Board of Trustees	62	11.1129	4.208	72	

\* Significant at .05 level      CV = 1.980

\*\* Significant at .01 level      CV = 2.617

**HO<sub>10A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to meeting local needs.

**HO<sub>10B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to meeting local needs.

The results of the t-test comparison between board of regents' and board of trustees' for the meeting local needs outcome goal is presented in Table 16. The perceptions of board members are shown as related to what is and what should be.

The mean score for the board of regents was 11.7500 and 11.4032 for board of trustees as related to what is. Standard deviation scores for the board of regents was 3.388 and 3.086 for board of trustees. When the t-value 0.35 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 14.6667 and 13.8548 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 3.025 and 3.002 for board of trustees. When the t-value 0.86 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 10 was supported. It was concluded that there was no significant difference in the perceptions of the meeting local needs goal by both board of regents and board of trustees as related to what is and what should be.

- \* Significant at .05 level      CV = 1.980
- \*\* Significant at .01 level    CV = 2.817

HO<sub>11A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to public service.

HO<sub>11B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to public service.

The results of the t-test comparison between board of regents' and board of trustees' for the public service outcome goal is presented in Table 17. The perceptions of board members are shown as related to what is and what should be.



Table 16

**t-Test Comparison Between Board of Regents and  
Board of Trustees for Meeting Local Needs  
Outcome Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
<b>Meeting Local Needs - Is</b>					
Board of Regents	12	11.7500	3.388	72	0.35
Board of Trustees	62	11.4032	3.086	72	
<b>Meeting Local Needs - Should Be</b>					
Board of Regents	12	14.6667	3.025	72	0.86
Board of Trustees	62	13.8548	3.002	72	

\* Significant at .05 level      CV = 1.980

\*\* Significant at .01 level      CV = 2.617

**HO<sub>11A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to public service.

**HO<sub>11B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to public service.

The results of the t-test comparison between board of regents' and board of trustees' for the public service outcome goal is presented in Table 17. The perceptions of board members are shown as related to what is and what should be.

Table 17

**t-Test Comparison Between Board of Regents and  
Board of Trustees for Public Service  
Outcome Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
Public Service - Is					
Board of Regents	12	12.1667	3.927	72	0.02
Board of Trustees	62	12.1452	3.289	72	
Public Service - Should Be					
Board of Regents	12	15.5833	4.776	72	1.14
Board of Trustees	62	14.2419	3.496	72	

\* Significant at .05 level      CV = 1.980

\*\* Significant at .01 level      CV = 2.617

**HO<sub>12A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to social egalitarianism.

**HO<sub>12B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to social egalitarianism.

The results of the t-test comparison between board of regents' and board of trustees' for the social egalitarianism outcome goal is presented in Table 18. The perceptions of board members are shown as related to what is and what should be.

The mean score for the board of regents was 13.3333 and 13.5161 for board of trustees as related to what is. Standard deviation scores for the board of regents was 3.339 and 3.202 for board of trustees. When the t-value 0.18 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 15.8333 and 15.1452 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 3.243 and 3.449 for board of trustees. When the t-value 0.64 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 12 was supported. It was concluded that there was no significant difference in the perceptions of the social egalitarianism goal by both board of regents and board of trustees as related to what is and what should be.

- \* Significant at .05 level      CV = 1.980
- \*\* Significant at .01 level      CV = 2.617

HO<sub>13A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to social criticism/activism.

HO<sub>13B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to social criticism/activism.

The results of the t-test comparison between board of regents' and board of trustees' for the social criticism/activism outcome goal is presented in Table 18. The perceptions of board members are shown as related to what is and what should

**Table 18**  
**t-Test Comparison Between Board of Regents and**  
**Board of Trustees for Social Egalitarianism**  
**Outcome Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
<b>Social Egalitarianism - Is</b>					
Board of Regents	12	13.3333	3.339	72	0.18
Board of Trustees	62	13.5161	3.202	72	
<b>Social Egalitarianism - Should Be</b>					
Board of Regents	12	15.8333	3.243	72	0.64
Board of Trustees	62	15.1452	3.449	72	
* Significant at .05 level      CV = 1.980					
** Significant at .01 level      CV = 2.617					

**HO<sub>13A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to social criticism/activism.

**HO<sub>13B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to social criticism/activism.

The results of the t-test comparison between board of regents' and board of trustees' for the social criticism/activism outcome goal is presented in Table 19. The perceptions of board members are shown as related to what is and what should

be. The mean score for the board of regents was 11.4167 and 12.2419 for board of trustees as related to what is. Standard deviation scores for the board of regents was 3.204 and 3.082 for board of trustees. When the t-value 0.84 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 14.0000 and 13.8387 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 3.861 and 3.498 for board of trustees. When the t-value 0.14 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 13 was supported. It was concluded that there was no significant difference in the perceptions of the social criticism/activism goal by both board of regents and board of trustees as related to what is and what should be.

- \* Significant at .05 level      CV = 1.980  
 \*\* Significant at .01 level      CV = 2.617

HO<sub>14A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to freedom.

HO<sub>14B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to freedom.

The results of the t-test comparison between board of regents' and board of trustees' for the freedom outcome goal is presented in Table 29. The perceptions

Table 19

**t-Test Comparison Between Board of Regents and  
Board of Trustees for Social Criticism/Activism  
Outcome Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
<b>Social Criticism/Activism - Is</b>					
Board of Regents	12	11.4167	3.204	72	0.84
Board of Trustees	62	12.2419	3.082	72	
<b>Social Criticism/Activism - Should Be</b>					
Board of Regents	12	14.0000	3.861	72	0.14
Board of Trustees	62	13.8387	3.498	72	

\* Significant at .05 level      CV = 1.980

\*\* Significant at .01 level      CV = 2.617

**HO<sub>14A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to freedom.

**HO<sub>14B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to freedom.

The results of the t-test comparison between board of regents' and board of trustees' for the freedom outcome goal is presented in Table 20. The perceptions

of board members are shown as related to what is and what should be. The mean score for the board of regents was 12.2500 and 12.2419 for board of trustees as related to what is. Standard deviation scores for the board of regents was 3.166 and 3.119 for board of trustees. When the t-value 0.01 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 13.5833 and 12.9194 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 3.450 and 3.174 for board of trustees. When the t-value 0.65 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 14 was supported. It was concluded that there was no significant difference in the perceptions of the freedom goal by both board of regents and board of trustees as related to what is and what should be.

HO<sub>15A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to democratic governance.

HO<sub>15B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to democratic governance.

The results of the t-test comparison between board of regents' and board of trustees' for the democratic governance outcome goal is presented in Table 21. The perceptions of board members are shown as related to what is and what should

**Table 20**  
**t-Test Comparison Between Board of Regents and**  
**Board of Trustees for Freedom**  
**Process Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
Freedom - Is					
Board of Regents	12	12.2500	3.166	72	0.01
Board of Trustees	62	12.2419	3.119	72	
Freedom - Should Be					
Board of Regents	12	13.5833	3.450	72	0.65
Board of Trustees	62	12.9194	3.174	72	

\* Significant at .05 level      CV = 1.980

\*\* Significant at .01 level      CV = 2.617

**HO<sub>15A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to democratic governance.

**HO<sub>15B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to democratic governance.

The results of the t-test comparison between board of regents' and board of trustees' for the democratic governance outcome goal is presented in Table 21. The perceptions of board members are shown as related to what is and what should



be. The mean score for the board of regents was 12.5833 and 12.8065 for board of trustees as related to what is. Standard deviation scores for the board of regents was 3.288 and 3.243 for board of trustees. When the t-value 0.22 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 15.5000 and 14.0484 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 3.529 and 3.722 for board of trustees. When the t-value 0.65 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 15 was supported. It was concluded that there was no significant difference in the perceptions of the democratic governance goal by both board of regents and board of trustees as related to what is and what should be.

- \* Significant at .05 level      CV = 1.980  
 \*\* Significant at .01 level      CV = 2.617

HO<sub>16A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to community.

HO<sub>16B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to community.

The results of the t-test comparison between board of regents' and board of trustees' for the community outcome goal is presented in Table 12. The

**Table 21**  
**t-Test Comparison Between Board of Regents and**  
**Board of Trustees for Democratic Governance**  
**Process Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
<b>Democratic Governance - Is</b>					
Board of Regents	12	12.5833	3.288	72	0.22
Board of Trustees	62	12.8065	3.243	72	
<b>Democratic Governance - Should Be</b>					
Board of Regents	12	15.5000	3.529	72	1.25
Board of Trustees	62	14.0484	3.722	72	

\* Significant at .05 level      CV = 1.980

\*\* Significant at .01 level      CV = 2.617

**HO<sub>16A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to community.

**HO<sub>16B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to community.

The results of the t-test comparison between board of regents' and board of trustees' for the community outcome goal is presented in Table 22. The

perceptions of board members are shown as related to what is and what should be. The mean score for the board of regents was 13.4167 and 13.4677 for board of trustees as related to what is. Standard deviation scores for the board of regents was 3.528 and 3.346 for board of trustees. When the t-value 0.05 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 15.5000 and 15.2742 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 2.939 and 3.340 for board of trustees. When the t-value 0.22 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 16 was supported. It was concluded that there was no significant difference in the perceptions of the community goal by both board of regents and board of trustees as related to what is and what should be.

\*\* Significant at .01 level      CV = 2.617

HO<sub>17A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to intellectual/aesthetic environment.

HO<sub>17B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to intellectual/aesthetic environment.

The results of the t-test comparison between board of regents' and board of trustees' for the intellectual/aesthetic environment outcome goal is presented in Table 33. The perceptions of board members are shown as related to what is and

what should be. The mean score for the board of regents was 14.0833 and 12.7419 for board of trustees as related to what is. Standard deviation scores for the board of regents was 3.423 and 3.319 for board of trustees. The t-value 1.14 was compared with the critical value 1.980 at the probability level of .05 with 72

**Table 22**  
**t-Test Comparison Between Board of Regents and Board of Trustees for Community Process Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Freedom	t-Value
Community - Is Board of Regents	12	13.4167	3.528	72	0.05
Board of Trustees	62	13.4677	3.347	72	
Community - Should Be Board of Regents	12	15.5000	2.939	72	0.22
Board of Trustees	62	15.2742	3.340	72	

\* Significant at .05 level CV = 1.980

\*\* Significant at .01 level CV = 2.617

**HO<sub>17A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to intellectual/aesthetic environment.

**HO<sub>17B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to intellectual/aesthetic environment.

The results of the t-test comparison between board of regents' and board of trustees' for the intellectual/aesthetic environment outcome goal is presented in Table 23. The perceptions of board members are shown as related to what is and

what should be. The mean score for the board of regents was 14.0833 and 12.7419 for board of trustees as related to what is. Standard deviation scores for the board of regents was 3.423 and 3.785 for board of trustees. When the t-value 1.14 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 15.6667 and 14.5000 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 3.962 and 3.323 for board of trustees. When the t-value 1.08 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 17 was supported. It was concluded that there was no significant difference in the perceptions of the intellectual/aesthetic environment goal by both board of regents and board of trustees as related to what is and what should be.

\* Significant at .05 level      CV = 1.980

\*\* Significant at .01 level      CV = 2.617

HO<sub>18A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to innovation.

HO<sub>18B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to innovation.

The results of the t-test comparison between board of regents' and board of trustees' for the innovation outcome goal is presented in Table 24. The perceptions of board members related to what is and what should be. The mean score for the board of regents was 11.7500 and 11.4355 for board of trustees as related to what is and what should be. Standard deviation scores for the board of regents was 3.410 and 3.410 for board of trustees. The t-value 0.30 was compared with the critical value at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis was supported. It was concluded that there was no significant difference in the board of regents' and board of trustees' perceptions of what is and what should be.

<b>Variable</b>	<b>Number of Cases</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Degrees of Freedom</b>	<b>t-Value</b>
<b>Intellectual/Aesthetic Environment - Is</b>					
Board of Regents	12	14.0833	3.423	72	1.14
Board of Trustees	62	12.7419	3.785	72	
<b>Intellectual/Aesthetic Environment - Should Be</b>					
Board of Regents	12	15.6667	3.962	72	1.08
Board of Trustees	62	14.5000	3.323	72	

\* Significant at .05 level CV = 1.980

\*\* Significant at .01 level CV = 2.617

**HO<sub>18A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to innovation.

**HO<sub>18B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to innovation.

The results of the t-test comparison between board of regents' and board of trustees' for the innovation outcome goal is presented in Table 24. The perceptions of board members are shown as related to what is and what should be. The mean score for the board of regents was 11.7500 and 11.4355 for board of trustees as related to what is. Standard deviation scores for the board of regents was 2.896 and 3.410 for board of trustees. When the t-value 0.30 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 13.4167 and 13.3065 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 3.579 and 3.490 for board of trustees. When the t-value 0.10 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 18 was supported. It was concluded that there was no significant difference in the perceptions of the innovation goal by both board of regents and board of trustees as related to what is and what should be.

HO<sub>18A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to off-campus learning.

HO<sub>18B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to off-campus learning.

The results of the t-test comparison between board of regents' and board of trustees' for the off-campus learning outcome goal is presented in Table 25. The perceptions of board members are shown as related to what is and what should be.

**Table 24**  
**t-Test Comparison Between Board of Regents and**  
**Board of Trustees for Innovation**  
**Process Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
<b>Innovation - Is</b>					
Board of Regents	12	11.7500	2.896	72	0.30
Board of Trustees	62	11.4355	3.410	72	
<b>Innovation - Should Be</b>					
Board of Regents	12	13.4167	3.579	72	0.10
Board of Trustees	62	13.3065	3.490	720	

\* Significant at .05 level      CV = 1.980

\*\* Significant at .01 level      CV = 2.617

**HO<sub>19A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to off-campus learning.

**HO<sub>19B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to off-campus learning.

The results of the t-test comparison between board of regents' and board of trustees' for the off-campus learning outcome goal is presented in Table 25. The perceptions of board members are shown as related to what is and what should be.



The mean score for the board of regents was 9.2500 and 10.3710 for board of trustees as related to what is. Standard deviation scores for the board of regents was 5.011 and 3.829 for board of trustees. When the t-value 0.88 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 10.9167 and 11.3065 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 5.089 and 3.201 for board of trustees. When the t-value 0.35 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 19 was supported. It was concluded that there was no significant difference in the perceptions of the off-campus learning goal by both board of regents and board of trustees as related to what is and what should be.

- \* Significant at .05 level      CV = 1.980
- \*\* Significant at .01 level     CV = 2.817

HO<sub>20A</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to accountability/efficiency.

HO<sub>20B</sub>: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to accountability/efficiency.

The results of the t-test comparison between board of regents' and board of trustees' for the accountability/efficiency outcome goal is presented in Table 26. The perceptions of board members are shown as related to what is and what should

**Table 25**  
**t-Test Comparison Between Board of Regents and**  
**Board of Trustees for Off-Campus Learning**  
**Process Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
Off-Campus Learning - Is					
Board of Regents	12	9.2500	5.011	72	0.88
Board of Trustees	62	10.3710	3.829	72	
Off-Campus Learning - Should Be					
Board of Regents	12	10.9167	5.089	72	0.35
Board of Trustees	62	11.3065	3.201	72	

\* Significant at .05 level      CV = 1.980

\*\* Significant at .01 level      CV = 2.617

**HO<sub>20A</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what is as they relate to accountability/efficiency.

**HO<sub>20B</sub>**: There is no statistically significant difference in the board of regents' and board of trustees' perceptions of what should be as they relate to accountability/efficiency.

The results of the t-test comparison between board of regents' and board of trustees' for the accountability/efficiency outcome goal is presented in Table 26. The perceptions of board members are shown as related to what is and what should

be. The mean score for the board of regents was 11.6667 and 12.5484 for board of trustees as related to what is. Standard deviation scores for the board of regents was 2.015 and 3.135 for board of trustees. When the t-value -0.93 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant.

The mean score for the board of regents was 15.0833 and 14.4516 for board of trustees as related to what should be. Standard deviation scores for the board of regents was 2.746 and 3.268 for board of trustees. When the t-value 0.63 was compared with the critical value 1.980 at the probability level of .05 with 72 degrees of freedom, it was found to be non-significant. Therefore, null hypothesis 20 was supported. It was concluded that there was no significant difference in the perceptions of the accountability/efficiency goal by both board of regents and board of trustees as related to what is and what should be.

\* Significant at .05 level      CV = 1.980  
\*\* Significant at .01 level      CV = 2.617

Table 26

**t-Test Comparison Between Board of Regents and  
Board of Trustees for Accountability/Efficiency  
Process Goal**

Variable	Number of Cases	Mean	Standard Deviation	Degrees of Free- dom	t- Value
Accountability/Efficiency - Is Board of Regents	12	11.6667	2.015	72	0.93
Board of Trustees	62	12.5484	3.135	72	
Accountability/Efficiency - Should Be Board of Regents	12	15.0833	2.746	72	0.63
Board of Trustees	62	14.4516	3.268	72	

\* Significant at .05 level      CV = 1.980

\*\* Significant at .01 level      CV = 2.617

**Table 27**

**t-Test Comparisons for Board of Regents  
and Board of Trustees for Outcome Goals**

Outcome Goals of Hypotheses	Board of Regents					Board of Trustees					Null Hypotheses Supported/ Non-Supported
	N	$\bar{X}$	SD	df	t-Value	N	$\bar{X}$	SD	df	t-Value	
Academic Development											
"Is"	12	14.2500	2.989	72	0.46	62	13.8387	2.789	72	0.46	Non-Supported
"Should Be"	12	14.4167	3.059	72	1.09	62	15.4032	2.939	72	1.09	Non-Supported
Intellectual Orientation											
"Is"	12	12.3333	3.750	72	0.75	62	13.1129	2.229	72	0.75	Non-Supported
"Should Be"	12	15.9167	2.843	72	0.63	62	15.3871	2.614	72	0.63	Non-Supported
Individual Personal Development											
"Is"	12	14.0833	4.358	72	0.05	62	14.0323	3.397	72	0.05	Non-Supported
"Should Be"	12	16.3333	2.640	72	0.63	62	15.7581	3.098	72	0.63	Non-Supported
Humanism/Altruism											
"Is"	12	12.1667	3.639	72	0.76	62	12.9355	3.125	72	0.76	Non-Supported
"Should Be"	12	15.2500	3.361	72	0.67	62	14.5000	3.588	72	0.67	Non-Supported
Cultural/Aesthetic Awareness											
"Is"	12	11.6667	2.839	72	0.33	62	11.9839	3.070	72	0.33	Non-Supported
"Should Be"	12	13.7500	2.927	72	0.66	62	13.1774	2.731	72	0.66	Non-Supported
Traditional Religiousness											
"Is"	12	10.9167	3.579	72	1.09	62	11.9516	2.911	72	1.09	Non-Supported
"Should Be"	12	12.7500	4.693	72	0.28	62	13.0484	3.096	72	0.28	Non-Supported
Vocational Preparation											
"Is"	12	12.7500	3.817	72	0.80	62	11.9355	3.115	72	0.80	Non-Supported
"Should Be"	12	15.4167	3.088	72	1.29	62	14.0323	3.459	72	1.29	Non-Supported
Advanced Training											
"Is"	12	9.5000	4.210	72	0.14	62	9.3387	3.680	72	0.14	Non-Supported
"Should Be"	12	11.0000	3.861	72	0.05	62	10.9355	4.164	72	0.05	Non-Supported
Research											
"Is"	12	10.8333	3.512	72	0.82	62	9.8710	3.739	72	0.82	Non-Supported
"Should Be"	12	13.8333	3.157	72	2.12	62	11.1129	4.208	72	2.12	Supported
Meeting Local Needs											
"Is"	12	11.7500	3.388	72	0.35	62	11.4032	3.086	72	0.35	Non-Supported
"Should Be"	12	14.6667	3.025	72	0.86	62	13.8548	3.002	72	0.86	Non-Supported
Public Service											
"Is"	12	12.1667	3.927	72	0.02	62	12.1452	3.289	72	0.02	Non-Supported
"Should Be"	12	15.5833	4.776	72	1.14	62	14.2419	3.496	72	1.14	Non-Supported
Social Egalitarianism											
"Is"	12	13.3333	3.339	72	0.18	62	13.5161	3.202	72	0.18	Non-Supported
"Should Be"	12	15.8333	3.243	72	0.64	62	15.1452	3.449	72	0.64	Non-Supported
Social Criticism/Activism											
"Is"	12	11.4167	3.204	72	0.84	62	12.2419	3.082	72	0.84	Non-Supported
"Should Be"	12	14.0000	3.861	72	0.14	62	13.8387	3.498	72	0.14	Non-Supported

Table 28

t-Test Comparisons for Board of Regents  
and Board of Trustees for Process Goals

Process Goals of Hypotheses	Board of Regents					Board of Trustees					Null Hypotheses Supported/ Non-Supported
	N	$\bar{X}$	SD	df	t-Value	N	$\bar{X}$	SD	df	t-Value	
Freedom											
"Is"	12	12.2500	3.166	72	0.01	62	12.2419	3.119	72	0.01	Non-Supported
"Should Be"	12	13.5833	3.450	72	0.65	62	12.9194	3.174	72	0.65	Non-Supported
Democratic Governance											
"Is"	12	12.5833	3.288	72	0.22	62	12.8065	3.243	72	0.22	Non-Supported
"Should Be"	12	15.5000	3.529	72	1.25	62	14.0484	3.722	72	1.25	Non-Supported
Community											
"Is"	12	13.4167	3.528	72	0.05	62	13.4677	3.347	72	0.05	Non-Supported
"Should Be"	12	15.5000	2.939	72	0.22	62	15.2742	3.340	72	0.22	Non-Supported
Intellectual/Aesthetic Environment											
"Is"	12	14.0833	3.423	72	1.14	62	12.7419	3.785	72	1.14	Non-Supported
"Should Be"	12	15.6667	3.962	72	1.08	62	14.5000	3.323	72	1.08	Non-Supported
Innovation											
"Is"	12	11.7500	2.896	72	0.30	62	11.4355	3.410	72	0.30	Non-Supported
"Should Be"	12	13.4167	3.579	72	0.10	62	13.3065	3.490	72	0.10	Non-Supported
Off-Campus Learning											
"Is"	12	9.2500	5.011	72	0.88	62	10.3710	3.829	72	0.88	Non-Supported
"Should Be"	12	10.9167	5.089	72	0.35	62	11.3065	3.201	72	0.35	Non-Supported
Accountability/Efficiency											
"Is"	12	11.6667	2.015	72	0.93	62	12.5484	3.135	72	0.93	Non-Supported
"Should Be"	12	15.0833	2.746	72	0.63	62	14.4516	3.268	72	0.63	Non-Supported

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The acknowledged difficulties which threatens the viability of black colleges and universities and the need for these institutions to define their goals and priorities if they are to remain a viable and meaningful part of American higher education contributed to the development of the rationale for this study. The significance of the role of the board of regents and board of trustees in institutional goal determination also contributed substantially to this study. In addition, the particular focus of this investigation on black colleges and universities was suggested by the need for significant research on these institutions, especially in relation to their goals and priorities.

The purpose of this was study was to determine and analyze the process and outcome goals of black colleges and universities in the state of Texas as perceived by their board of regents and/or board of trustee members. A research instrument, the Institutional Goals Inventory (IGI) was utilized to collect the data. Each item of the questionnaire required two types of responses, showing both the "Is" and "Should Be" importance of the identified goals. The goal statements provided the respondent with five (5) choices ranging from one (1) "of no importance" to five (5) "of high importance." The population used in this study were board of regent and board of trustee members from black colleges and universities in the state of Texas. Since the population of black colleges and universities was small, the sampling technique was the available sample which included all of the population.

One hundred fifteen (115) board of regent and board of trustee members were sent questionnaires through the mail and seventy-four (74) usable responses were returned. This represented a 64% rate of return.

The statistical analysis employed to test the null hypotheses formulated for this study was the t-test. The results indicated the following:

1. The t-test was conducted separately for the twenty (20) IGI goal areas and revealed that there were significant differences between the outcome and process goal mean perceptions of the respondents. This null hypothesis of no significant difference was rejected at the .05 level of significance.
2. With the exception of the research goal, no significant IGI goal area mean perception was found among the outcome IGI goal area mean perceptions of the respondents. Thus, null hypotheses relative to all factors, except the research failed to be rejected at the .05 level of significance.

### Findings

The findings of this study were based on the statistical results of the hypotheses tested. Based on the analysis of the data from the t-Test, the following findings are presented:

1. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Academic Development.
2. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Intellectual Orientation.



3. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Individual Personal Development.
4. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Humanism/Altruism.
5. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Cultural/Aesthetic Awareness.
6. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Traditional Religiousness.
7. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Vocational Preparation.
8. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Advanced Training.
9. There was a statistically significant difference in the board of regents' and board of trustees' goal perception of what "Should Be" in Research. However, there was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is."
10. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Meeting Local Needs.

11. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Public Service.
12. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Social Egalitarianism.
13. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Social Criticism/Activism.
14. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Freedom.
15. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Democratic Governance.
16. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Community.
17. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Intellectual/Aesthetic Environment.
18. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Innovation.

19. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Off-Campus Learning.
20. There was no statistically significant difference in the board of regents' and board of trustees' goal perception of what "Is" and "Should Be" in Accountability/Efficiency.

### Conclusions

Based on the data gathered for this study and the results of the statistical tests performed on them, the following conclusions were made:

1. Although there were variances in the degree of importance or emphasis given to each goal area in the IGI, board of regents and board of trustee members perceived the current or "Is" goals to be the same as the desired or "Should Be" goals. This tends to suggest that, in general, the ideal is congruent with the actual; that is, the goals currently most emphasized are also most highly desired and those perceived least important presently are also least desired.
2. Among the current IGI goal areas, board of regents and board of trustee members attached highest importance to the goal of Academic Development and the lowest importance to Research. On the other hand, they assigned the highest priority to the desired goal of Community. Research and Advanced Training were least desired on institutional goal of black higher educational institutions. The high importance currently attached to Academic Development by black colleges and universities board of regents and board of trustees' underscores the general commitment of these institutions to helping

Implication: students acquire general and specialized knowledge, preparing students

Based for advanced academic work and maintaining high intellectual standards

1. on their campuses.

3. Although in terms of goal priorities the ideal is congruent with the actual, the perception of administrators concerning the current impor-

2. tance given each goal are significantly different from their perceptions

of the emphasis that should be placed in these goals. In fact, both

boards believed that significantly more emphasis should be given to

3. many of these goals.

4. Several factors were found to be contributing to the significant difference in the current and desired goal perceptions of board of

Finally, this regents and board of trustees. This study demonstrated the utility of a

black board goals inventory, such as the IGI, in delineating the current and desired

goals of black colleges and universities and determining priorities

Recommendation: among these goals in light of tasks, commitments and directions in the

Based future of black institutions of higher education. The findings generated

for implementation by this study provided a wealth of information about what board of

1. regents and board of trustees perceived their institutions were cur-

rently doing and believed that they should be of practical value to

administrators, planners and supporters of black colleges and

universities.

2. It is further recommended that these results be disseminated to other

constituencies and supporters of black colleges and universities in order

to help them better understand the goals of these institutions and the

rationale for supporting them.

### Implications of the Study

Based on the findings of this study, the following implications were drawn:

1. Conceptually, when black institution board members' goals are compared to other institution board members' goals, academic development would be the highest ranked goal for both.

2. One might find that board members of black institutions and board members of other institutions share a mutual concern that too much emphasis is currently being placed on athletic programs than should be.

3. Conceptually, institutions with fewer than twenty board members appear to demonstrate more control and are closer to attaining their desired goals than those boards consisting of twenty or more members.

Finally, this study adds to the general body of knowledge concerning perceptions of black board of regents and board of trustee members toward institutional goals.

### Recommendations for Implementation

Based on the findings of this investigation, the following recommendations for implementation are suggested:

1. It is recommended that the results of this study be made available to board of regents, board of trustees, planners, and administrators of black colleges and universities for their use as they assess the current states of their institutions and plan future developments.
2. It is further recommended that these results be disseminated to other constituencies and supporters of black colleges and universities in order to help them better understand the goals of these institutions and the rationale for supporting them.

3. The Institutional Goals Inventory (IGI) is recommended as a useful instrument in helping institutions define their goals and determine priorities among them.

### Recommendations for Further Study

Based on the findings of this investigation, the following recommendations for further study are appropriate:

1. A study of goals of black colleges should be replicated every four or five years to determine changes in goal perceptions over time.
2. Further research is needed to identify other black colleges and universities and demographics not included in the present study which may account for differences in goal perceptions.
3. Another study should be conducted in order to investigate the goal perceptions of other constituent groups not included in this study. Such a study may include faculty and institutional administrators.

**APPENDICES**

**Letter of Request for the Use of  
Institutional Goal Inventory Questionnaire**

I would like to obtain a copy of your Institutional Goal Inventory Questionnaire and would appreciate your sending that document to me at the above address.

I am currently at Texas Southern University in Houston, Texas, and the title of my thesis is "The Effectiveness of Faculty Development and Board of Trustees Institutional Planning and Control in the Area of Undergraduate Research Programs and Laboratories and Graduate and Postdoctoral Research and their impact on the university's research productivity."

The data for my questionnaire is from colleges in Texas, Arkansas, Missouri, and Louisiana. I am currently at Texas Southern University in Houston, Texas, and the title of my thesis is "The Effectiveness of Faculty Development and Board of Trustees Institutional Planning and Control in the Area of Undergraduate Research Programs and Laboratories and Graduate and Postdoctoral Research and their impact on the university's research productivity."

*Michael C. ...*  
Michael C. ...  
Texas Southern University  
Houston, Texas

December 2, 1988

**APPENDIX A**

Ms. Nancy Beck

Director

College and University Programs

Educational Testing Service

Princeton, New Jersey

**Letter of Request for the Use of  
Institutional Goal Inventory Questionnaire**

Dear Ms. Beck:

I would like to obtain a copy of your Institutional Goals Inventory booklet and acquire permission to use that document in my doctoral dissertation.

I am a student at Texas Southern University in Houston, Texas, and the title of the study I have undertaken is "Board of Regents and Board of Trustees Perceptions of Current and Desired Goals of Predominately Minority Colleges and Universities." Any assistance and or other instrument you find that would be pertinent to my study would be appreciated.

My plans are to administer your questionnaire to four colleges in Texas, directed to Board of Regents and/or Trustees, in January of 1989. Approximately one hundred fifty questionnaires will be used to collect data for the above study.

Sincerely,



Sandra F. Cornelius

Doctoral Student

Texas Southern University

Houston, Texas

SFC:pbs



TEXAS SOUTHERN UNIVERSITY

HOUSTON, TEXAS 77004

108

CURRICULUM AND INSTRUCTION  
COLLEGE OF EDUCATION

December 2, 1986

Ms. Nancy Beck  
Director  
College and University Programs  
Educational Testing Service  
Princeton, New Jersey 08540

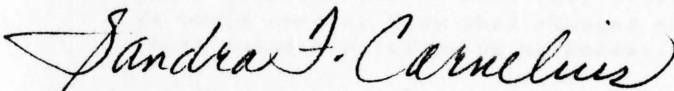
Dear Ms. Beck:

I would like to obtain a copy of your Institutional Goals Inventory booklet and acquire permission to use that document in my doctoral dissertation.

I am a student at Texas Southern University in Houston, Texas, and the title of the study I have undertaken is "Board of Regents and Board of Trustees Perceptions of Current and Desired Goals of Predominately Minority Colleges and Universities." Any assistance and or other instrument you find that would be pertinent to my study would be appreciated.

My plans are to administer your questionnaire to four colleges in Texas, directed to Board of Regents and/or Trustees, in January of 1987. Approximately one hundred fifty questionnaires will be used to collect data for the above study.

Sincerely,



Sandra F. Cornelius  
Doctoral Student  
Texas Southern University  
Houston, Texas

SFC:pbs

EDUCATIONAL TESTING SERVICE



PRINCETON, N.J. 08541

## APPENDIX B

Letter Approving the Use of  
**Institutional Goal Inventory Questionnaire**

December 10, 1986

Sandra F. Cornelius  
 2170 El Paseo #618  
 Houston, TX 77056

Dear Ms. Cornelius:

Thank you for your letter concerning your proposed dissertation research using the Institutional Goals Inventory.

I think IGI would be entirely appropriate for your study. If you plan to use IGI just as it is, with no changes or adaptations, then you do not need our permission. You just order the number of booklets that you will need and have them completed by those you have chosen as your respondents. You can then return them to us for processing if you wish to have us analyze and report the results.

If, on the other hand, you plan to adapt or change the inventory in any way, we would need to prepare a license giving you permission to reproduce and use copyrighted material. That is not a problem; and is done fairly often in dissertation research. We would need to know what changes you need to make before we could issue the licensing agreement.

Let us know what you would like to do.

Sincerely yours,

*Nancy Beck*  
 Nancy Beck  
 Program Director

RS:lv

EDUCATIONAL TESTING SERVICE



PRINCETON, N.J. 08541

609-921-9000

CABU EDUC TEST SVC

INSTITUTIONAL RESEARCH PROGRAM  
FOR HIGHER EDUCATION

## APPENDIX C

## List of Institutions Studied by

December 10, 1986

Control/Level, Total Enrollment,

and Percentage of Blacks Attending

Sandra F. Cornelius  
2120 El Paseo #618  
Houston, TX 77054

Dear Ms. Cornelius:

Thank you for your letter concerning your proposed dissertation research using the Institutional Goals Inventory.

I think IGI would be entirely appropriate for your study. If you plan to use IGI just as it is, with no changes or adaptations, then you do not need our permission. You just order the number of booklets that you will need and have them completed by those you have chosen as your respondents. You can then return them to us for processing if you wish to have us analyze and report the results.

If, on the other hand, you plan to adapt or change the Inventory in any way, we would need to prepare a license giving you permission to reproduce and use copyrighted material. That is not a problem; and is done fairly often in dissertation research. We would need to know what changes you need to make before we could issue the licensing agreement.

Let me know what you would like to do.

Sincerely yours,

Nancy Beck  
Program Director

NB:lv

**Table 29**  
**List of Institutions Studied**  
**by Control/Level, Total Enrollment, and**  
**Percentage of Blacks Attending**

Institution	Control/ Level	Total	Percent Black
<b>APPENDIX C</b>			
Prairie View A & M University Prairie View	Public	4,600	92
<b>List of Institutions Studied by</b>			
<b>Control/Level, Total Enrollment,</b>			
Texas Southern University Houston, Texas	Doctorate	7,000	97
<b>and Percentage of Blacks Attending</b>			
Wiley College Marshall, Texas	Private 4-Year	475	100
Huston-Tillotson College Austin, Texas	Private 4-Year	525	94
Paul Quinn College Waco, Texas	Private 4-Year	631	98
Jarvis Christian College Hawkins, Texas	Private 4-Year	550	100

**Table 29**  
**List of Institutions Studied**  
**by Control/Level, Total Enrollment, and**  
**Percentage of Blacks Attending**

Institution	Control/ Level	Total	Percent Black
Prairie View A & M University Prairie View	Public Masters	4,600	92
Texas Southern University Houston, Texas	Public Doctorate	7,000	97
Wiley College Marshall, Texas	Private 4-Year	475	100
Huston-Tillotson College Austin, Texas	Private 4-Year	525	94
Paul Quinn College Waco, Texas	Private 4-Year	631	98
Jarvis Christian College Hawkins, Texas	Private 4-Year	550	100

TEXAS SOUTHERN UNIVERSITY  
HOUSTON, TEXAS 77004

SCHOOL OF  
EDUCATION AND BEHAVIORAL SCIENCE

March 9, 1987

**APPENDIX D**

**Cover Letter**

Minority institutions share the crisis which threatens the viability of American higher education today. There is a need to delineate their goals and establish priorities among them if they are to maintain their role as a meaningful part of the American higher educational system. As a doctoral candidate under the directions of Dr. William Healy, I am conducting a study dealing with this important topic. This study is titled, "Board of Regents and or Trustees Perceptions of Current and Desired Goals of Minority Colleges and Universities."

I am writing to request your assistance with this study because it is expected that your responses, when analyzed and compared, will reveal specific means of improving minority institutions of higher education.

My study will only be a total success with your help. Enclosed is a questionnaire which has been designed to gather needed information from you. Your response will be kept confidential and I assure you that questionnaire answers will be used for statistical purposes and not referenced in anyway which will identify you or your institution.

It will be most helpful if you will complete and return the questionnaire in the enclosed envelope by April 6, 1987. I will be happy to provide you a summary of the results of this study, if it is requested, when the completed questionnaire is returned. Please accept my thanks for your time and cooperation.

Sincerely,

*Andrea F. Cornelius*

Andrea F. Cornelius

*William Healy*

William Healy  
Professor of Higher  
Education

TEXAS SOUTHERN UNIVERSITY  
HOUSTON, TEXAS 77004

COLLEGE OF  
EDUCATION AND BEHAVIORAL SCIENCE

March 9, 1987

APPENDIX B  
Follow-up Letter

Minority institutions share the crisis which threatens the viability of American higher education today. There is a need to delineate their goals and establish priorities among them if they are to maintain their role as a meaningful part of the American higher educational system. As a doctoral candidate under the directions of Dr. William Nealy, I am conducting a study dealing with this important topic. This study is titled, "Board of Regents and or Trustees Perceptions of Current and Desired Goals of Minority Colleges and Universities."

I am writing to request your assistance with this study because it is expected that your responses, when analyzed and compared, will reveal specific means of improving minority institutions of higher education.

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It will be most helpful if you will complete and return the questionnaire in the enclosed envelope by April 6, 1987. I will be happy to provide you a summary of the results of this study, if it is requested, when the completed questionnaire is returned. Please accept my thanks for your time and cooperation.

Sincerely,  
*Sandra F. Cornelius*  
Sandra F. Cornelius  
*William D. Nealy*  
William Nealy  
Professor of Higher  
Education

TEXAS SOUTHERN UNIVERSITY  
HOUSTON, TEXAS 77004

COLLEGE OF  
EDUCATION AND BEHAVIORAL SCIENCE

April 10, 1987

**APPENDIX E**  
**Follow-up Letter**

Several weeks ago a questionnaire was mailed to you requesting your participation in the study titled, "Board of Regents and or Trustees Perceptions of Current and Desired Goals of Minority Colleges and Universities." This study is using the Institutional Goals Inventory, a research instrument developed and published by the Educational Testing Service.

The return of the questionnaire has been good; however, as of this date, we have not received your response. As you may realize, the success of this study largely depends upon a high percentage of responses.

We realize that you are busy with other responsibilities, but we hope you will take the time to complete the questionnaire. Because of the small sample involved in this study, the response of each participant is very important.

If you have already completed and returned the questionnaire, please accept our expression of gratitude for your cooperation. If, however, you have not completed and returned the questionnaire by this time, we encourage you to do so before April 24, 1987. Your participation is vital to the success of our study.

Sincerely,  
*Sandra F. Cornelius*  
Sandra F. Cornelius  
*William T. Nealy*  
William Nealy  
Professor of Higher  
Education

AN EQUAL EDUCATIONAL OPPORTUNITY INSTITUTION



TEXAS SOUTHERN UNIVERSITY  
HOUSTON, TEXAS 77004

COLLEGE OF  
EDUCATION AND BEHAVIORAL SCIENCE

April 10, 1987

BIBLIOGRAPHY

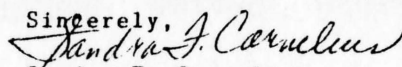
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The return of the questionnaire has been good; however, as of this date, we have not received your response. As you may realize, the success of this study largely depends upon a high percentage of responses.

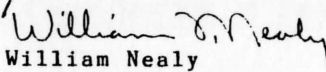
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If you have already completed and returned the questionnaire, please accept our expression of gratitude for your cooperation. If, however, you have not completed and returned the questionnaire by this time, we encourage you to do so before April 24, 1987. Your participation is vital to the success of our study.

Sincerely,



Sandra F. Cornelius



William Nealy  
Professor of Higher  
Education

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